THIRD EDITION

English & Communication

for Colleges

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Preface

Employers tell us that communication is one of the most important skills they look for in job applicants. Unfortunately, many students lack the communication skills that will make them competitive in the job market. The goal of English & Communication for Colleges, *third edition, is to help students improve their skills so that they can communicate effectively in the workplace.*

Today's students will be working in an environment that requires them to collaborate in teams, solve problems, gather information, and use sophisticated technology to communicate with and service their internal and external customers. To meet this need, the third edition of *English & Communication for Colleges* supplements the traditional teaching of grammar and writing with new and innovative approaches.

In response to student and instructor feedback and extensive reviews of the previous edition, we have retained the thorough coverage of the basics of grammar, writing mechanics, and workplace communication and added video case studies, critical-thinking case studies, Internet and e-mail applications, and a glossary of technical terms. We've even developed a web site specifically designed for students and instructors using *English & Communication for Colleges*.

What's New

English & Communication for Colleges, third edition, has been revised with exciting new features and an innovative layout to make teaching and learning versatile and accessible. New student and instructor resources complete the package.

- Reorganization of content into fewer chapters that are divided into sections
- New chapter opening cases
- New graphics chapter
- New chapter on customer service
- New chapter on diversity
- New chapter on technical writing
- Expanded Internet and e-mail integration into activities
- Critical-thinking questions at the end of each chapter
- Case studies at the end of each chapter

- Workplace Communication in Action Video tied to the video cases at the end of most chapters
- Video Casebook that includes additional cases not included in the student textbook
- Technology glossary
- Documentation appendix for APA, MLA, and *The Chicago Manual of Style*
- PowerPoint presentation for each chapter
- Student Note Taking Guide, which enables students to take notes from the PowerPoint presentations
- Online Learning/WebCT
- Two- and four-color acetate transparencies

Features of the Textbook and Its Accompanying Package

English & Communication for Colleges, third edition, contains features that make it a powerful tool for the teaching of business communication. These features include:

- **Easy-to-read style and colorful illustrations.** The chapters are written in everyday language. Numerous bulleted or enumerated lists highlight important concepts. Chapters are further broken down into sections, which are usually around ten pages long. By having such short sections, the content of the text is divided into small, digestible units. Color photos, artwork, and figures provide visual reinforcement and act as a starting point for class discussion.
- **Integration of ethics and cross-cultural issues.** To provide students with forethought on these topics, concepts on ethics and diversity are incorporated into the text and in marginal notations.
- **Integration of technology.** To expose students to technology, concepts about technology and exercises requiring the use of technology are integrated throughout the text. The technical terms used to express these concepts are defined in the Technical Glossary appendix at the end of the text.
- **Introductory case.** Each chapter begins with a case study. To solve the problems described in the case, students must apply the concepts in that chapter. Questions that follow the case challenge students to think critically to develop answers. The questions are answered, as appropriate, at the end of each section of the chapter. A summary of the case appears at the end of the chapter.

- **Ineffective/effective models.** Poorly written and well-written messages are illustrated side-by-side to provide students with models of good writing. Callouts highlight important features within the document models.
- **Correct and consistent document formats.** All document illustrations in the text and transparencies model correct formatting.
- **Opportunities to write and revise.** Many opportunities to write, edit, revise, and proofread are provided throughout the book, particularly in the end-of-chapter applications and the Study Guide.
- **Complete but concise coverage.** *English & Communication for Colleges* is divided into fourteen chapters. Each chapter is divided into sections, each dealing with an important business communication concept.
- **Checkpoints within sections.** Checkpoints located within sections provide immediate feedback, thereby enhancing learning. Students can check their answers to Checkpoints in Appendix E.
- **SCANS (Secretary's Commission on Achieving Necessary Skills).** These basic skills and competencies are highlighted throughout the chapter text and in marginal notations. Most of the end-of-chapter applications require the usage of these skills.
- **Marginal notations.** The following icons identify marginal notations that enhance the chapter content and keep students focused:

Technology
INTERNET

Diversity
KEY POINT

SCANS
ETHICS

Objective 1
Chapter Objectives
TEAMWORK

- **Chapter content and summary keyed to objectives.** Using a special icon, section objectives are highlighted at the point in the chapter where they are discussed. In the chapter summary, each objective is repeated and the pertinent chapter content summarized.
- **Checklists.** The checklists serve as concise reviews of the key elements or steps in various forms of communication.
- **Variety of activities.** Activities at the end of each chapter provide students the opportunity to work in teams, use technology, develop proofreading and editing skills, and exercise their critical-thinking skills.
- **Discussion questions.** Each section ends with discussion questions that require students to recall and apply concepts presented in the section, providing an opportunity for classroom discussion of key concepts.
- **Critical-thinking questions.** At the end of each chapter, critical-thinking questions require students to expand their thinking about the concepts presented in the chapter. These questions are excellent discussion generators.
- **Specialized glossaries.** Two glossaries are included in the appendices of the text—one for key terms and the other for technology terms. These glossary terms appear in bold type in the chapter text.
- **Video case.** To provide another opportunity to apply business communication concepts, a video case is included at the end of most of the chapters. This case offers another learning media for students. Using a related video clip from the Workplace Communication in Action Video, students analyze, problem-solve, and apply communication concepts to respond to the video case questions.

Student Resources

The student supplement learning package provided with the third edition of *English & Communication for Colleges* includes enrichment activities that provide additional opportunities for students to learn and apply the principles of effective communication.

- **Student Note Taking Guide.** This note taking guide is tied to the PowerPoint presentation provided for each chapter. The guide provides students with reduced images of the PowerPoint slides with space for taking notes beside each slide.
- **Study Guide.** The printed Study Guide provides students with additional opportunities to apply concepts from the chapter.

- **Online Learning/WebCT.** This browser-based instructional tool is appropriate for distance education or as an enhancement to classroom instruction, delivering interactive exercises, online reference documents, web links, presentation slides, and more. It is available in HTML format or as a WebCT cartridge.
- **English & Communication for Colleges Web Site.** Accessed from South-Western Educational Publishing's web site, www.swep.com, the site contains additional activities, instructor support, and updates for links listed in the chapter Internet activities.
- **WebGuide: Your Online Career Search.** This real-time CD-ROM gives students the power to connect with the best resources on the Internet for the very latest in career information, resume writing and interviewing strategies, and job opportunities.
- **words@work.** This software package connects students to the skills needed to succeed in the workplace. Interactive lessons and exercises reinforce essential grammar, workplace writing, and employability skills. The 40 interactive lessons include 400 extensive grammar and writing exercises as well as a reference section and glossary including links to related Internet resources.

Instructor's Resources

The resources available to instructors using *English & Communication for Colleges* include the following items:

- **Annotated Instructor's Edition of the Textbook.** The comprehensive instructor's edition contains a complete instructor's manual, which includes general teaching suggestions and chapter-specific overviews, teaching suggestions, and solutions. The annotated text includes:
    - Checkpoint answers shown next to all Checkpoints
    - Marginal teaching notes on SCANS, extension activities, teaching tips, additional resources, multimedia support, and technology connections
    - Short answer keys
- **Instructor's Resource CD. PowerPoint presentations** for each chapter are available on the Instructor's Resource CD. The **PowerPoint97 Viewer** is provided free for users who do not have the PowerPoint program. The Viewer will allow users to view but not edit the PowerPoint presentations. **Chapter tests** are also provided on the CD in Microsoft Word, WordPerfect, and Microsoft Works.

- **Electronic Test Bank.** The electronic test bank includes all of the questions found on the Instructor's Resource CD test bank and gives you the ability to edit, add, delete, or randomly mix questions.
- **Video and Video Casebook.** The Workplace Communication in Action video features real companies dealing with realistic business situations. The Workplace Communication in Action Casebook and the video cases in the student text are related to the video and require students to analyze, problem-solve, and apply communication concepts.
- **Two- and Four-Color Acetate Transparencies.** Over 100 transparencies are available to assist with the discussion of chapters. Formatted letters and memos, checklists, and summaries of key concepts support and supplement the chapter material.
- **Annotated Instructor's Edition of the Study Guide.** Solutions overprint the student exercises in the Annotated Instructor's Edition of the Study Guide.

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chapter 1

Communicating in Your Life

1·1 **Communication: Its Importance and Roles in Your Life**

1·2 **Communication: Responsibilities of Participants, Forms, and Barriers**

1·3 **Electronic Communication**

CASE 1:

Sending the Wrong Message

Three months ago, Anna Washington graduated from Winston Business College. Upon graduation, she obtained her first full-time job with IBM. Needless to say, she was very excited about the opportunity.

As the receptionist in the foyer of a new building, Anna works in an attractive setting. She has the opportunity to greet most employees, including upper management, and customers as they enter the building. She answers incoming calls and forwards them to appropriate individuals. Anna's computer is equipped with the usual software—word processing, spreadsheets, databases, presentation graphics, and games such as Solitaire, Hearts, FreeCell, and Minesweeper. She has e-mail and Internet access as well.

Anna sometimes uses her word processing software when the secretarial staff has too much work. While this opportunity doesn't happen too often, she enjoys it when it does come.

After three months, Anna's job has lost some of its appeal. She does not greet employees with the same enthusiasm as she did at first. Neither do her fellow employees respond as enthusiastically to her greetings. Her supervisor becomes irritated when she finds errors in the documents Anna has keyed. Answering incoming calls has become routine, almost boring.

Recently, Anna sent an e-mail to a friend about personal business and her supervisor caught her. She did not say anything at that time, but Anna could tell she was upset. Today, Anna was bored and decided to play Solitaire. She was in the middle of her first game when her supervisor brought a document to key. Her supervisor became upset and lectured Anna as several people, including a member of upper management, walked by. Obviously, Anna was very embarrassed.

Questions

1. How important is communication in Anna's job?
2. How did Anna use communication to reflect her attitude toward her job?
3. Did Anna use audience analysis? If so, did she use it effectively?
4. Does Anna's recent job performance reflect an I- or a you-attitude? Explain your answer.
5. What opportunities did electronic communication offer Anna?
6. What messages did Anna's use of electronic communication send to her supervisor?

1·1 Communication: Its Importance and Roles in Your Life

Objectives

After completing Section 1.1, you should be able to

1. List the purposes of communication.
2. Diagram the communication process and identify its main parts.
3. List the two media used for sending messages and the two media used for receiving messages.

KEY POINT

The effective communicator gets things done and frequently is an effective leader.

The Importance of Communication

The process you use to send and interpret messages so that they are understood is called **communication**. When communicating, you go through the process so quickly and naturally that you do not realize a process is being used. In the business environment, this process is called **business communication**. Being an effective communicator is critical to you in your personal, academic, and professional lives.

Research indicates that adults spend about two-thirds of each day communicating. Responding to friends, maintaining relationships with co-workers and supervisors, interpreting messages, and persuading customers are all ways people interact. Studies also indicate that managers spend more than 50 percent of their time attending meetings, making telephone calls, writing, and listening.

Communication skills include the ability to use language accurately—use proper grammar, choose words precisely, and spell correctly. They also include the ability to speak, teach, counsel, debate, and listen. Whether you realize it or not, your success in life is dependent upon your communication skills.

The Purposes of Communication

We all use communication for five basic purposes: (1) to establish and build goodwill, (2) to persuade, (3) to obtain or share information, (4) to establish personal effectiveness, and (5) to build self-esteem.

To Establish and Build Goodwill

Objective 1

Your ability to establish and build relationships affects every aspect of your life. Whether in your social, academic, or professional life, this ability determines the depth of your relationships with your friends, loved ones, family, classmates, and coworkers. Good relationships result in **goodwill**—the favorable reputation that an individual or a business has with its customers. Any communication that helps to develop a better relationship between you and your receiver builds goodwill.

KEY POINT

Effective use of goodwill turns coworkers into friends.

To Persuade

Motivating or persuading others to act in a certain way depends on your ability to convince them that they will benefit from such an action. When others—whether social friends or family, classmates or teachers, supervisors or co-workers—feel that you are sincerely concerned about them personally, your relationship becomes more valued.

To Obtain or Share Information

Information is one of the most valuable resources we have. You must communicate to obtain the information you need and to share the information you have. You need this valuable resource to function successfully with friends, at school, and at work.

To Establish Personal Effectiveness

When you receive a message that is accurate, easy to understand, and error-free, you form a positive image of the sender. If you receive a message full of errors, you suspect that the sender is careless or thoughtless. Thus, whether in a social, academic, or professional setting, a positive image is very important.

To Build Self-Esteem

Positive comments or reactions from others increase your self-esteem. Such positive reinforcement causes you to feel good about yourself and your chances for success. This confidence has a positive impact on your social relationships, your academic associates, and your co-workers.

In summary, you spend a great deal of time communicating. How you communicate critically impacts your social, academic, and professional lives.

SCANS
Employability

Interpersonal: Working on Teams
A key to your success on the job is your ability to work and get along with your co-workers.

Personal Qualities: Self-Management
Your communication skills tell your subordinates, co-workers, and supervisors what kind of person you really are—organized, disorganized, careful, careless, thoughtful, thoughtless, etc.

The Communication Process

Objective 2

Before the communication process begins, you create or develop an idea. To communicate the idea, you will use the communication process. The communication process, illustrated in Figure 1.1, consists of five components: (a) the sender, (b) the message, (c) the receiver, (d) the feedback, and (e) the channel.

Usually, the communication process is interpersonal (between persons). However, it may occur between a person and a machine, such as a computer. It may also occur between two machines. Computers, printers, and fax machines can exchange information.

The Sender

The **sender** is a person or thing that originates a message and initiates the communication process. When you are the sender, you have major responsibilities in the communication process. These are described in more detail in Section 1.2.

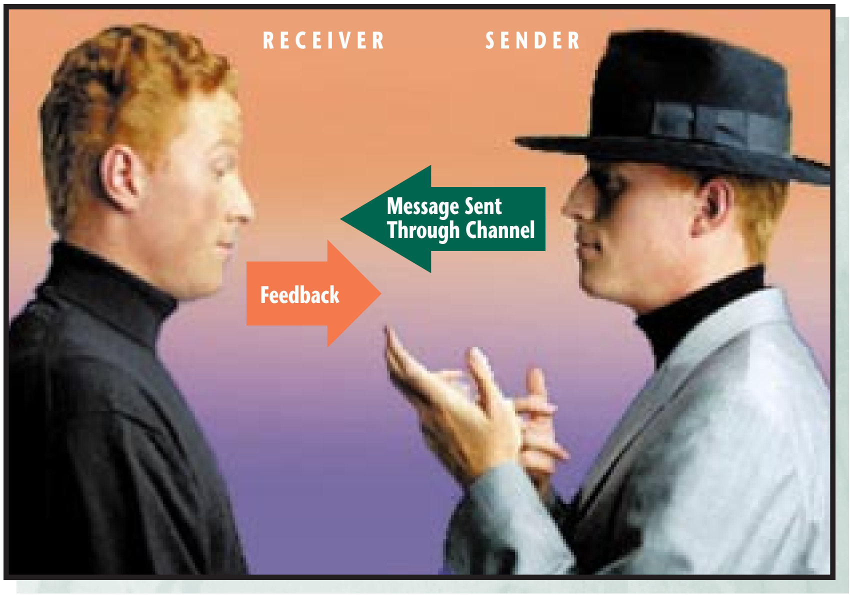


FIGURE 1-1 The main components of communication are sender, message, receiver, feedback, and channel.

The Message

A **message** is composed of a set of symbols. These symbols can be verbal or nonverbal. **Verbal symbols** are words used when speaking or writing. Letters, memorandums, reports, brochures, catalogs, manuals, and annual reports are composed of verbal symbols. These symbols are also used when speaking face-to-face or on the telephone, participating in a conference or meeting, or delivering a speech.

Nonverbal symbols such as gestures, posture, facial expressions, appearance, time, tone of voice, eye contact, and space always accompany verbal symbols. Whether you realize it or not, you use nonverbal symbols to send and determine attitudes.

All messages contain nonverbal symbols that help the receiver interpret verbal symbols. If verbal and nonverbal symbols conflict, receivers generally believe the nonverbal symbols over the verbal symbols. For example, a sales representative may say that your account is very important but then keeps you waiting. The representative's nonverbal communication may cause you to question the representative's sincerity, and you may decide to take your business elsewhere.

Using nonverbal symbols to deliberately mislead receivers can cause others to question your honesty.

DIVERSITY

The meanings associated with nonverbal symbols vary according to culture and nationality. For example, in some cultures it is important to be on time. In others, it is customary to be late.

The Receiver

A person or thing to whom a message is sent is the **receiver**. When you are the receiver, your responsibility is to give meaning to the verbal and nonverbal symbols used by the sender. (Techniques to accomplish this task are discussed in Section 1.2 of this chapter.) The meaning receivers give to messages depends on their respective educational backgrounds, experiences, interests, opinions, and emotional states.

Miscommunication results if the receiver gives the message a different meaning than the sender intended.

The Feedback

Feedback is the response of a receiver to a message. Feedback may be nonverbal (a smile, a frown, a pause, etc.) or it may be verbal (a telephone call or a letter). Any response—even no response—is feedback.

Feedback is a critical component of your communication because it helps you determine whether the receiver has understood the message. If the receiver looks confused (nonverbal feedback), you know that you need to clarify, provide additional information, or modify the message. To be meaningful, feedback must accurately reflect the receiver's reaction to the message.

The Channel

The mode a sender selects to send a message is called the **channel**. Letters, memorandums, and reports are the most common channels for written messages. One-to-one conversations, telephone conversations, and meetings are common channels of oral messages. E-mail, videoconferences, and voice mail are common channels of electronic messages.

Selecting the appropriate channel becomes more significant as the importance or sensitivity of your message increases. When trying to resolve a sensitive issue with a client, for example, you must carefully weigh the merits of communicating by telephone or by letter. Using the telephone indicates a sense of urgency and allows immediate feedback. On the other hand, a letter enables the sender to explain a position and provide a written record of the message. Often, using both channels is appropriate. You might discuss the situation over the telephone and then follow up with a letter.

TECHNOLOGY

E-mail is being used more and more as a channel of communication. It is easy to send a message and "copy everyone." However, this practice can damage your image as a co-worker.

Checkpoint 1

The Purposes and Process of Communication

Answer the following questions:

1. When communicating, what are the types of symbols that make up a message?
2. When communicating, how important is channel? Why?
3. What is the purpose(s) of each of the following communications?
    a. You greet a customer by saying, "May I help you?"
    b. Your shop supervisor tells you that you are doing a good job.
    c. A company puts its web page on the Internet.

Check your answers in Appendix E.

Communication Media: Their Importance to Your Success

Objective 3

As humans, we have two means by which to send messages and two means by which we receive them. To send messages, we speak and write; these messages are accompanied by nonverbal symbols. To receive messages, we read or listen. These media are critical to you in your professional, academic, and personal lives.

Speaking

The way you send your messages using oral skills over a period of time creates an image. This image is a key to your success. For example, in your professional life, the way you present your messages orally tells your co-workers and supervisors how well you are organized. The accent or pronunciation of words that accompanies your language and your word selection conveys a level of professionalism. You create a professional image by speaking and using words correctly.

In the academic setting, you are in the process of learning to create a professional image. Nevertheless, your assignments are used to evaluate you and where you are in this process. Your pronunciation and word selection when presenting yourself orally reflect your development.

In our personal lives, acceptance is very important. We want to be with those who accept us the way we are. In this setting, the way you speak is important to your acceptance. For example, when in relaxed settings with friends, we know we "fit in." Also, in intimate or important personal situations, your ability to say exactly what you feel is essential for your success.

INTERNET

For additional insight into overcoming the fear of public speaking, go to **http://www.toastmasters.org**

SCANS
Employability

Basic Skills: Speaking
When interviewing for a position, employers are usually looking for a confident, teachable person. How you express yourself (speak) in an interview will be used by the interviewer as a reflection of your self-confidence and "teachability."

Basic Skills: Writing
Your written documents become a record by which your supervisors will judge your ability to communicate.

Writing

Though writing is the least used communication media, it receives a great deal of attention in our schools. Why? In a professional setting, your writing (memorandums, letters, and reports) becomes a written record of your communication skills.

In an educational setting, writing is required extensively. You usually have written reports or projects in many courses. Thus, your grades—a major factor used to judge your success in education—are influenced by your writing skills.

In your personal life, your ability to write an effective letter can deepen a relationship, earn the respect of a friend, and reflect your attitude. Also, sometimes it is easier to tell someone how you feel in a letter rather than face-to-face. In such situations, your writing skills are very important. You want that good friend to know exactly how you feel.

Reading

One of the means to receive a message is through reading. In a professional setting, reading is a part of every job. You will be required to read and understand memorandums, letters, and reports. You will be expected to read effectively. Also, in this age of information, you will need to read continually in order to stay up to date.

In an academic setting, you read constantly. The challenge is to stay focused in order to gather the information needed from the text, articles, and handouts you read. Much of your academic performance is based on your reading skills.

Reading is important in your personal life also. By reading newspapers, magazines, and books, you broaden your knowledge and become a more interesting person. Because you will have more information to share, others may view you more positively and seek your opinion or seek the information you may have.

Listening

The other means to receive a message is through listening. Though the most frequently used means of communication, it is the least taught. Listening is more than just hearing; it also requires understanding. In a professional setting, listening is critical. When receiving an oral message, your response must be correct. If you fail to listen to customers or clients, you may lose their business.

In an educational setting, listening effectively is critical. Effective listening results in doing the right assignment, doing the assignment correctly, understanding the sender's message, and taking notes effectively. Doing these activities well results in learning and, most of the time, good grades.

In a personal setting, listening deepens relationships. The power of listening in our personal relationships is immense. When we listen to someone, we say nonverbally, "You are important." The failure to listen sends a message to a person that he or she is unimportant.

TECHNOLOGY

One of the jobs in greatest demand is computer information systems workers. For those who choose this career area, reading is critical. To fail to read about the development of hardware and software for just a short period can cause a person to become quite dated.

Checkpoint 2

Usage of Communication Media

Indicate the media you would use for the following messages and explain your selection.

1. You want to ask your supervisor for a day off.
2. You need to give the head of the Sales Department your sales figures for last month. They are quite good.
3. You want to tell a subordinate, Les, that he can have a day off as he requested.
4. You must tell Anna (see case study on page 1) that she cannot play computer games while on the job.

Check your answers in Appendix E.

SCANS
Employability

Personal Qualities: Responsibility, Integrity
Your supervisors will constantly use your nonverbal communications to determine your attitude about your job.

CASE 1: Answers

Responses to Questions 1 and 2 in Chapter Opener

1. **How important is communication in Anna's job?**
   The main part of Anna's job is communication. Almost everything she does is seen by others and used by them to assess her performance. Anna greets employees and customers, answers incoming calls, and helps the secretarial staff with computer work. These responsibilities all require Anna to have good communication skills.

   Anna's errors in keyed documents send the message that she is either careless or sloppy—a message she does not want to send to her supervisor.

2. **How did Anna use communication to reflect her attitude toward her job?**
   Anna's attitude toward her job seems to be declining. This message is sent nonverbally by her actions. For example, she is less enthusiastic when greeting employees. She seems bored to the point of sending personal e-mail and playing games. These nonverbal signals all indicate that Anna is losing excitement for her job.

DISCUSSION QUESTIONS

1. Which of the five purposes of communication is most important? Justify your answer.
2. When you send a message but your receiver gives you no feedback, how do you interpret the receiver's reaction?
3. Which of the communication media do you use the most? the least? Do your responses reflect the amount of time dedicated to the teaching of these skills in schools?

1·2

Communication: Responsibilities of Participants, Forms, and Barriers

Objectives

After completing Section 1.2, you should be able to

1. List the three major responsibilities of senders and two major responsibilities of receivers.
2. Define the forms of communication.
3. List the two types of barriers to communication and provide examples.

As Section 1.1 indicates, communication is critical to your success in all aspects of life. Thus, understanding your responsibilities as a participant in communication, understanding the forms of communication, and being aware of barriers to effective communication will aid you in becoming a better communicator.

Responsibilities of Participants

In the communication process, there are two participants—senders and receivers. For the communication process to be effective, each has important responsibilities.

Objective 1

The Sender's Responsibilities

The sender's responsibilities in the communication process are critical and sometimes dependent upon personal judgment. However, the better you learn to fulfill these responsibilities, the better communicator you will become.

Because the sender initiates the communication process by sending a message, he or she selects the media for the message and the verbal and nonverbal symbols used in the message. To select these well, the sender must (1) analyze and understand the receiver—a process sometimes called *audience analysis*, (2) analyze and understand the environment in which the message will be sent, and (3) encourage and interpret feedback.

KEY POINT

In the communication process, the sender's job is the most difficult because he or she is trying to analyze and understand others (the receivers).

Audience Analysis

Because no two audiences are alike, the more you know about your receiver, the better you will be able to analyze your audience. **Audience analysis** is the process used to examine your receiver or audience. Knowing his or her background interests, attitudes, and emotional state will help you select symbols that your receiver will accept.

When sending a message, you must be sensitive to many factors. In some situations—such as when someone is under a great deal of stress or has many demands on his or her time and attention—it may be best to postpone your communication to a more appropriate time.

Questions that you should ask when analyzing the background of your receiver are

1. How much education does the receiver have?
2. Does the receiver have education that relates to the topic of this message? If so, how much?
3. Does the receiver have work experience that relates to the topic of this message? If so, how much?
4. Have I interacted with this receiver before? If so, what is our relationship?

Answers to the preceding questions will assist you in selecting the appropriate words for your message. The words you select for your message reflect your attitude about the receiver and the message.

Questions that will help you identify your receiver's interests are

1. What are the concerns of the receiver?
2. What are the needs of the receiver?
3. Does the receiver have a particular motive?
4. Does the receiver have a desired outcome?

DIVERSITY

The questions about "interests" are critical when analyzing an audience composed of differing cultures or nationalities.

A receiver's level of interest is an important element of audience analysis and is dependent upon the situation. As time passes, the situation and interests may change. For example, an individual who wants to sell a home has basic concerns: price and timing. However, if the seller has a deadline in another city to take up a new job, concerns and even the seller's needs will change as the deadline approaches. Motives and desired outcomes may change from "profit" to "sell as soon as possible."

Questions that will help you identify the receiver's attitudes are

1. What are the beliefs, biases, values, and viewpoints of the receiver?
2. What words will make a positive impression? a negative impression?
3. Are there ideas that can be used to communicate effectively with the receiver? If so, what are they?

Factors that affect a receiver's attitudes are personality, status, power, expectations, nationality, and culture. To illustrate, let's use nationality and culture. Generally speaking, Italians might indicate that something is "difficult to accomplish" rather than telling someone "no." Europeans stand closer to individuals than do Americans. Thus, nonverbal symbols have different meanings based on nationality and culture.

Lastly, you must consider the receiver's emotional state. Questions that will reveal the receiver's emotional state are

1. Will the message make the receiver happy? sad? pleased? upset? Will it affect the receiver at all?
2. Is the receiver in a satisfactory mood to receive the message? If not, do I have time to wait?

TECHNOLOGY

Using electronic media is very easy, and so using such means to send an *inappropriate* message is becoming more and more common. Use them thoughtfully.

This assessment determines the order and timing of your message. In most cultures, when giving pleasant news or routine news to the receiver, the sender presents the main idea first, followed by the supporting information. When giving a message that will make the receiver unhappy or angry, most cultures require that reasons for the bad news be given before the bad news itself.

If the receiver is in a good mood, now is the time to send your message. If he or she is in a bad mood, perhaps you could wait. The question is, "Do you have the time to wait?"

One common pitfall when adjusting for your audience is the I-attitude. When conveying messages, senders need to employ the you-attitude. The you-attitude focuses on the needs, interests, and concerns of the receiver; the I-attitude focuses on the sender. Look at the following examples.

I-Attitude	**You-Attitude**
I am pleased to inform you that your Tech Credit Card has been approved.	Welcome to the Tech family. Come in and use your Tech Credit Card soon.

(continued)

I-Attitude	You-Attitude
I am sorry. I cannot ship your order until July 1. We are temporarily out of stock of those items.	On July 1, your order will be shipped. The delay is caused by high demand for those items.
We can sell you each box of chocolates for $5, and you can charge your customers $10, leaving $5 for profit.	Make $5 profit on each box of chocolates—your cost is $5 and your selling price is $10.

As these examples illustrate, the you-attitude reflects the needs, interests, and concerns of the receiver. Learn to use the you-attitude in your communications, and you will be perceived as a person sincerely interested in your customers, clients, and friends.

After answering all these questions about your receiver, you are ready to apply the answers and adjust your message based on the background, needs, interests, and concerns of your receiver. Though you may not realize it, you probably have used audience analysis before. Answer this question: "Have you ever put off giving someone a message because he or she is in a bad mood?" If you have, you were using audience analysis to make your decision. You were taking the receiver's emotional state into consideration and deciding to postpone the message. Nevertheless, though most of us have used audience analysis in the past, generally we need to become much more skilled in applying information about our receivers. Background, interests, attitude, and emotional state all make significant contributions to the understanding of your receiver. Effective application of this knowledge will aid you in your effectiveness as a sender.

Message Environment

Another factor a sender must consider when sending a message is its environment. **Message environment** refers to the physical and social setting in which a message is sent.

KEY POINT

Sending a message in the wrong environment illustrates a lack of tact or understanding.

When considering physical environment, the sender must ask this question: "Is the environment such that my message will be understood and receive the desired reaction?" If the answer is "yes," then the message should be sent. If it is "no," then it should not be sent. Many things affecting the environment could indicate it is necessary to delay the sending of a message. Below are some examples:

1. When an assembly line is behind schedule, you probably do not want to ask your supervisor for time off.
2. When your supervisor is ill, it is probably not a good time to make suggestions on how to improve production or to ask for a raise.

Another factor of message environment is the social setting. For example, an office party, in most situations, would not be a good place to conduct office business. Sometimes the golf course is a good place to conduct business; other times it is not. The sender must analyze the environment in which he or she is considering sending a message and then react accordingly.

Soliciting Feedback

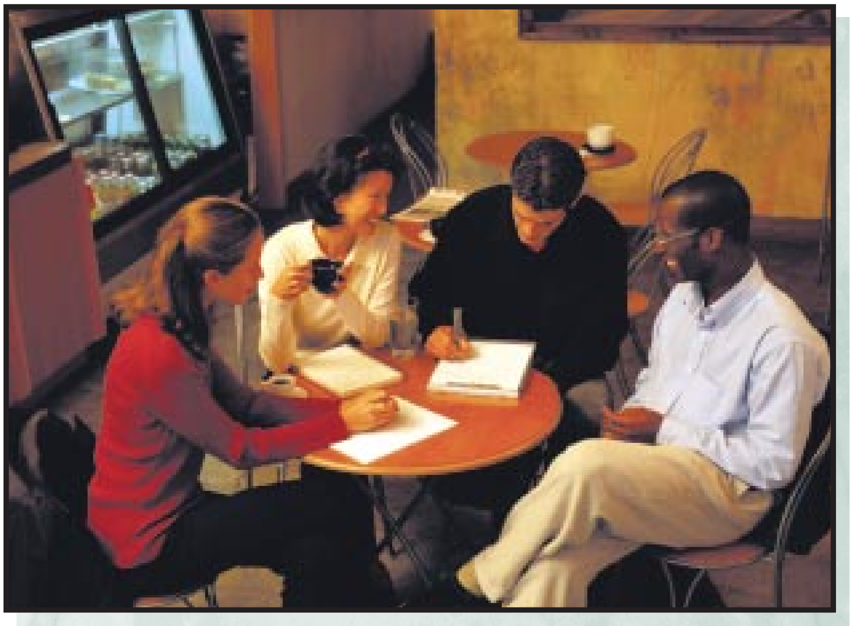
A challenge for senders is to keep the communication process open by sincerely wanting feedback from receivers. Your attitudes greatly impact the likelihood of your receiving honest feedback. Critical to your ability to receive feedback are your interpersonal communication skills. If receivers feel you are open, sincere, honest, and attentive to their needs, interests, and concerns, you increase your chances for honest feedback.

The Receiver's Responsibilities

The receiver's responsibilities are important and can be more easily controlled than those of the sender. Basically, the receiver's responsibilities are to read and listen effectively.

Reading

Focusing and ensuring understanding are the keys to effective reading. For most of us, it is a matter of discipline. If you want the information badly enough, then you will be willing to pay the price to get it; that price is your time. If you need to, read with a dictionary beside you. When you come upon a word you do not understand, look it up. After



Some social situations are conducive to business discussions; others are not. Be sensitive to the mood and purpose of the event, as well as the people who are with you. Act professionally in all social situations with co-workers.

SCANS
Employability

Thinking Skills: Seeing Things in the Mind's Eye
Effective leaders know how to get and use feedback. They view it as an opportunity to see themselves as others see them.

Deceptive feedback can damage a company, a receiver, or a sender.

For suggestions on how to improve your reading skills, go to **http://www.abbylearn.com** looking up a word a few times, you will soon remember what it means and will not have to look it up again.

Listening

Listening can be a little more self-threatening. When you do not understand a message and you really want to understand it, you must expose your lack of understanding by asking questions. Such an admission can be intimidating. Thus, effective listening can be challenging to us because of our egos. Two techniques can be used to ensure effective listening: (1) clarify for understanding and (2) check for understanding.

KEY POINT

Failure to ask questions when you do not understand indicates that learning is not as important as your ego or fear of looking "dumb."

To clarify for understanding means that you, as the receiver, know you do not understand some aspect of the message. Hence, you must ask questions. Too frequently, senders assume that "I have said it; therefore, you understand." Such an attitude leaves the burden for effective communication on the receiver. When you are in such a situation, you must ask questions for clarification.

Good listeners also check for understanding. When in listening situations, good listeners paraphrase the message. This action will help to ensure that the sender was clear. If the sender was not clear, the paraphrasing will indicate a problem in communication. Then it is the sender's responsibility to clarify.

3 Checkpoint

Responsibilities of Participants

Match the responsibility with the participant.

Responsibility	Participant
1. Listening effectively	Sender
2. Assess message environment	Receiver
3. Solicit feedback	
4. Read accurately	
5. Apply audience analysis	

Check your answers in Appendix E.

Objective 2

Forms of Communication

Forms of communication you encounter are external or internal and formal or informal. These messages may be written, oral, or electronic.

External and Internal Communication

External communication originates within a company and is sent to receivers outside the company. Communication with clients, customers, sales representatives, governmental agencies, advertising agencies, and transportation agencies outside the company is external.

Internal communication originates and is sent to receivers within a company. For example, a memorandum from a supervisor to an employee is an internal communication.

Formal and Informal Communication

Formal communication occurs through established lines of authority and can be written or oral. As Figure 1-2 illustrates, communication may travel down, across, or up lines of authority.

Communication that travels down the hierarchy from a superior (supervisor, manager, or executive) to subordinates is *downward communication*. Instructions from a project manager to project team members travel downward. Policies established by the board of directors and company officers are relayed downward to department managers and then to other employees.

Communication among peers—persons of the same status—is *lateral communication* (sometimes call *horizontal communication*). A memorandum from one department head to another is an example of lateral communication. Lateral communication encourages cooperation between departments and divisions of an organization.

Upward communication refers to communication from subordinates to supervisors. When employees convey to their superiors suggestions

KEY POINT

For written business messages, the memo is the most common format.

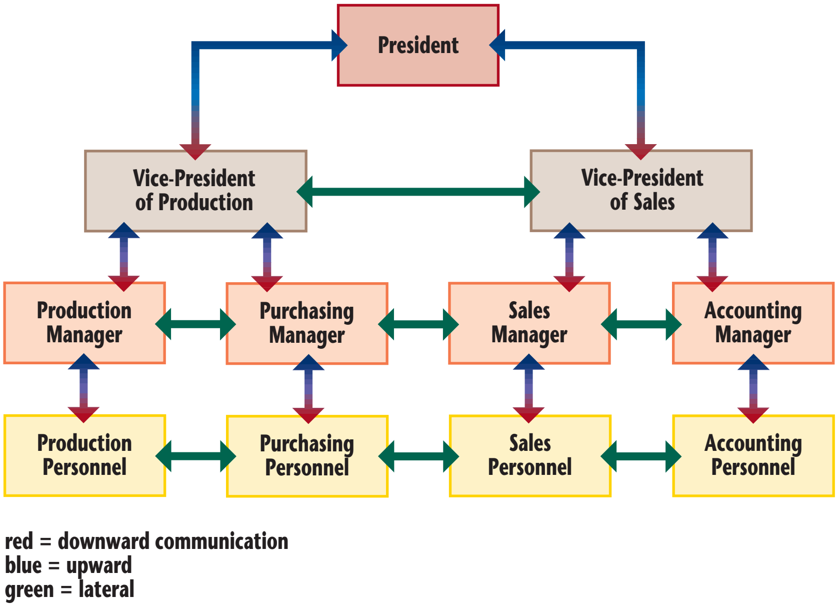

President
Vice-President of Production
Vice-President of Sales
Production Manager
Purchasing Manager
Sales Manager
Accounting Manager
Production Personnel
Purchasing Personnel
Sales Personnel
Accounting Personnel
red = downward communication
blue = upward
green = lateral

FIGURE 1-2 Formal communication travels within the lines of a hierarchy. Informal communication does not follow any lines within a hierarchy.

for improving production, their attitudes and feelings about their jobs, or their perception of the organization, they are communicating upward. Likewise, a manager's recommendation to company officers is upward communication.

Informal communication does not follow established lines of authority. It may be written or oral. Sharing interests over lunch or during breaks and socializing after work are examples of informal communication. Often referred to as the *grapevine*, informal communication is usually a rapid communication channel, although not always an accurate one.

Written, Oral, and Electronic Communication

Letters, memorandums, and reports are common forms of written business communication. **Letters** are external documents that may be addressed to business associates, customers, and clients.

DIVERSITY
Be aware that acceptable letter format and content varies from culture to culture and nation to nation.

Memorandums, often called *memos*, are internal documents used to communicate with one or more co-workers. Because co-workers are the receivers, memos are usually less formal than letters.

Reports are designed to provide meaningful information to a group of people. They may be formal documents, such as research studies or proposals to top management, or informal documents, such as memo reports.

Agendas, minutes of meetings, speeches, brochures, business directories, legal documents, office manuals, and announcements are other forms of written communication used in business. Written communication is used in the workplace for three reasons:

1. It provides a record of the information exchanged. For example, a price quoted in a written bid cannot be disputed.
2. It can be revised until the final message is logical and clear. This factor is especially important when complex information must be explained.
3. It enables the receiver to analyze a message and refer to it as many times as necessary.

Generally, **oral communication** can be sent quickly and provides immediate feedback to the sender. You may use oral communication (one-to-one conversations and telephone conversations) when seeking opinions, explaining procedures, providing counseling, or building relationships.

Written messages may be composed, edited, and transmitted on computers. These written electronic messages are forms of *electronic mail* or *e-mail*. These messages may be internal or external. Oral messages may be sent over the telephone and stored electronically in a computer for playback later on a *voice mail* system. E-mail and voice mail are discussed in greater detail in Section 1.3 and throughout the book.

TECHNOLOGY
Though you may use e-mail a great deal, do not become careless in your content. Receivers will use these messages to evaluate your communication skills.

Checkpoint 4

Forms of Communication

Identify each message according to the following categories:

Downward, upward, or lateral
Internal or external
Oral or written

1. A conversation between supervisors of differing departments
2. A letter from the vice president of sales to a client
3. A memo from employee to supervisor informing the supervisor that the employee will be on jury duty next Thursday
4. A report from a vice president to the president of the company
5. An e-mail from an entry-level worker to his supervisor

Check your answers in Appendix E.

Barriers to Communication

Objective 3

Although the primary goal of communication is for the receiver to interpret the message as the sender intended, frequently this goal is not achieved. **Communication barriers** are obstacles to the communication process. Learning to recognize external and internal communication barriers will help you plan your messages and become a more effective communicator.

External Barriers

Conditions outside the receiver and the sender that detract from the communication process are called **external barriers**. Examples include environmental factors, such as lighting, heat, humidity, comfort, and noise.

The appearance of a written document also may be an external barrier to communication. A document can create an external barrier if it is smudged; contains errors in content, spelling, or grammar; or is presented in an inappropriate format. You could become so distracted with the appearance of the document that you fail to comprehend its contents.

Another external barrier to communication within an organization is a "closed or authoritarian climate." In such an environment, decisions and policies often are made and implemented by command. Consequently, workers may stop offering suggestions because they may feel that making suggestions is useless.

Conversely, in an open climate in which ideas and information are welcomed, communication flows easily. Workers feel that supervisors and management are receptive to their ideas, which facilitates communication. Most managers in progressive organizations realize the importance of maintaining open communication. They know that being sensitive to employees' attitudes and ideas encourages creativity and growth.

Internal Barriers

People have different personalities, educational backgrounds, experiences, cultures, statuses, and biases. These **internal barriers** affect a sender's willingness and ability to express messages and a receiver's ability to interpret them accurately.

In meetings, extroverts (outward, outspoken, and outgoing individuals) are apt to express ideas and appear to be very knowledgeable. Introverts (inward, quiet, and shy individuals) may not express their opinions until someone asks for them. One-to-one conversation is easier for extroverts than introverts. To avoid becoming a communication barrier, extroverts need to make sure they think before they speak. For introverts to avoid becoming a barrier, they need to make sure they speak.

Another internal barrier to communication can be the motivation or interests of the receiver. If the receiver is interested in the topic or project, he or she will listen and probably participate in any discussion. If he or she is not interested, he or she may not listen or participate.

Communications at meetings can be especially difficult to manage. At any one meeting, barriers to communication may be the result of environmental factors, internal factors of individuals, as well as the interaction of participants at the meeting.

SCANS
Employability

Thinking Skills: Problem Solving

As your ability to recognize and overcome barriers to your communications improves, your ability to communicate effectively also will improve.

Checkpoint 5

Barriers to Communication

Which type of barrier, internal or external, is each of the following?

1. The receiver feels sick.
2. The room is so hot that it distracts the listener.
3. The street noise is so loud the listener cannot hear the radio.
4. The reader cannot concentrate because of a personal problem.
5. The reader thinks the letter contains too many spelling and grammar errors.

Check your answers in Appendix E.

CASE 1:

Answers

Responses to Questions 3 and 4 in Chapter Opener

3. **Did Anna use audience analysis? If so, did she use it effectively?**
   Yes, Anna did use audience analysis. She tried to interpret the attitudes of others she was attempting to serve. For example, she interpreted that others were not reacting to her greetings as enthusiastically as they first did. Did she use audience analysis effectively? Probably—you cannot really tell unless you were there to observe the situation.
4. **Does Anna's recent job performance reflect an I- or a you-attitude? Explain your answer.**
   Anna's recent job performance reflects an I-attitude. Sending a personal e-mail and playing a game on the job reflect concerns for her wants rather than the needs of others.

SCANS
Employability

Interpersonal Skills: Working on Teams, Serving Customers
In general, workers who have the you-attitude have good interpersonal relationships with their customers, peers, and supervisors.

DISCUSSION QUESTIONS

1. Of the three responsibilities of the sender, which is most important?
2. When would you use a letter to send a message? When would you use a memo? When would you use an oral message rather than a written one?
3. What is the communication challenge for an extrovert? an introvert?

1·3 Electronic Communication

Objectives

After completing Section 1.3, you should be able to

1. Identify equipment and software used to create and edit documents.
2. Identify technologies used to send and store documents electronically.
3. Identify technologies used to send oral messages electronically.

Creating and Editing a Document

Technology has had a tremendous impact on the way messages are created and edited. To create documents, we use computerized workstations with software, scanners, and voice recognition equipment. To edit documents, we use word processing software. Editing includes keying, proofreading, and revising a draft document to achieve its final form.

Creating a Document

In today's business world, documents are frequently created using a computer, an electronic workstation, a scanner, or voice recognition equipment.

Objective 1

Computers

Computers are machines that perform rapid, often complex, electronic processes to facilitate or automate procedures. They range in size and power from large supercomputers to small notebook computers that can fit in your hand (palm tops). Computerized workstations are becoming more and more popular as computers become smaller, more powerful, and less expensive. The most common part of a workstation is the **personal computer** (PC), also called a *microcomputer*. The personal computer has made office technology less expensive and more accessible to workers at all levels.

KEY POINT

The technology you now use will change dramatically in the near future.

Electronic Workstations

An **electronic workstation** is a computerized workstation that consists of a keyboard, monitor or display screen, printer, central processing unit, and storage device. The **screen**, also called a monitor, displays the document as it is keyed. The **printer** produces the hard copy (printed copy).

A **central processing unit** (CPU) contains computer chips that control the operating functions of a workstation. These microprocessors work with the software (programmed instructions) to process text, perform mathematical calculations, and sort information. As information is keyed, it is recorded on a storage device. The storage device may be internal (hard disk) or external (floppy disk).

Computer technology has evolved dramatically and rapidly. Technological advances are allowing more people to work from their own home offices. They can access business applications and information. They can also communicate with customers and coworkers electronically and in real-time.

TECHNOLOGY

A serious drawback of most electronic communication devices is the lack of visual feedback. Visual feedback helps the sender understand the receiver's reactions.

Scanners

A **scanner** converts printed text into a digital form that can be read by a computer or word processor. As text is scanned, it appears on the screen in the correct format. Updating a printed manual is relatively easy using a scanner. The scanner reads the printed pages and records them in digital form on a disk. The keyboarder calls the manual to the screen and keys only the revisions.

An **image scanner** can read graphs, charts, or photographs. Once scanned, these images can be integrated into text documents. Handheld and desktop scanners are available. Scanners are commonly used in checkout stations in retail stores.

KEY POINT

Wal-Mart, JC Penney, Dillard's, Kroger, and other major companies use scanners to identify prices at checkout points and to maintain inventories.

Voice Recognition Equipment

Voice recognition technology allows spoken words to be reproduced in printed form on a computer screen. As you speak into a microphone or a headset, the voice sounds are converted into digital impulses that are then compared with sound patterns recorded in the computer's memory. If the two match, the spoken words will be displayed on a computer screen.

TECHNOLOGY

The voice recognition technology available today is somewhat limited. However, progress is being made almost daily.

Editing a Document

Editing includes keying, proofreading, printing, and revising a draft document to achieve a final form. Software is used to edit documents.

Software provides instructions to a computer on how to perform particular functions. Software interacts with the logic of the computer to perform the desired operations. The software entitled **Windows** makes the computer and its software more *user friendly*. It enables several software packages to run at the same time. Using a **mouse** or another device, the computer can move easily among programs. For example, a user can use word processing and a database program at the same time.

Word processing software enables the user to enter, format, revise, and print text efficiently. Text can be added, deleted, moved, revised, italicized, converted to bold, put in contrasting typefaces, and much more. Microsoft Word and WordPerfect are popular word processing software programs.

An **integrated software** package, often called a *suite*, contains word processing, spreadsheet, database management, and graphics programs. These programs can run simultaneously, and documents in one program can be integrated (merged) into another. Integrated software packages include Microsoft Office, Lotus SmartSuite, and Corel Office Suite.

Spreadsheet software creates an electronic worksheet consisting of rows and columns. Rows are read across and columns are read down. The point at which they intersect is called a *cell*. Formulas are entered within cells to add, subtract, multiply, and divide the various columns and rows. By using formulas, you can change one figure in a spreadsheet and all related figures will be updated automatically. Spreadsheet programs include Excel, Lotus 1-2-3, and Quattro Pro.

Database management software provides a way to store and retrieve information using a computer. Client or customer information often is stored in a database. Specific information needed, such as the date of the last order or payment, can be retrieved quickly by searching the database. Among the database software programs available are Microsoft Access, dBase, and Oracle 8i.

Graphics software is used primarily for two purposes: (1) to analyze data, and (2) to create visual aids to support presentations. **Analytical graphics software** converts numbers, which may originate from a spreadsheet or a database, into meaningful charts and graphs, such as line charts, bar charts, and pie charts. Such visuals enable managers and other professionals to analyze data easily. **Presentation graphics software** is used for creating visual aids, such as transparencies and slides. Graphics software packages include PowerPoint and Corel Draw. See Chapter 10 for a discussion of the creation and use of visual aids.

With **desktop publishing software**, a personal computer and a high quality printer can produce documents of typeset quality. Businesses use desktop publishing software to produce newsletters, brochures, reports, advertisements, and other publications that previously were prepared by commercial printers. Text can be formatted in

ETHICS

Most software is copyrighted and cannot be legally copied. However, some software, called shareware, can be legally copied and shared.

DIVERSITY

Some word processing software provides the capability to key in foreign languages.

TECHNOLOGY

- Many word processing software packages now contain document analysis software that checks for spelling and grammar and determines reading difficulty.
- Your city or county tax department probably has a database that contains property records for all residents. This database will be used to determine your taxes.

different type sizes and styles. Spacing between lines, called *leading*, can be adjusted to add more or less white space to give the desired effect. Copy can be formatted in newspaper columns, and graphics and scanned images can be combined with text.

Checkpoint 6

Production of Documents

Match the equipment or software on the left with the correct function or definition on the right.

1.	Graphics	a.	Software that enables text to be keyed, stored, and revised easily
2.	Desktop Publishing	b.	A device that reads and converts paper documents into a form that can be read by a computer
3.	Personal Computer	c.	Software that designs illustrations or charts
4.	Word Processing	d.	A CPU that uses word processing and other software applications
5.	Scanner	e.	Software that can produce documents of typeset quality
6.	Spreadsheet	f.	Software that provides an electronic worksheet

Check your answers in Appendix E.

TECHNOLOGY

Because of networking and the Internet, many personal computer users have access to large databases and powerful computers.

Sending a Document Electronically

Objective 2

Traditional means of sending documents, such as hand delivery, interoffice mail, the U.S. Postal Service, and private carriers like Federal Express, are still widely used. Distribution by electronic methods, however, provides faster and more efficient delivery.

Communication sent electronically travels over an office network, a local network, or a wide area network. In an **office network**, a company has a public directory on its network where someone can post a document and other employees can access it. This process eliminates sending multiple copies to several people and makes for quicker access. It also allows employees to update information on a timely basis, so everyone has access to current information. The computers connected to this network can be in the office or in employees' homes.

A **local area network** (LAN) connects various workstations within a building or nearby buildings. A **wide area network** (WAN) connects a nationwide or worldwide network. These networks use telephone lines, microwaves, and satellites as means to convey messages.

INTERNET

To learn more about networks and other electronic communication, see **http://www.zdnet.com**

Electronic Mail

Electronic mail (e-mail) is a system by which written messages are sent, received, and stored by means of a computer. An e-mail message is keyed and edited at a workstation and then transmitted to one or more receiving workstations. The receiver views the message on a monitor and may save, delete, print, or respond to the message. E-mail allows the sender to transmit messages almost instantaneously and avoids the problem of "telephone tag" (repeatedly calling and missing the receiver).

An electronic mail system may be an internal system that runs on a LAN, or it may be a public system. For a subscription fee, an e-mail service enables users to send, receive, and store messages in these services' mailboxes. Electronic mail messages can also be transmitted through the use of the Internet, which is connected to thousands of computers around the world.

KEY POINT

Your ability to use e-mail correctly will be a major part of your success in many organizations.

Many Internet providers provide e-mail as part of their service package. Users can access card catalogs from many libraries and transcripts of U.S. Supreme Court opinions, as well as send e-mail messages to fellow students and instructors on college campuses. An Internet connection and the Internet address of other users allow you to collaborate with students in your class or other universities. The vast amount of information available through the Internet attracts new users regularly.

File Transfer Protocol

Electronic mail is only one of the many communication options available on-line. File Transfer Protocol (FTP) allows users to transmit large files over the Internet. One user uploads files to a shared FTP site for others to download. FTP sites can be password protected to limit file access.

Fax Machine

Exact copies of documents can be sent electronically using a **fax machine** (facsimile). A facsimile device scans an image and converts it to digital form. The digitized image travels over telephone lines and is converted back to its original form on the receiving end. Facsimiles can be sent using a facsimile machine or a computer modem. Although a facsimile device can transmit any form of printed information, it is particularly useful for sending graphics or images, such as blueprints, engineering drawings, and photographs.

Storing a Document

Messages usually must be saved so they can be retrieved later for reference or distribution. The most common storage method is to file printed documents in file cabinets, on shelves, or in trays or boxes. However, because of the high costs of storing paper, other means of storage and retrieval, such as magnetic disks, microforms, and optical disks, often are used.

Magnetic Disks

Information keyed on a computer usually is saved to a flexible or hard magnetic disk for later reading or printing. A **floppy diskette** (flexible disk) is a removable storage medium that can store at least 260 pages. A **hard disk** provides storage for thousands of pages. A hard disk usually is built into a computer and cannot be removed.

TECHNOLOGY

The 3.5-inch disk is the most popular size flexible disk and is a common storage medium.

Microforms

Microforms are methods used to reduce the size of documents for storage. Documents that must be stored for extended periods of time often are microfilmed. The reduced images of paper documents are stored on microfilm, which may be formatted into microforms, such as roll film, microfiche, or jackets. Checks and accounting records often are microfilmed and stored for specific periods of time.

Optical Disks

Optical disk technology combines a scanner with a computer workstation. A document is scanned into a computer, viewed on a screen, indexed for accurate retrieval, and stored on a disk. To store a document, a laser beam burns the images into a disk. Capacity of an optical disk depends on the disk size—5.25, 8, 12, or 16 inches. Optical disks can store all forms of information—text, data, and images.

Sending Electronic Oral Messages

Objective 3

Sending an oral message using electronic means has become very common. Pagers are devices used to notify the receiver that he or she has a message. The message itself can be delivered using a cellular phone or voice mail. Occasionally, a business will need to set up an electronic conference using teleconferencing or videoconferencing.

Pagers

Pagers themselves do not send an oral message; they simply alert the receivers that they have a message. Like a telephone, pagers have numbers that distinguish them from other pagers. When placing a call to a person who has a pager, dial the number of the pager. When the connection is made, you simply enter the number the receiver is to call. Advanced pager systems let callers send a very brief message also. After senders complete their messages, the pager vibrates or beeps to get the receiver's attention. Receivers then read the number they are to call and the brief message.

Cellular Phones

Cellular phones are portable phones that allow receivers and senders to make phone calls while away from the traditional telephone. Cellular phones have become an extremely popular method of oral communication for business and personal use.

Nevertheless, users must take care when using cellular phones. The phones themselves are becoming inexpensive, but the cost of using them can be very expensive. Another disadvantage is the nonverbal message their usage can send. If during a meeting, a person leaves to answer a cellular phone call, he or she sends the message that the phone call is more important than the meeting.

KEY POINT

Cellular phones provide convenience and security; however, using them at inappropriate times can send the wrong message.

Voice Mail

Voice mail is the oral version of e-mail and takes the place of an answering machine. Voice mail is a computerized system that records a message when the receiver of a telephone call is not available when the call comes in. Like an answering machine, voice mail lets the telephone ring a set number of times before activating. Then, instead of taping the message like an answering machine, a computer records the message. It will also leave a message for the absent receiver to call the computer to get his or her voice mail. Most systems allow receivers access to their "voice mail box" from remote locations.

Some voice mail systems use the number pad on a telephone to route callers to various parts of a business. The message you receive might sound something like this, "If you are calling about your checking account balance, press 1. If you are calling about your savings account balance, press 2. If you need to talk to accounting or bookkeeping, press 3."

TECHNOLOGY

Electronics retailers now offer pagers, cellular phone service, and sometimes voice mail as a package. Of course, a monthly rate is charged for these services as well.

Teleconferences and Videoconferences

Occasionally, a business will want to set up a teleconference or videoconference among its employees. Multiple receivers and multiple senders can converse as if having a normal telephone call or face-to-face conversation. The main advantage of one of these conferences is that it saves time of the participant. A main disadvantage is that they are usually very expensive.

A **teleconference** uses the telephone to link two or more locations. The simplest form of teleconference is an **audioconference**, which is a long-distance telephone conference call. If more than two persons are involved, speakerphones may be used.

A **videoconference** is a more sophisticated form of a teleconference. Video conferencing allows participants at different locations to see as well as hear each other. Voices, images, and data are transmitted over telephone lines. Videoconferences may be full-motion video or freeze-frame video. Full-motion is the most sophisticated form of videoconference because every continuous movement is broadcast. With freeze-frame video, images change every few seconds.

Checkpoint 7

Sending and Storing Electronic Messages

Match the equipment and technologies on the left with the correct function or definition on the right.

1.	Electronic mail	a.	A device that transmits an exact copy of text or graphics electronically
2.	Facsimile	b.	A storage medium that is built into a computer
3.	Flexible diskette	c.	A method of using the telephone or another media to link two or more persons
4.	Teleconferencing	d.	A telephone system that stores messages electronically
5.	Hard disk	e.	A system by which messages can be sent and received electronically
6.	Voice mail	f.	A removable storage medium
7.	Pager	g.	A portable device that alerts receivers that they have a message

Check your answers in Appendix E.

CASE 1: Answers

Responses to Questions 5 and 6 in Chapter Opener

5. What opportunities did electronic communications offer Anna?

Anna had the opportunity to prove herself as a professional, dependable individual by using the editing features of the software to produce an error-free document and by using the multiple technologies to communicate effectively.

6. What messages did Anna's use of electronic communication send to her supervisor?

Anna's use of electronic communication told her supervisor that she was not very professional and lacked self-discipline. The sending of a personal e-mail was somewhat minor, but it indicated a lack of self-control. The playing of the game was a significant display of the lack of discipline. Some might even consider it unethical because she was being paid to work.

SCANS
Employability

Technology: Applies Technology to Task
Computer skills will be critical to your job success. Most of those skills will be based on your ability to use software packages effectively.

DISCUSSION QUESTIONS

1. What type of electronic equipment can be used to create and edit written documents?
2. What are the major types of software used to create and edit electronic documents?
3. Why are teleconferencing and videoconferencing becoming more common?

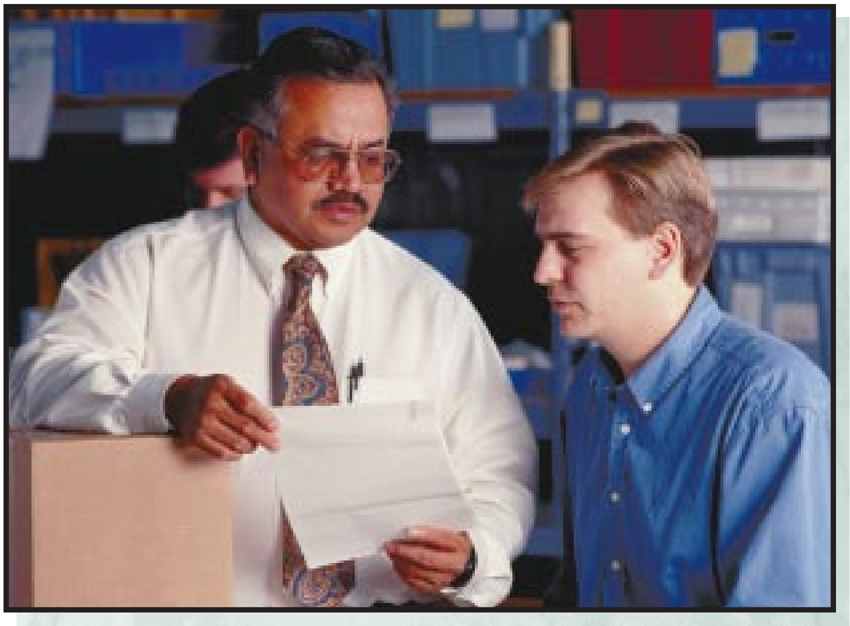
CASE 1:

Summary

Anna does not understand how nonverbal communication is used to evaluate her job performance. Her excitement for the first few weeks on the job is expected. Anna's real challenge came after the initial excitement had worn off—a challenge she has failed to meet successfully.

Instead of showing boredom with her job, she needs to find things to do that will enhance her job performance. But what could Anna do to make her supervisor view her as a valued employee? What would you do?

Instead of playing games, Anna could use her computer and surf the Internet for information on being a receptionist and ways to improve her job performance. She could also find good books to read—books that would help her learn about the business world and, specifically, her employer. If her supervisor had seen Anna reading Steven Covey's *The Seven Characteristics of Highly Effective People* instead of playing a computer game, her opinion of Anna might have been different. There are many things Anna could do to use her time more effectively.



A major key to effective communication is giving feedback. Feedback helps the sender of the message determine whether the receiver has understood the message.

Chapter Summary

Section 1.1 Communication: Its Importance and Roles in Your Life

1 **List the purposes of communication.** The purposes of communication are to establish goodwill, persuade, obtain or share information, establish personal effectiveness, and build self-esteem.

2 **Diagram the communication process and identify its main parts.** For an illustration of the communication process, see Figure 1-1 on page 4. The key parts of the communication process are sender, message, receiver, feedback, and channel. Each plays an important part in the communications you send.

3 **List the two media used for sending messages and the two used for receiving messages.** Two media are employed when sending communications—speaking and writing. Two are used when receiving communications—reading and listening. All four are important to your effectiveness as a communicator.

Section 1.2 Communication: Responsibilities of Participants, Forms, and Barriers

1 **List the three major responsibilities of senders and two major responsibilities of receivers.** To communicate effectively, the sender must use audience analysis, examine the message's environment, and encourage and interpret feedback. The receiver must read and listen effectively.

2 **Define the forms of communication.** You need to be aware of the forms of communication so that you can use them appropriately. The forms of communication are external and internal and formal and informal. External communication originates within an organization and is sent to receivers outside the organization. Internal communication originates within an organization and is sent to receivers within that organization. Formal communication travels through established lines of authority, but informal communication does not follow these lines.

3 **List the two types of barriers to communication and provide examples.** Barriers to communication might cause your communication attempts to fail. Considering them when trying to communicate will help you to send effective messages. The two types of communication barriers are external and internal. External barriers are conditions outside of the receiver or sender that detract from the communication process. A loud noise that prevents a message from being heard is an example of an external barrier. Internal barriers are those that exist inside the sender or receiver. For example, if the receiver is ill, listening skills are negatively affected. Thus, the receiver might not concentrate enough to understand a message.

While learning this information is important, the key is its application. You must send effective messages in your professional environment, your academic setting, and your personal life. To be effective in any of these settings you must realize that they are continually changing and that, as a result, you must adjust accordingly. Because of these changing environments, being an effective communicator requires constant accurate evaluation of the situation.

Section 1.3 Electronic Communication

1 **Identify equipment and software used to create and edit documents.** Equipment used to create a document include computerized work stations, scanners, and voice recognition equipment. The software packages used to create and edit documents include word processing, spreadsheet, database management, graphics, and desktop publishing.

2 **Identify technologies used to send and store documents electronically.** Documents can be sent electronically using an office, a local, or a wide area network. Documents may be stored on floppy diskettes, hard disks, microforms, or optical disks.

3 **Identify technologies used to send oral messages electronically.** While pagers do not send oral messages, they do notify receivers that there is an electronic oral message for them. Cellular phones, voice mail, teleconferencing, and videoconferencing are technologies used for sending oral electronic messages.

Critical Thinking Questions

1. In most job situations, how important is communication? Why?
2. In the communication process, why does the receiver have more control than the sender?
3. If you can use electronic communication effectively and are up-to-date on its new technologies, how can that benefit you while on the job?
4. How should message environment impact the messages you send?
5. What are the key uses of a pager and a cellular phone in communication?

Applications

1. Write a short paragraph on each medium of communication. In each paragraph, explain how important that medium is or will be in your career and why.
2. Analyze yourself as a communicator. Identify the internal barriers that have been a challenge for you and explain why they are a challenge. Then identify internal barriers that have not been a challenge to you and explain why they are not a challenge.

Editing Activities

1. Edit the following paragraph by correcting all spelling, punctuation, and grammar errors.

   Just as the earths' waters are made up of various oceans, seas, and lakes, so to is the Internet composed of various neetworks, ranging from the large (goverments and multinational corporations) two the middling (educational institutions and medium sized busiensses) too the small (nonprofit organizations and small businesses.) In turn, these networks are connected together via cables and telephone trunk lines that are not unlike the waterways and channels that connect the oceans, seas, and lakes.

words@work

If you are using *words@work*, complete the activities on Editing, Proofreading, and Spelling in the Grammar & Usage section.

2. Edit the following paragraph by correcting all spelling, punctuation, and grammar errors.

   The big difference between navigating the seas and navagating the internet is the sped of the journey. A around-the-world cruise, for example, might take weeks, but a file or a E-mail note can easily go around the globe in just a few seconds. Thanks to the connections between networks, those that travle on the Net, unlike their seafaring counterparts, can travel thousans of miles per second without leaving their chiars. You can go from Calefornia to Australia, pick up a file; copy it to London and Frankfurt, and do it all before your coffe gets cold.

Case Studies

TECHNOLOGY

1. Case 1 contains two situations. Respond to each situation as instructed.

   Situation A: You are a trainer in the human resources division of your company. You have been asked to develop a training session on communication. Your company has e-mail as well as the normal types of communication. You want to teach the session attendees when and when not to use e-mail.

   a. Develop a situation in which the use of e-mail would be appropriate.
   b. Develop a situation in which the use of e-mail would not be appropriate.

   Situation B: As an employee of your company, you have an e-mail to send to a member of your staff; however, the would-be receiver of the e-mail is in a very bad mood. Does this factor impact your decision about sending an e-mail? If so, explain how.

2. As a sales representative of your company, you want to send a message to a very important customer. This particular customer is a good friend of your company's president—they play golf together often. Also, this customer consistently uses you and your company when placing large orders for supplies. In your opinion, the two of you have a very good relationship.

   However, the last time you paid him a visit "just to make sure everything is going well," he seemed very impatient. He seemed to want you to leave "so he could get on with what he had to do."

   Now, two days after your visit, your company has started a sales campaign on many of the products your customer purchases from you. The prices are great but the sale will last only two weeks. Would you contact this customer? If so, how? by letter? by memo? by e-mail? with a personal visit? with a telephone call? Justify your answer.

Video Case

Hearing Without Listening

Andre Chambers had extensive experience as a sound engineer with several television stations in large midwest cities. His dream, however, was to work for the Sci-Fi Network. When he learned they needed a lead sound engineer, he moved quickly.

Andre knew that persistence often made the difference in landing a job, so he contacted the network's Human Resources manager, Ms. Slansky. Ms. Slansky seemed rushed and asked to postpone their conversation, but Andre felt the need to describe his experience and skills right then.

Afterward, it was difficult to reach Ms. Slansky, and when Andre did speak with her, she talked only about the Sci-Fi Network's needs, nothing that Andre felt could help him land his dream job.

Finally, Andre offered to fly to New York for an interview with the Director of Technical Services (DTS) for the network. Andre's sample tape of his work didn't seem to be what the DTS wanted. Whenever Andre spoke of his skills, the DTS talked about the role the lead sound engineer played in the production process, information Andre felt he could learn once he was on the job.

A week later, Andre learned his dream position had been filled. He wondered why no one had told him the information he needed to land the job.

Questions

1. Andre believes there was a problem with the sender during his communication with the Sci-Fi Network. Do you agree? Why or why not?
2. In the video clip, Sandy Dean is a persistent job seeker. So is Andre. Explain why you think one man has his dream job and the other doesn't.
3. Did Andre understand the purposes of communication? List the purposes he neglected.
4. Choose a partner. Take 3–4 minutes each to describe your dream job to your partner. The listening partner may *not* take notes! When everyone has finished, introduce your partner to the class by describing the partner's dream job.