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Online Instructor's Manual
to accompany

Workplace Writing
Planning, Packaging, and Perfecting Communication

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PREFACE

Introducing the Textbook

This Instructor's Manual provides a step-by-step approach to using the first edition of *Workplace Writing: Planning, Packaging, and Perfecting Communication.* We include

◆ overviews of each chapter
◆ sample course outlines for 17-week semesters, 15-week semesters, and 8-week semesters
◆ teaching suggestions
◆ possible answers to end-of-chapter case studies and activities
◆ answers to questions about clarity, conciseness, mechanics and grammar
◆ answers to quiz questions
◆ Web Companion Links

Our unique approach to workplace communication makes *Workplace Writing: Planning, Packaging, and Perfecting Communication* a very useful text. Usually, workplace communication textbooks and other business communication textbooks briefly mention a writing process in a chapter early in the text. They rarely mention process again. Our text, in contrast, utilizes a new and unique approach to the writing process as an integral part of teaching workplace communication. For over 30 years, the writing process— prewriting, writing, and rewriting—has been the standard for teaching students how to write effectively. Many of us were taught in K-12 how to write based on this process, or we were introduced to the writing process in college. Because our students learn to write based on the precepts of the writing process, we use these precepts as the basis of our approach to a communication process. In this textbook, however, we redesign the writing process, make it applicable for both oral and written communication, and use terminology that relates to the world of work.

The P^3 process, our thoroughly developed and unique approach to the communication process, consists of three parts: Planning, Packaging, and Perfecting. These three terms suggest to the reader that writing can be considered a product, much like the products that people buy and sell in business. In other words, people can plan their documents, package them, and then perfect the product for the reader. We bring the P^3 process to life by using real businesspeople facing real communication challenges at work. Throughout the textbook, we show real-world writing samples as they are written based on the three stages of our process:

1. In the **<u>Planning</u>** stage of the P^3 process, we show how the writer determines goals, audience, and communication channel. Then we show a planning technique the writer uses to gather data for the correspondence.
2. In the **<u>Packaging</u>** stage of the P^3 process, we show how the writer organizes his or her rough draft and formats the text for ease of access. We also show how the writer receives suggestions for revision.
3. In the **<u>Perfecting</u>** stage of the P^3 process, we show how the rough draft has been revised along with writer commentary. This perfecting stage illustrates the finished product of the P^3 process: a written document that communicates successfully with its intended audience.

Each chapter in our textbook shows you how to use the P^3 process to create a type of workplace communication (memos, letters, Web sites, proposals, reports, instructions, etc.). In an exciting and innovative approach to workplace communication textbooks, we begin each chapter with a real person facing communication challenges in the workplace (shown through both text and visuals). At the end of each chapter, we reveal how the business-person faced his or her challenge on the job by using the P^3 process. The person "speaks" to the reader allowing the audience to understand how the challenge was confronted and overcome. The visuals allow the P^3 reader to "see" the P^3 process in action. Thus, these units of instruction model the process for your students, providing them a writing technique they can emulate when constructing their own correspondence both for class and later in the workplace.

We have included team writing activities and case studies at the end of chapters. These case studies and team writing projects encourage your students to write collaboratively, interact with each other in small groups, and create work-related correspondence drawn from business-industry scenarios. Our new feature "Ethics in the Workplace Case Studies" will allow your students to consider ethical strategies in their decision making and workplace communication.

End-of-chapter "Problem-Solving Think Pieces" and "Web Workshops" allow students to practice critical thinking and give them a chance to explore workplace communication activities from a global perspective. Even more exciting is our creation of "Degree Specific" activities tailored for specific degree programs. These activities will allow your students to face challenges unique to their major fields. No other workplace communication textbook on the market currently offers such targeted activities.

You will find that both you and your students will benefit from our innovative yet practical approach to writing and interesting and applicable end-of-chapter assignments.

Organization of Chapters

Chapter 1 ("Communicating in the Workplace") When you complete this chapter, you will be able to do the following:

- Understand the purposes of workplace communication.
- Recognize the importance of workplace communication in your career.
- Communicate effectively both internally in an organization and externally.
- Communicate effectively to management, to co-workers, and to subordinates in a business.
- Choose the appropriate formal or informal tone when writing or speaking.
- Recognize your communication style.
- Distinguish among the communication channels.
- Analyze trends in the modern workplace.
- Understand the importance of ethical considerations in decision making and apply ethical strategies to your oral and written workplace communication.
- Use the P^3 process to communicate effectively.

Chapter 2 ("Collaborating in the Workplace") This chapter will help you learn how to

- Work effectively with other employees in business.
- Develop collaborative skills to interact successfully with other people in the workplace.
- Understand that teamwork encourages diverse opinions, contributes to understanding, empowers members, and encourages collegiality.
- Resolve conflicts in teams by setting guidelines, encouraging equal discussion and involvement, and discouraging taking sides.
- Collaborate successfully by selecting an effective team leader, determining goals, identifying and analyzing problems, determining potential improvements, verifying the solutions, breaching the gaps to achieve human performance improvement, and completing the project.

Chapter 3 ("Meeting the Needs of the Audience") This chapter will help you learn how to
- Recognize the audience's knowledge of the subject matter, role, and diversity so you can write and speak more successfully.
- Define terms that might be confusing for different audiences.
- Consider your audience's role (management, lateral colleague, subordinate vendor, or customer) when you speak or write.
- Recognize the diversity of your audience, including gender, race, religion, age, sexual orientation, physical limitations, and culture.
- Consider the importance of multicultural and cross-cultural audiences in both your written and oral expression.

- Avoid biased language in relation to your audience's age, physical limitations, and gender.
- Achieve audience involvement to build rapport and motivate the reader. You can achieve audience involvement if you avoid commands, ask questions, use positive words, employ "you usage," focus on audience benefit, and personalize text with names.

Chapter 4 ("Planning Workplace Communication") When you complete this chapter, you will be able to
- Follow the P^3 process of planning, packaging, and perfecting to create effective workplace communication. This chapter discusses planning, the first step in the process. Chapters 5 and 6 discuss packaging and perfecting.
- Examine your goals by considering audience, determining the channel of communication, and gathering data.
- Gather data by answering reporter's questions, mind mapping, brainstorming and listing, outlining, storyboarding, creating organization charts, or performing research.

Chapter 5 ("Packaging Workplace Communication through Effective Document Design") When you complete this chapter, you will be able to
- Package your communication.
- Organize your content through analysis, spatial, chronology, importance, comparison/contrast, problem/solution, and cause/effect.
- Consider page layout (the document's design) to help you communicate more effectively.
- Understand the impact of technology on workplace communication.

Chapter 6 ("Perfecting Workplace Communication") When you complete this chapter, you will be able to
- Perfect your business documents.
- Use the reporter's questions and focus on specificity of detail to add missing material from your text.
- Delete dead words and phrases for conciseness and to enhance readability.
- Simplify words for conciseness and easier understanding.
- Move information for emphasis.
- Reformat paragraphs and use highlighting techniques for ease of access.
- Create a pleasant tone to ensure effective workplace communication.
- Proofread and correct for accuracy.

Chapter 7 ("Oral Presentations and Nonverbal Communication in the Workplace") When you complete this chapter, you will be able to
- Understand the importance of verbal and nonverbal communication in the workplace.

- Develop effective listening skills.
- Use the telephone to communicate successfully.
- Use voicemail effectively.
- Deliver effective informal oral presentations on the job.
- Participate in teleconferences.
- Communicate effectively in a videoconference or webconference.
- Deliver formal oral presentations.
- Use a variety of visual aids to enhance your oral presentations, including techniques for effective PowerPoint presentations.
- Use the P^3 process —planning, packaging, and perfecting—for informal and formal oral communication.

Chapter 8 ("Visual Aids and Workplace Communication")
When you complete this chapter, you will be able to do the following:
- Recognize the benefits of visual aids in your workplace communication.
- Consider the use of color or three-dimensional graphics to enhance workplace communication.
- Understand the criteria for creating effective tables and figures.
- Know how to use a variety of visual aids.
- Evaluate your visual aids with the checklist.

Chapter 9 ("Electronic Communication: E-mail Messages, Instant Messages, and Blogging") When you complete this chapter, you will be able to do the following:
- Recognize the importance of electronic communication.
- Know the characteristics of e-readers.
- Understand the characteristics of online communication.
- Understand the components of successful e-mail messages.
- Use e-mail samples as guidelines for effective e-mail components, organization, writing style, and tone.
- Recognize techniques for successfully using instant messages in the workplace.
- Understand the purpose of blogging.
- Follow criteria to create effective corporate blogging.
- Follow the P^3 process —planning, packing, and perfecting—to write effective electronic communication.

Chapter 10 ("Traditional Correspondence: Memos and Letters") When you complete this chapter, you will be able to
- Understand the differences between memos and letters.
- Follow all-purpose templates to write memos and letters.
- Use memo samples as guidelines for memo components, organization, writing style, and tone.
- Evaluate your memos and letters with checklists.
- Write different types of routine messages, including the following:
    - Inquiry

- o Response
- o Cover (Transmittal)
- o 100 percent Yes Adjustment
- o Order
- o Confirmation
- o Recommendation
- o Thank You
- Follow the P^3 process, planning, packaging, and perfecting, to create memos and letters.

Chapter 11 ("Employment Communication: Resumes, Application Letters, Interviewing, and Follow-up Letters") When you complete this chapter, you will be able to
- Search for job openings applicable to your interests, education, and experience.
- Compose effective letters of application that gain attention and are persuasive.
- Choose either to write a functional or reverse chronological resume.
- Write effective resumes consisting of your objectives, summary of qualifications, work experience, education, and professional skills.
- Decide on the correct method of delivery of your resume, either through the mail, as an e-mail attachment, or scannable.
- Understand effective interview techniques that demonstrate your professionalism.
- Write appropriate follow-up correspondence to restate how you can benefit the company.
- Use the job search checklists to evaluate your resume, letter of application, interview, and follow-up letter.
- Follow the P^3 process to write effective employment communication.

Chapter 12 ("Communicating Bad News in the Workplace") When you complete this chapter, you will be able to do the following:
- Communicate bad news by
- Selecting the appropriate communication channel.
- Using positive words vs. negative words.
- Establishing rapport with the audience by using pronouns.
- Explaining the reasons behind the bad news thoroughly.
- Choosing the direct or indirect method of organization.
- Write different types of bad-news letters, e-mail messages, and memos, including
    - o Complaint
    - o 100 Percent No Response
    - o Partial Adjustment
    - o Bad News from a Company to a Customer or Vendor
    - o Bad News from a Company to an Employee
- Use the P^3 process to write effective bad news messages.

Chapter 13 (“Persuasive Workplace Communication”) When you complete this chapter, you will be able to

- Understand the importance of argument and persuasion in workplace communication.
- Recognize the traditional methods of argumentation.
- Use the *ARGU* technique to organize persuasive workplace communication.
- Avoid logical fallacies in persuasive communication.
- Follow the P^3 process to write persuasive workplace communication.
- Evaluate persuasive documents using the checklist.

Chapter 14 (“Designing Web Sites”) When you complete this chapter, you will be able to

- Understand the importance of the Internet.
- Assess the worldwide growth of the Web.
- Recognize the need for access to the Internet.
- Distinguish among Web-accessibility problems, such as cognitive, hearing, and visual impairments.
- Maintain ethical standards to ensure your Web site’s credibility.
- Choose criteria to design a successful Web site.

Chapter 15 (“Descriptions, Process Analyses, and Instructions”)
When you complete this chapter, you will be able to

- Understand the purpose of description, process analysis and instruction.

- Apply the criteria for writing descriptions, process analyses, and instructions.

- Use graphics effectively in descriptions, process analyses, and instructions.

- Use the P^3 process—planning, packaging, and perfecting—to write effective descriptions, process analyses, and instructions.

Chapter 16 (“Research and Documentation”) When you complete this chapter, you will be able to

- Understand why to conduct research in your workplace communication
- Use both *primary* and *secondary* research in your workplace communication
- Locate information in the library and online
- Document your sources of information
- Evaluate your researched material using a checklist

Chapter 17 (“Short, Informal Reports”) When you complete this chapter, you will be able to

- Understand the purposes of a report.
- Distinguish the differences between short, informal reports and long, formal, researched reports.
- Follow guidelines for writing short reports.

- Use headings and talking headings to organize your short reports.
- Write different types of short reports including incident reports, investigative reports, trip reports, progress reports, feasibility/recommendation reports, and meeting minutes.
- Use the P^3 process to write effective short, informal reports.
- Evaluate your report using the report checklist.

Chapter 18 ("Long, Formal, Research Reports") When you complete this chapter, you will be able to
- Understand the purposes of writing long, formal reports.
- Distinguish the differences among informational, analytical, and recommendation reports.
- Follow guidelines for writing long, formal reports.
- Include the major components of long, formal reports: front matter, text, and back matter.
- Distinguish between primary and secondary research to develop your content.
- Evaluate your long, formal reports using the report checklist.
- Follow the P^3 process, planning, packaging, and perfecting, to create effective long, formal reports.

Chapter 19 ("Internal and External Proposals") When you complete this chapter, you will be able to
- Format proposals effectively using components such as a title page, cover letter, table of contents, list of illustrations, abstract, introduction, discussion, conclusion/recommendation, and glossary.
- Write effective internal proposals to persuade corporate decision makers to address issues and provide resources.
- Write effective external proposals to sell a new service or product to a potential customer.
- Distinguish among common proposal terms including RFP, T & C, SOW, boilerplate, solicited proposals, and unsolicited proposals.
- Apply research techniques to gather information for proposals.
- Evaluate your proposals using the proposal checklist.

The Appendix ("Grammar, Punctuation, Mechanics, and Spelling") provides you rules and conventions for correct grammar, punctuation, mechanics, and spelling.

Organizing Your Class

Teaching workplace communication using the P^3 communication process (planning, packaging, and perfecting) helps students write effectively. In addition to helping students, the P^3 process also is teachable. The overall organization of *Workplace Writing: Planning, Packaging, and Perfecting Communication* provides you with an effective teaching methodology. A process-approach to writing can help you minimize lecture and maximize your students' hands-on application.

Every chapter of our textbook gives you the following:

◆ chapter goals
◆ opening scenarios with real people facing communication challenges on the job; how the person met his or her challenge at the end of the chapter
◆ objectives for each type of workplace document
◆ criteria to follow
◆ unique planning techniques geared toward different channels of workplace communication
◆ organizational techniques for packaging
◆ guidelines for perfecting
◆ checklists to help readers make sure they have accomplished the goals of each writing activity
◆ samples of professionally written correspondence which help your students emulate the P^3 communication process
◆ samples from corporate communication for classroom discussion
◆ end-of-chapter activities, allowing individuals and teams to practice the different types of communication taught throughout the textbook
◆ collaborative writing projects and case studies
◆ problem-solving think pieces to help students practice critical thinking
◆ degree-specific assignments
◆ Web workshops to let students explore communication on a global level
◆ chapter highlights
◆ chapter quiz questions
◆ Web Companion Links

Using the above information, you can organize your course any way you choose. Each chapter in *Workplace Writing: Planning, Packaging, and Perfecting Communication* can be taught in any sequence. However, to give you some suggestions for course organization using our text, following are sample course outlines for a 17-week semester, for a 15-week semester, and for an 8-week semester.

17- Week Semester Course Outline

Week 1 Introduction to course objectives and assignments
Chapters 1, 4-6, define workplace communication and explain the P^3 process

Week 2 Chapters 2,3, discuss teamwork and audience concerns. End-of-chapter
activities

Week 3 Chapter 10, discuss traditional correspondence (essential components)
Chapter 13, discuss sales letters—objectives, criteria, and samples
Collaborative sales letter writing activity (refer to Chapter 2 for team-writing
skills)—planning, packaging a rough draft, perfecting through peer revision
Homework: plan and package a rough draft of individual sales letter

Week 4 Collaborative sales letter reviewed and revisions discussed. Homework due.
Peer evaluations of individual sales letters. Revisions based on peer group
evaluations

Week 5 **Sales Letters due**
Chapter 10, discuss letter of inquiry—objectives, criteria, and samples
Collaborative letter of inquiry writing activity--planning, packaging a rough
draft, packaging through peer revision
Collaborative letter of inquiry reviewed and revisions discussed
Homework: plan and package a rough draft of individual letter of inquiry

Week 6 Homework due. Peer evaluations of individual letter of inquiry
Revisions based on peer group evaluations
Letter of Inquiry due
Chapter 10, discuss memos—objectives, criteria, samples
Collaborative memo writing activity--planning, packaging a rough draft,
perfecting through peer revision
Homework: plan and package a rough draft of individual memo

Week 7 Collaborative memos reviewed and revisions discussed
Homework due. Peer evaluations of individual memo
Revisions based on peer group evaluations
Memo due
Chapter 8, discuss graphics. End-of-chapter activities.

Week 8 Chapter 15, discuss descriptions and process analyses--objectives,
criteria, samples
Collaborative description writing activity—planning, packaging a rough draft,
perfecting through peer revision
Collaborative description reviewed and revisions discussed
Homework: plan and package a rough draft of individual description

Week 9   Homework due. Peer evaluations of description
          Revisions based on peer group evaluations
          <u>Description due</u>
          Chapter 15, discuss instructions—objectives, criteria, and samples
          Collaborative instruction writing activity—planning, packaging a rough draft,
          perfecting through peer revision

Week 10   Collaborative instruction reviewed and revisions discussed
          Homework: plan and package a rough draft of instructions
          Homework due. Peer evaluations of instruction
          Revisions based on peer group evaluations

Week 11   **<u>Instructions due</u>**
          Chapter 17, discuss progress report—objectives, criteria, and samples
          Homework: plan and package a rough draft progress report
          Homework due. Peer evaluations
          Revisions based on peer group evaluations

Week 12   **<u>Progress reports due</u>**
          Chapter 19, discuss proposals—objectives, criteria, and samples
          Homework: plan
          Homework due—tutorial review of prewriting
          Chapter 16, research—objectives, criteria, and samples
          Discussion of documentation and use of quoting and paraphrasing
          Homework: rough drafts for abstract and introduction

Week 13   Homework due—rough drafts for peer evaluations
          Revisions from peer group evaluations
          Homework: rough drafts for proposal body
          Homework due—peer evaluations of proposal body
          Revisions from peer group evaluations
          Homework: rough draft for proposal conclusion

Week 14   Homework due—rough drafts for peer evaluation
          Revision from peer group evaluations
          Chapter 10, cover letter—objectives, criteria, and samples
          Homework: rough draft cover letter
          Homework due—peer evaluations
          Revisions from peer group evaluations

Week 15   **<u>Proposal and Cover Letter due</u>**
          Chapter 11, resumes and letters of application--objectives, criteria, and samples
          Homework: rough draft resume
          Homework due—peer evaluations

Revision from peer group evaluations
Homework: rough draft letter of application

Week 16 Homework due—rough draft for peer evaluations
Revisions from peer group evaluations
Resume and Letter of Application due
Semester review for final exam

Week 17 Final Exam

15-Week Semester Course Outline

Week 1 Introduction to course objectives and assignments
Chapters 1, 4-6, define workplace communication and explain the P^3 process

Week 2 Chapters 2, 3, discuss teamwork and audience conerns. End-of-chapter
activities

Week 3 Chapter 10, discuss routine correspondence (essential components)
Discuss letter of inquiry—objectives, criteria, and samples
Collaborative letter of inquiry writing activity (refer to Chapter 2 for
team-writing skills)—planning, packaging a rough draft, perfecting through
peer revision
Collaborative letters reviewed and revisions discussed
Homework: plan and package a rough draft of individual letter of inquiry

Week 4 Homework due. Peer evaluations of individual letters of inquiry
Revisions based on peer group evaluations
Letter of Inquiry due
Chapter 10, discuss memos—objectives, criteria, samples
Collaborative memo writing activity—planning, packaging a rough draft,
perfecting through peer revision
Homework: plan and package rough draft of individual memo

Week 5 Collaborative memos reviewed and revisions discussed
Homework due. Peer evaluations of individual memo
Revisions based on peer group evaluations
Memo due
Chapter 8. Discuss graphics. End-of-chapter activities.

Week 6 Chapter 15, discuss descriptions and process analyses—objectives, criteria,
samples, collaborative description writing activity--planning, packaging a
rough draft, perfecting through peer revision
Collaborative description reviewed and revisions discussed

Homework: plan and package a rough draft of individual description

Week 7   Homework due. Peer evaluations of description revisions based on peer group evaluations
<u>Description due</u>
Chapter 15, discuss instructions—objectives, criteria, and samples
Collaborative instruction writing activity—planning, packaging a rough draft, perfecting through peer revision

Week 8   Collaborative instruction reviewed and revisions discussed
Homework: plan and package a rough draft of individual letter of inquiry
Homework due. Peer evaluations of instruction
Revisions based on peer group evaluations

Week 9   **<u>Instructions due</u>**
Chapter 19, proposals—objectives, criteria, and samples
Homework: plan
Homework due—tutorial review of prewriting
Chapter 16, research—objectives, criteria, and samples

Week 10 Discussion of documentation and use of quoting and paraphrasing
In-class activities (documenting, quoting, and paraphrasing)
Homework: rough drafts for abstract and introduction

Week 11 Homework due—rough drafts for peer evaluations
Revisions from peer group evaluations
Homework: rough drafts for proposal body
Homework due—peer evaluations of proposal body
Revisions from peer group evaluations
Homework: rough draft for proposal conclusion

Week 12 Homework due—rough drafts for peer evaluation
Revision from peer group evaluations
Chapter 10, cover letter—objectives, criteria, and samples
Homework: rough draft cover letter
Homework due—peer evaluations
Revisions from peer group evaluations

Week 13 **<u>Proposal and Cover Letter due</u>**
Chapter 11, resumes and letters of application—objectives, criteria, and samples
Homework: rough draft resume
Homework due--peer evaluations
Revision from peer group evaluations
Homework: rough draft letter of application

Week 14 Homework due—rough draft for peer evaluations
         Revisions from peer group evaluations
         <u>Resume and Letter of Application due</u>
         Semester review for final exam

Week 15 Final Exam

8-Week Semester Course Outline

Week 1   Introduction to course objectives and assignments
         Chapters 1, 4-6, define workplace communication and explain the P^3 process
         Chapters 2, 3, discuss teamwork and audience conerns.
         Chapter 10, discuss routine correspondence (essential components)
         Discuss letter of inquiry—objectives, criteria, and samples
         Homework: plan and package a rough draft of individual letter of inquiry

Week 2   Homework due. Peer evaluations of individual letters of inquiry
         Revisions based on peer group evaluations
         <u>Letter of Inquiry due</u>
         Chapter 10, discuss memos—objectives, criteria, samples
         Homework: plan and package rough draft of individual memo

Week 3
         Homework due. Peer evaluations of individual memo
         Revisions based on peer group evaluations
         <u>Memo due</u>
         Chapter 8. Discuss graphics.

Week 4   Chapter 15, discuss instructions—objectives, criteria, and samples
         Homework due. Peer evaluations of instruction
         Revisions based on peer group evaluations

Week 5   **<u>Instructions due</u>**
         Chapter 19, proposals—objectives, criteria, and samples
         Homework: plan
         Chapter 16, research—objectives, criteria, and samples

Week 6   Homework due—rough drafts proposals for peer evaluation
         Revision from peer group evaluations
         Chapter 10, cover letter—objectives, criteria, and samples
         Homework: rough draft cover letter
         Homework due—peer evaluations
         Revisions from peer group evaluations

Week 7 **<u>Proposal and Cover Letter due</u>**
 Chapter 11, resumes and letters of application—objectives, criteria, and
 samples
 Homework: rough draft resume
 Homework due--peer evaluations
 Revision from peer group evaluations
 Homework: rough draft letter of application

Week 8 Homework due—rough draft for peer evaluations
 Revisions from peer group evaluations
 <u>Resume and Letter of Application due</u>
 Semester review for final exam
 Final Exam

Note: In the above sample syllabi, we haven't included all possible assignments or combinations of assignments. For example, you might want to replace the sales letter with a flier, the proposal with a web site or oral presentation or long report, or the description with a brochure or newsletter or process analysis.

Workplace Writing: Planning, Packaging, and Perfecting Communication guides the students toward their finished products through the P^3 communication process approach to writing. Not only does this approach help the students construct effective correspondence, but also it accomplishes two additional goals.

1. Collaborative writing encourages teamwork (see Chapter 2 for further information on this topic). We constantly use collaborative writing activities. Student team projects help involve everyone actively in writing. In a team project, no one student can sit passively, especially if his or her grade is tied to the writing activity. Collaboration also allows students to practice their workplace writing skills and receive immediate feedback from their peers.
2. The P^3 communication process turns your class into a writing workshop where students spend time planning, packaging, and perfecting rather than listening to lectures.

To help you implement the above goals, we have provided many end-of-chapter activities. They include assignments that can be done individually or in teams. We also include case studies. Furthermore, the easily accessible criteria checklists in each chapter can be used for peer group evaluations. These checklists will help your students provide each other constructive criticism.

Design and Instructional Aids

To ensure readability and enjoyment of this textbook, we have created a colorful layout and design. In addition, we have several pedagogical elements to improve learning, navigation, and access to content. Our end-of-chapter activities will help students apply their knowledge, work collaboratively, and develop critical thinking skills. The following are examples of instructional aids included in this edition:

All chapters in the textbook contain the following components:

- **Chapter Goals**
- **Opening Scenarios of Real People Facing on-the-job Communication Challenges**
- **Concluding Scenarios Showing how the Person Faces his or her Challenge Using the P^3 Communication Process**
- **Narratives of the Person Facing the Challenge**
- **Margin call-outs**
- **Before/After Examples**
- **FAQ Boxes**
- **Technology Tips**
- **Checklists**

Opening Scenarios present real people in the workplace and their communication challenges.

Concluding Scenarios of the Real Person Facing the Communication Challenge show how the introductory person met his or her challenge.

Narratives allow the reader to "hear" how the person met the challenge by following the P^3 process.

Margin call-outs clarify and highlight key points in sample documents.

Cross Reference Notes in the margins help students and faculty find additional content in the textbook on a topic.

Web Resources Notes direct students to our Companion Website for additional samples, activities, and content related to each chapter.

Before/After Examples visually demonstrate through comparison and contrast how revision improves communication.

FAQ Boxes address frequently asked questions about workplace communication topics.

Technology Tips provide helpful instruction on using Microsoft Word 2007 to communicate.

Checklists provide students with an evaluative guide to assist them in revising the many different documents taught in the textbook.

Developing Communication Skills with End-of Chapter Activities

Each chapter concludes with a variety of **Chapter Highlights, Case Studies and Ethics in the Workplace Case Studies, Problem-Solving Think Pieces, Degree-Specific Assignments, Web Workshops,** and **Quiz Questions** providing students with ample opportunities to apply chapter concepts to real-world situations, work collaboratively, and develop critical thinking skills. These varied activities appeal to different learning styles including memorization, application of principles with case studies, research, collaboration, and discovery.

Chapter Highlights summarize key points discussed in the chapter.

Case Studies present real-world scenarios and on-the-job communication challenges.

Ethics in the Workplace Case Studies allow students to consider ethics and use ethical strategies in their decision making and workplace communication.

Individual and Team Projects provide students an opportunity to apply principles discussed in the chapter drawing from personal experience, research, or collaboration.

Problem-Solving Think Pieces help students practice critical thinking skills.

Degree-Specific Assignments allow students to perform activities unique to specific major fields.

Web Workshops allow students to have an opportunity for discovery of topics related to workplace communication beyond the classroom.

Quiz Questions allow students to test their knowledge of the chapter's content.

ADDED VALUES!

MyTechcommLab for Gerson and Gerson, *Workplace Writing: Planning, Packaging, and Perfecting Communication*
This dynamic, comprehensive resource, packaged at no additional cost with purchase of a new text combines a complete ebook with a wide array of multimedia tools, all in one

place, and all designed specifically for workplace communicators. Offering more than 80 model documents, most with interactive activities and annotations, MyTechCommLab provides a wealth of opportunities for students to understand how real professionals work. Components include writing tutorials and activities, case studies on ethics and usability, research process tools, links to workplace communication urls, guidelines about document design—and much more. If your students need more practice in basic grammar and usage, MyTechCommLab's grammar diagnostics will generate a study plan linked to the thousands of test items in ExerciseZone, with results tracked by Pearson's exclusive GradeTracker.

Companion Web site: A Wealth of New Online Materials

We are especially excited about the wealth of cases, exercises, activities, and documents that have been developed for each chapter and are available at our Companion Web site located at *www.prenhall.com/gerson*. In our companion website, you also will find dozens of excellent student-written examples of the documents taught in the textbook complete with suggested assignments.

Online materials for each chapter in the text include the following:

- **Chapter Learning Objectives**—Overview of major chapter concepts.

- P^3 **Process Exercises**—Planning, packaging, and perfecting assignments.

- **Interactive Editing and Revision Exercises**—Interactive documents allow students to see poorly done and corrected versions of documents with additional assignable document revision exercises.

- **Communication Cases**—Students encounter real-world situations with links to outside content and a student response box for students to send answers to the professor.

- **Activities and Exercises**—Activities specific to a variety of technical and career fields allow students to practice producing communication relevant to their interests.

- **Collaboration Exercise**—Assignments designed to provide practice writing and communicating in teams.

- **Web Resources**—Links to helpful online resources related to chapter content.

- **Document Library**—Additional documents.

- **Chapter Quizzes**—Self-grading, multiple-choice quizzes help students master chapter concepts and prepare for tests.

Ready-made Blackboard, WebCT, and CourseCompass online courses are available for this course. If you adopt the text with a OneKey course, student access cards will be packaged with the textbook at no additional charge to the student.

INSTRUCTOR'S RESOURCES

Instructor's Manual

Our Instructor's Manual is loaded with helpful teaching notes for your classroom. Included in the manual are answers to the chapter quiz questions, a test bank, and instructor notes for assignments and activities located on the Companion Web site.

Instructor's Resource CD

The IRCD includes the following components:

- **Test Generator**
- **PowerPoint Lecture Presentation Package**
- **Instructor's Manual** (in Microsoft Word)

Online Newsletter: In addition to this textbook, the instructor's manual, and the online components of *Workplace Writing: Real People, Real Challenget*, you can have up-to-date information about the field of workplace communication in our quarterly newsletters. Contact Prentice-Hall at http://www.prenhall.com/gerson to obtain a free subscription to this enlightening newsletter.

CHAPTER 1

Communicating in the Workplace

- @ **Opening Scenario**
- @ **Distinctions**
- @ **Importance of Workplace Communication**
- @ **Audience and Style**
- @ **Communication Channels**
- @ **Trends in the Workplace**
- @ **Ethics in the Workplace**
- @ **The P3 Process**

ABSTRACT

Teachers often are asked, "What is workplace communication, and how does it differ from written communication taught in traditional composition classes?" To answer those questions, this chapter defines workplace communication and stresses the importance of workplace communication in business and industry.

@ Opening Scenario

An exciting and unique aspect of this textbook is that each chapter opens with a workplace communicator facing on-the-job challenges. Later in each chapter, we show how the business person meets his or her communication challenge by using the P^3 process.

Consider doing the following in relation to the opening scenarios:

1. Discuss what's unique about each chapter's communication challenge.
2. Before turning to the solution in each chapter, encourage your students to discuss ways in which the business person might meet the challenge.
3. After the students have reviewed how the business person met his or her challenge, discuss other options that could have been pursued.

@ The Distinctions between Workplace Communication and Other Types of Writing

We are all familiar with different types of writing, such as creative writing, expressive essays, expository writing, journalism, and workplace communication. Students, in contrast, are not always aware of distinctions among these types of communication. *Workplace Communication: Real People, Real Challenges* clarifies what exactly constitutes workplace communication.

To make the distinctions clearer to your students, you might want to elaborate. Consider these possibilities:

1. *Create an analogy*. Ask students to list different types of shoes they own, such as boots, loafers, tennis shoes, bedroom slippers, and dress shoes. Then ask them why they own such diverse shoes. The answer is obvious; each type of shoe serves a unique purpose. They would not wear their dress shoes to shovel snow nor their tennis shoes to a wedding. The same holds true for writing. One type of writing does not fit all purposes. No one would write poetry, essays, or diary entries at work. On the job, students will need to use workplace communication skills.

2. *Chart the differences*. To further explain the analogy above, provide the students samples of different types of writing, such as a poem, a journalistic editorial, an expressive essay, a persuasive movie review, and a report.

Poem	Journalism	Essay	Movie Review	Report

Ask the students to review these different types of writing and compare/contrast them on the basis of *word usage, sentence structure, page layout, and audience* (for example). The students then could list the unique traits of each type of writing. This visual helps students clearly see how workplace communication differs from other types of writing.

NOTE: If the above five different types of writing are too complex and too time consuming, limit the comparison/contrast to a typical, student-written essay and a report. Even that would be sufficient to clarify the difference between workplace communication and other types of written communication.

@ The Importance of Workplace Communication

You probably have encountered people in business who have suffered due to their poor written and verbal skills. You have talked to people who were not promoted because their writing was flawed, or you have heard stories about bosses rejecting reports because of misspelled words. Similarly, you have received flawed correspondence from companies and concluded that such companies were either unprofessional or incompetent. In contrast, you have talked to employees who were praised and respected for their writing skills—they have earned promotions or been given more responsibilities due to their writing abilities.

> *C*larify to your students how important workplace communication is by sharing anecdotes. Nothing drives a point home more effectively than true stories. Share your personal experience stories with your students.

Another way to emphasize the importance of workplace communication is by drawing on the persuasive powers of corporate spokespersons. Your students soon will be seeking employment, and companies in your community want to hire employees who can communicate successfully. These corporations know that the skills you're teaching are important. Invite business employees, personnel directors, and human resource supervisors to speak to your classes. Let the community work for you to prove that workplace communication is a valuable skill. You could videotape their talks and then use these videotapes for future classes.

@ Audience and Style

In the workplace, you will need to communicate to diverse audiences, including your bosses, colleagues, subordinates, external vendors, customers, and stakeholders. You will write
- Internally (within a company)
- Externally (outside your company)
- Laterally (to colleagues and customers)
- Vertically (up to management and down to subordinates)

In each instance, your communication will require that you write or speak with a tone that's appropriate for the audience. For example, you wouldn't write a commanding e-mail message to a boss, would you? In addition, you have to factor in your unique personality and style of communication. Are you aggressive, assertive, or passive?

Ask your students to role play.
1. Have one student act as a business manager, a second student is an unhappy customer, and a third student is an impartial observer.
2. Let the unhappy customer make his or her case (what's the problem, what action does the student want the company to take, etc.?).
3. Ask the business manager to respond.
4. The third student, the impartial observer, will take notes, focusing on tone and content. Based on observation, what communication styles did the manager and customer reveal? What was effective and ineffective? Ask the observer to give examples to prove the point.

@ Communication Channels

What are communication channels? The radio, television, films, and newspapers are communication channels. Poetry and literature are communication channels. In workplace communication, common channels (choices, options, alternatives for written documentation) include the Internet, memos, letters, e-mail messages, short reports, long reports, proposals, descriptions, process analyses, instructions, resumes, blogs, instant messaging, text messaging, and more.

The keys to communication channels are that these channels are all different. Each serves a unique purpose, dependent upon the audience and goal of the communication.

To help your students understand that one type of communication will not suffice for all instances, try this:
1. Put students in small groups.
2. Ask them to list what they perceive to be characteristic traits of each communication channel.
3. To accomplish #2 above, suggest that they answer the reporter's questions: who, what, when, where, why, and how. For example, what is an instant message, who might be an instant message's audience, what could be the purpose of an instant message, when would you send an instant message, when would an instant message not be the appropriate choice for a communication channel, etc.?
4. Ask students to compare their lists with other group's lists.

@ Trends in the Workplace

In addition to the trends we discuss in this chapter, what other trends are affecting workplace communication?

1. Divide your class into small teams.
2. Have them research on the Internet and/or draw from personal experience what they perceive to be emerging trends.
3. Ask the students to bring to class a list of three to five trends and to discuss how these trends will affect the workplace.

@ Ethics in the Workplace

In this section, we focus on ethics from numerous angles: the importance of ethics in the workplace; how to confront ethical dilemmas; and the practical, legal, and moral aspects of ethics. We also clarify how ethics affect workplace communication by sharing with you the Society for Technical Communication's (STC) "Ethical Guidelines for Technical Communicators" and the International Association of Business Communication's (IABC) "Code of Ethics for Professional Communicators." Then we suggest how a workplace communicator achieves ethical communication by discussing STC's "Code for Communicators."

Nonetheless, ethics is a difficult topic to discuss. Ethics, by nature, are vague and affected by an individual's background. As teachers, our job is to objectify an essentially nebulous topic.

Here's what we suggest as an assignment.

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1. Ask students to read "Problem Solving Think Pieces" #4 and #5.

2. Divide the class into four or more teams.

3. Allow the teams to discuss the ethical issues raised in the two assignments.

4. Ask each team to write a brief (a short report) about the ethical challenge presented in #4 and #5 and how the teams would solve the challenges.

5. After the reports have been written (this could take a while), ask one team member to present his or her team's decisions.

This assignment will quantify ethics, involve students, allow them to practice critical thinking skills, and require written and oral communication. It's a fun simulation with real-world value.

An enhancement in this textbook is the inclusion at the end of each chapter of an Ethics in the Workplace Case Study. This case study will allow your students to consider ethics and to apply ethical strategies in numerous workplace communication scenarios.

@ The P³ Process

This chapter introduces your students to the **P^3** process. The **P^3** process allows your students to overcome the "blank page syndrome" by helping them

◆ *Plan* to gather information for their correspondence, organize their ideas in various ways, and determine their audience's needs.

◆ *Package* rough drafts.

◆ *Perfect* these drafts through revision.

Because this textbook integrates the P^3 process into every chapter, you will want to spend time early in the semester discussing the process. We usually spend at least one class period explaining the fundamentals of the P^3 process, emphasizing its value to students, and then reviewing the opening scenario communication challenge to show students what they will discover in each chapter during the semester.

Consider approaching this task as follows:

Provide an Overview of the P^3 Process.

The P3 process is effective ... and easy! All we are asking our students to do is three things: plan, package, and perfect. We tell our students that the three steps are overlapping and recursive. No one writes a rough draft without simultaneously revising, for example.

Nonetheless, to clarify what each step entails, we distinguish among the three and ask our students to construct their correspondence in three stages. Look at our sample course outlines in the "Preface" to this *Instructor's Manual.* For each assignment, students plan their correspondence, package rough drafts, and help each other perfect through revision.

Explain Why the P^3 Process is Important.

Everyone needs a methodology for performing an activity effectively. Golf pros teach duffers how to stand, grip, and swing. Chefs teach us how to chop, dice, and sauté. Homebuilders suggest ways for do-it-yourselfers to restore, refinish, and repair. Personal fitness advisors suggest ways to lose weight and build muscle.

The proven methodology for writing effectively is process. The P^3 process — planning, packaging, and perfecting—offers students an easy-to-follow, easy-to-use technique for writing e-mail messages, memos, letters, reports, Web sites, resumes, and other workplace communication documents.

The P^3 process is important because it works and because it helps students succeed. If a student is told that correspondence is due in 30 minutes, that student might be overwhelmed. In contrast, planning allows students to ease into a writing assignment, thereby reducing stress. Packaging allows students to "play" with different approaches to a letter or memo, rather than rushing a finished copy. This reduces stress and encourages creativity. Perfecting allows students to improve their first attempts at writing and to create a product they can be proud of.

Selling the value of the P^3 process is easy. Just emphasize that planning, packaging, and perfecting benefit the students. It helps them write more effectively. Planning gives your students a sense of direction, packaging (drafting) lets them put words on the page without fear of failure, and perfecting gives them an opportunity to improve through revisions.

Furthermore, since these steps take time, the students have a built-in gestation period. They have time to change their minds, rethink the assignment, refine their approaches, get answers to their questions, and turn in a project they can be proud of.

Finally, the P^3 process helps students submit successful workplace correspondence, which should earn them better grades. We can't guarantee that, of course, but it works in our classes. Because their rough drafts are read and revised by their peers, and because students have time to ask you questions, many of their errors should be caught and corrected. That gives students a chance to succeed in class. It also gives you the pleasure of reading clean and clear workplace communication.

Teaching Suggestions

1. To help your students recognize the importance of workplace communication, get them out of the classroom and into a work environment. Ask students to visit a job site in their field of interest. While there, have them visit several employees with different job responsibilities. These could include supervisors and subordinates from diverse work areas within a company (technicians, accountants, purchasing agents, personnel managers, etc.).

Have your students ask these people the following questions:

◆ What type of documents do they write (channels of communication)?

◆ How much time do they spend writing on the job?

◆ How often do they work with teams of fellow employees on a project?

◆ How many employees make up the team?

◆ Do managers and supervisors oversee their writing?

◆ Will the employees provide the students samples of typical business correspondence for class discussion?

Once they return to class with samples and answers to the questions, your students can assess their findings as follows:

- Add up the time spent writing and divide by the number of people involved. This will give the students a percentage of work time spent writing. How does the number compare to the 31 percent norm?
- Decide which types of correspondence are written most often and in which professions.
- Figure out the difference between the amount of time supervisors write and the amount of time subordinates spend writing.
- Figure out how much time is spent working with others on team projects.

These answers can be decided on in small groups and then presented to the class either through brief, oral presentations or through short, written reports.

2. Team projects truly play an important role in the workplace. Students can learn a great deal from the positive aspects of a team project—how to get along with others, how to help each other, and how to learn from each other.

To ensure team successes, use this chapter's focuses on "Conflict Resolution in Team Meetings" and "Strategies for Successful Collaboration." First, when teams are formed, ask the teams to do the following:
- Clarify their goals (what exactly they plan to do)
- Assign duties (who will do what)
- Create a schedule (when specific parts of the project will be completed)

Tell the students to write a brief e-mail or memo to you addressing the above concerns, and count this e-mail or message as part of their group grade. This first step will provide the team guidelines, help to ensure equal participation in the project, and give the team focus.

Midway through the team project, ask the team to reflect on their accomplishments or challenges. At this point, they can identify any problems (technology problems, time problems, skill-related problems, or challenges within the team in terms of personnel issues). They should analyze the problems and suggest solutions to "breach the gap"—an HPI issue. Have the students individually write you an e-mail addressing these points. Then, you can decide if you need to step in an help out (giving more time for the project, helping with technology needs, counseling a problem student, or—worse case scenario—reassigning team members).

Finally, at the end of the project, assign an e-mail, memo, or follow-up status report about the team project. The students should focus on work accomplished (what they did and what they learned), problems encountered, and suggested solutions for future teamwork.

Meeting Workplace Communication Challenges

Case Studies

1. Deer Creek's Manager of Corporate Communication Job Description

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Manager of Corporate Communications

Job Description: A manager of corporate communications does the following:
- creates, implements, and oversees company correspondence, such as brochures, fliers, Web sites, blogs, and newsletters
- describes and promotes the organization and its products
- makes presentations to employees and consumers
- supervises staff

Average Salary: $62,000 to $85,000

Education: Bachelor's degree

Experience: At least 7 years in the field

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2. **Revision of Flawed Letter**

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* TASCO *
PO Box 2110
Shawnee Mission, IA 56207

November 15, 2009

Sandra Johnson
21309 Roanoke Dr.
Waverly, IA 54112

Dear Ms. Johnson:

Tasco is a Heating, Ventilation, and Air Conditioning (HVAC) manufacturer's representative for HVAC equipment. Though we usually provide wholesalers and retailers the products that their customers need for their homes and businesses, we can now sell directly to you, and you'll save money!

Tasco offers many lines of HVAC products, including
- Gravity Wall Furnaces
- Vented Console Heaters
- Vented Free Heaters (with Manual and Thermostat Bulbs)
- Counter Flow Furnaces
- Vented Console Radiant Front Heaters
- Blue Flame Heaters
- Console Direct Vent Heaters
- Propane kits, blower kits, etc.

We ship products in five business days or less. Compare our prices and service to any of our competitors, and you'll see the difference.

Due to the winter months here in the Midwest, it is recommended that most homeowners replace their heating and air conditioning units if their models are more than fifteen years old. Is your heating and cooling system getting old? Don't wait for freezing winters or 100 degree summers to replace an old system.

Please call with any questions or comments at 815-555-2121. Our office staff would be available to answer any questions. We are here to help you.

Sincerely,

Jack Henry

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3. Shelly Stine's Style of Writing in a Cover Letter

Letter A

- formal due to letter format
- agressive—"strongly suggest," "must focus," "you didn't listen to me"
- tone and style not correct for audience. Too bossy, too negative, too self impressed ("I am skilled in the areas"), and sarcastic ("you should be able to")

Letter B
- formal due to letter format
- passive ("I apologize," "criticism might seem harsh," "I greatly hope")
- tone and style not correct for audience. Too groveling ("I truly hope," "with all due respect to you," "I think I could help you")

Letter C
- formal due to letter format
- assertive—"we address criticisms," "we focused on . . .," "you can empower")
- tone and style are correct for audience. The tone is pleasant without being begging or pleading. The tone speaks to the audience's strengths: "we have the skills; I know you have the desire")

Letter C is the correctly revised document.

4. Amir Aksarben's Communication Channels, Tone, and Detail
- An e-mail to Sally, informal tone but businesslike, with sufficient questions about the city's problems. Since Sally works for the city, she will know what information to provide Amir.
- An e-mail or a face-to-face meeting with Randy Towner. The tone will be businesslike and formal because Randy is a boss. Questions to Randy must be specific so that Amir can establish the construction crews and proposal writing team.
- An e-mail to Amir's colleagues. The tone will be informal but businesslike. Simple questions will suffice since all of the colleagues have prior experience with the topic.
- A face-to-face meeting with an informal but authoritative tone to the intern. Instructions must be very precise given the intern's limited experience.

Ethics in the Workplace Case Study

The visual is misleading. It is not acceptable. The loss in the 3rd quarter should be proportioned correctly. Currently, the loss appears to be only about $10,000 vs. the actual loss of $50,000.

Individual and Team Projects

The challenge is for your students to be engaged in the discussion, research, process of discovery, analysis of findings, and presentation of findings. These activities can be performed individually, in small groups, or orally in class discussion. You might want to have students respond to the challenges in writing or in open classroom discussion.

Degree-Specific Assignments

Management Job Description

Responsibilities: The hotel manager provides leadership to the hotel management team to achieve quality services. These include
- planning and organizing accommodations
- catering
- promoting and marketing
- managing budgets and financial expenditure
- maintaining records
- recruiting, training and monitoring staff
- planning work schedules
- dealing with customer complaints
- supervising maintenance, supplies, and renovations
- dealing with contractors and suppliers
- maintaining security

Communication: The manager is the main liaison between the client and hotel staff. An ability to communicate effectively in writing and orally with clients, senior management, and support staff is essential to meet day-to-day challenges and to keep the hotel operations running smoothly. Managers will write reports about facilities, employees, events, and incidents.

Education: Candidates should have a bachelor's degree in management, hospitality services, business administration, or other related fields.

Sales and Marketing Job Description

Responsibilities: Hotel Sales and Marketing works to increase corporate client base while establishing trust and rapport with clients to generate and boost revenues for the hotel.

A Sales Manager services new and existing accounts to ensure repeat business as follows:

- Plans and executes sales strategies
- Achieves sales volume, revenue and profitability goals
- Meets contract commitments
- Ensures customer satisfaction
- Assists in customer service and hospitality training for all employees

Communication: Excellent communication skills, both written and verbal. Communication channels can include sales letters, brochures, fliers, Web design, and responses to client inquiries.

Experience:
- Previous hotel sales experience

Education:
- Bachelor's degree or comparable experience in sales and marketing

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Accounting Job Description

Responsibilities: An accountant for Restful Inn will accomplish the following tasks:
- Prepare profit and loss statements for budgets, revenues, expenses, payroll entries, invoices, and other accounting documents
- Compile and analyze general ledger accounts
- Establish, maintain, and coordinate accounting procedures
- Analyze and review budgets
- Resolve accounting discrepancies.
- Interact with internal and external auditors in completing audits.

Communication: Accountants will write monthly accounting reports. Accountants might also need to write instructions or give oral explanations about billing invoices and accounting policies to staff, vendors and clients.

Experience:
- Three to five years of accounting experience

Education:
- Bachelor's degree in accounting and successful completion of CPA exams

Business Information Technology Job Description

Responsibilities:
- Designs and manage data architecture
- Maintains security and performance requirements
- Manages enterprise information requirements, including design, access, usage and data governance
- Works closely with the business and senior management
- Prepares for audits of information assets
- Facilitates consistent business analysis, information acquisition analysis and design, data access analysis and design, archiving and recovery strategies, security, and change management at the enterprise level

Communication: Prepares reports for audit agencies and management. Conveys instructions to staff and management, either in writing or orally, about computer information management.

Experience:
- knowledge of end-to-end data management, from initial capture to analytics and reporting, including usage within our standard BI tools

Education:
- Bachelor's degree in computer information systems

Finance Job Description

Responsibilities:
- Provides financial advice and strategic planning to management
- Focuses on the hotel's financial analysis and collection and preparation of accounts
- Creates business modelling and forecasting
- monitors hotel performance and efficiency
- analyzes change and conducts risk assessment
- Assesses the financial implications of new ventures

Communication: Writes reports and evaluations for cost-reduction opportunities and manages staff in writing and oral communication.

Experience:
- Two years of responsible accounting
- Ability to read and interpret governmental regulations, financial quotations and rules and procedure manuals

Education:
- Bachelor's degree with a major in accounting or other related field. CPA desirable.

Problem-Solving Think Pieces

1. Benefits and Drawbacks of Communication Channels

Communication Channels	Benefits	Drawbacks	Possible Solutions
One-on-one discussions	Privacy, see people's body language; immediate feedback	No record of communication	Take notes immediately after
Group meetings	Communicate information quickly to many people	People hear things differently; no record of communication	Provide handouts; have someone keep meeting minutes; send meeting minutes out ot all for record
Collaborative projects	Diversity of opinions; allows for empowerment; allows for checks and balances	People do not always agree or get along; people do not show up for projects; people have can be distracted	Assign a team leader; break into smaller groups
Written reports	Record of activities is provided; can be sent to many readers	Takes time to write; writing can be a challenge in terms of	Get input from colleagues regarding editing and

		proofreading	proofreading; follow a writing process
Teleconferences	Can communicate to many people simultaneously at diverse locations; can be cost effective versus travel	Challenges with technology; problems with record keeping	Provide handouts; practice with technology before
E-mail	Quick, easy, and cost effective; can communicate with many people almost simultaneously; provides a record	Can not see people's reactions (body language); some topics are too sensitive or too large for e-mail	Use another communication channel for senstive topics or topics too large for e-mail
Phone calls	Quick, easy, and cost effective; allows for give and take	No record; some topics require face-to-face; some topics are too large and complex for a phone call	Write notes for record keeping; use a different communication channel for sensitive or large topics of communication
Faxes	Quick, easy, and cost effective	No give and take; can be hard to read due to printing problems	Choose a different communication channel if necessary
Letters	Provide a record of correspondence; useful for formal communication	Can take time and money to write and send; writing can be a challenge in terms of proofreading	Have a colleague edit and proofread; use a writing process; use a different communication channel if speed is important

2. Types of Written and Oral Communication Challenges at Restful Inn

Job Title	Written Communication	Oral Communication	Nonverbal Communication
Hotel management	Letters and e-mail to vendors, customers, employees, and hotel management. Reports to management. Personnel evaluations.	Speaking to customers, staff, and vendors—face to face and telephone	All employees must manage their nonverbal communication skills to achieve rapport with the audience.
Accounting	Letters to hotel management and auditors; e-mail to hotel staff.	Speaking to customers, staff, and vendors	All employees must manage their nonverbal communication skills to achieve rapport with the audience.
Food and beverage management	Letters and e-mail to vendors and clients; e-mail to hotel staff; reports about personnel; reports about incidents.	Speaking to customers, staff, and vendors—face to face and telephone	All employees must manage their nonverbal communication skills to achieve rapport with the audience.
International sales and marketing	Letters and e-mail to vendors and clients; e-mail to hotel staff; reports about events and incidents.	Speaking to customers, staff, and vendors—face to face and telephone	All employees must manage their nonverbal communication skills to achieve rapport with the audience.
Finance	Letters to auditors; e-mail to staff; reports to management.	Speaking to customers, staff, and vendors	All employees must manage their nonverbal communication skills to achieve rapport with the audience.
Business Information Systems	Letters and e-mail to vendors; e-mail to staff; reports about incidents to management.	Speaking to customers, staff, and vendors	All employees must manage their nonverbal communication skills to achieve rapport with the audience.

3. Ethics and Tamara Jones

Tamara should not have downloaded software on her corporate computer. Doing so could lead to viruses and spam attacks. The downloaded software could negatively impact the company's server speed. Her game playing was not part of her job duties and is not considered ethical.

4. Sarbanes-Oxley Ethics Cases

a. E-mail to CFO

> Date:
> To: CFO
> From: Beverly Warden
> Subject: Analysis of Audit
>
> Maintaining ethical standards for our company is essential in today's volatile market. Given the extent to which regulators and the media are examining corporate finances, we must meet all regulatory guidelines without exception.
>
> I reviewed the six months of audits (January through June) you provided me. Section 103 of Sarbane-Oxley demands that we have "sufficient detail to support the conclusions reached in [the] report." I interpret this to mean that I need to cover the entire year of audits, including July through December, and not just half of the year that you gave me.
>
> Thus, I am unable to complete the report due to lack of information. Please supply me the remaining six months of audits so I can meet our company's ethical responsibilities for audit reporting.

b. E-mail to CFO

> Date:
> To: CFO
> From: Beverly Warden
> Subject: Inability to Omit First Accounting Firm
>
> Maintaining ethical standards for our company is essential in today's volatile market. Given the extent to which regulators and the media are examining corporate finances, we must meet all regulatory guidelines without exception.
>
> I learned that our company fired an outside accounting firm and hired a new one to audit the company books. The first firm expressed concerns about several bookkeeping practices. The newly hired firm concluded that our company's bookkeeping practices were acceptable. You see no reason for me to mention the first firm in my report.
>
> Section 401 (a) of Sarbane-Oxley says, "reports must contain no untrue statements or omit to state a material fact." I am unable to complete the report unless I can include the first accounting firm's concerns.
>
> Could we meet at your convenience to discuss this issue?

Web Workshop

The Web Workshops rarely have absolute answers. The challenge is for your students to be engaged in the discussion, research, process of discovery, analysis of findings, and presentation of findings. These activities can be performed individually, in small groups, or orally in class discussion. You might want to have students respond to the challenges in writing or in open classroom discussion.

Answers to Quiz Questions

1. Helps you influence others, build your business, develop a corporate image and accountability, and build interpersonal and business relationships

2. E-mail, fax, voicemail, pagers, Web sites

3. 31%

4. Internal, external, lateral, and vertical

5. You must determine level of detail and tone (formal or informal).

6. Aggressive, passive, and assertive

7. When a decision must be made rapidly or during an emergency.

8. Use language and visuals with precision. Prefer simple, direct expression of ideas. Satisfy the audience's need for information, not your own need for self-expression. Hold yourself responsible for how well the audience understands the message. Respect your audience's privacy.

9. Planning, packaging, and perfecting

10. The workplace is global, technology allows for telecommuting, workers are aging, employees are working flexible work schedules, and companies are more sensitive to workers' family obligations.

Web Companion Links: Online Exercises, Activities, and Documents

Chapter 1

Chapter Learning Objectives

When you complete this chapter, you will be able to do the following:

1. Understand the purposes of workplace communication.

2. Recognize the importance of workplace communication in your career.

3. Communicate effectively both internally in an organization and externally.

4. Communicate effectively to management, to co-workers, and to subordinates in a business.

5. Choose the appropriate formal or informal tone when writing or speaking.

6. Recognize your communication style.

7. Distinguish among the communication channels.

8. Analyze trends in the modern workplace.

9. Consider ethics and apply ethical strategies to your words and actions in the workplace.

10. Use the $\boldsymbol{P^3}$ process to communicate effectively.

P3 Process Exercise
Workplace Writing Job Opportunities
> This exercise asks you to investigate and report types of workplace writing jobs and qualifications.

Communication Cases
Case Study 1: Using Technical Language as a Distancing Device in Accident Reports
> This exercise asks you to read Sam Dragga and Daniel W. Voss's article "Hiding Humanity: Verbal and Visual Ethics in Accident Reports" asserting that accident reports minimize the humanity of accident victims through technical jargon. You are asked to reflect on the article and explain whether you agree or disagree with the authors' argument.

Case Study 2: Promoting Material for Pharmaceuticals: Informing vs. Selling
> This exercise asks you to assess the ethicalities of a scenario in a pharmaceutical company. To support your position, you are asked to read Mark Specker Stone's article "In Search of Patient Agency in the Rhetoric of Diabetes Care."

Case Study 3: A Comparison/Contrast of the Value of Instant Messaging in the Workplace.

One of the trends affecting today's workplace writing is Instant Messaging. This exercise asks you to address the pros and cons of Instant Messaging on the job. Read Sophie Adams' article "Instant Messaging in the Workplace" and "Instant Messaging Proves Useful in Reducing Workplace Interruption" (from *Science Daily*).

Activities and Exercises

Activity 1: How Much Writing Do People Actually Do on the Job?
This exercise asks you to interview people in jobs of interest to you concerning the amount of writing and the amount of collaboration they do on the job.

Activity 2: Discovery Channel's Online "Communication Skills Test"
This exercise asks you to take the Discovery Channel's "Communication Skills Test" http://discoveryhealth.queendom.com/communication_short_access.html and bring the test results to class.

Activity 3: Advertising and Audience Analysis
This exercise asks you to find two examples of advertising that reach out to targeted audiences and write a short paragraph for each that answers the who, the what, and the why of the ad.

Activity 4: Privacy Rights in the Workplace
This exercise asks you to read Erika Morphy's article "Workplace Text-Messaging Ruling Wows Privacy Advocates" to learn about new privacy rights for employees who use employer-issued cell phones, pagers, and computers to send personal text messages.

Collaboration Exercises

Collaboration Exercise 1: Evaluating Documents
This exercise asks you to bring examples of workplace writing to class for analysis.

Collaboration Exercise 2: Ethics in the Workplace
This exercise asks you to consider ethical and unethical workplace behavior related to written and oral communication.

Web Resources

International Association of Business Communicators
http://www.iabc.com
The official website contains information about membership and conferences, jobs, research in the field, blogs and postings about issues related to workplace communication, and national and local chapters.

Society for Technical Communication
http://www.stc.org/
The official website contains information about membership and conferences. Probably what is most useful, however, is its extensive job listings that can be accessed by clicking on "Jobs Database" at the top of the screen.

IEEE Professional Communication Society
http://www.ieeepcs.org/
This organization is devoted to helping "engineers and technical communicators develop skills in written and oral communication."

Writer's Resource Center
http://www.poewar.com/
This site covers a variety of writing topics, some of which (like poetry) are far removed from workplace writing. However, the site does feature links devoted to writing related to business and technology that will be of interest to the business writer.

Document Library

Document: Writing and Teamwork Responses
This sample contains four paragraphs written on an online bulletin board by students in response to learning how much time was devoted to writing and teamwork in various careers.

CHAPTER 2

Collaborating in the Workplace

- @ **Opening Scenario**

- @ **Work Effectively in Teams**

- @ **Resolve Team Conflicts**

- @ **Use Groupware for Team Interaction**

ABSTRACT

Companies have found that teamwork enhances productivity. Teammates help and learn from each other. They provide checks and balances. Through teamwork, employees can develop open lines of communication to ensure that projects are completed successfully.

@ Opening Scenario

This chapter opens with a workplace communicator facing an on-the-job challenge. Later in the chapter, we show how the business person meets her communication challenge by using the P^3 process.

Consider doing the following in relation to the opening scenario:

1. Discuss what's unique about this chapter's communication challenge.
2. Before turning to the solution in the chapter, encourage your students to discuss ways in which the business person might meet the challenge.
3. After the students have reviewed how the business person met her challenge, discuss other options that could have been pursued.

@ Work Effectively in Teams and Resolve Conflicts

To simulate the use of teamwork in the workplace, emphasize teamwork in the classroom. The goal is to prepare students for their future careers.

You can help your students by assigning numerous team writing activities or team projects. These could include simple assignments, such as team-written letters or memos that take approximately one or two class periods. Longer team projects, such as team-written proposals, Web sites, or instructional manuals, take approximately two to four weeks.

Team writing is not easy. Students miss class, have different levels of ability, and varying degrees of enthusiasm. Good students are frustrated by weaker students; poor students coast on the abilities of better students. Such challenges are inevitable, but they are worth the trouble. Solving the problems that necessarily accompany teamwork also helps prepare your students for their future careers.

One way to reward the good team players and punish the slackers is through a grading procedure. For example, if a team project (such as a long, instructional manual) is worth 25 points, consider breaking the grade down as follows:

- ◆ 15 points = the student's designated part of the team project
- ◆ 5 points = the overall grade of the team project (all of the students' parts added together and averaged)
- ◆ 5 points = the student's attendance (ie. involvement in the project)

Because of this grading methodology, the student's grade reflects his or her effort, or lack thereof, since 20 of the 25 points are based on the student's work. Nonetheless, 5 of the points (equaling 1/5 of the grade) depend on the other team members' efforts. This helps give every student in the group a sense of ownership in the project and encourages their involvement.

Student involvement is the other benefit of teamwork. Team projects require active learning. If students are required to work with others to write letters, memos, reports, or manuals, they cannot just sit and listen to lectures. They must put pen to paper or fingers to keyboard. We like team projects because they minimize teacher-centered education and maximize student involvement.

@ Use Groupware for Team Interaction

In today's society, many employees will work for companies with multiple locations in different cities or even different countries. They will work with teammates in diverse and dispersed locations. How can they communicate effectively with colleagues who work in other locations? E-mail, cell phones, teleconferences, and videoconferences will work in many instances.

An emerging technology that helps employees write collaboratively from diverse locations is a Wiki. Your students are already familiar with one Wiki—Wikipedia, an open source, online encyclopedia that allows people to collaboratively insert content.

You might want to have your students use a Wiki for collaborative projects. Try these sources:
1. http://www.wikispaces.com
2. http://www.pbwiki.com

You can open student or classroom accounts—free—in both of these sites. As a trial application of Wikis,

1. Have your students open an account in either of these sites.
2. Using the Wiki site for collaboration, ask students to individually address this topic: "What is workplace communication, and how will it assist you in your career goals?"
3. Other students in the team can add their content and/or change existing content. The Wiki allows your students to interact collaboratively. The Wiki will also allow you to view various versions of the text. Thus, as the content grows, you can see who has added what details.
4. Provide students feedback on their finished project.

Meeting Workplace Communication Challenges

Case Studies

1. E-mail about Future Promise's Web Site

Date:
To: Instructor
From: Web Site Team
Subject: Plan of Action for Creating Future Promise Web Site

In response to your request, we have developed our plan of action for creating the Future Promise Web site. Following are the activities we will pursue toward creating the site:

1. Develop a storyboard to show how the Web site will lay out and what each linked screen will contain.
2. Research the various components Brent Searing, Future Promise's CEO, wants on the site. These include
   - College scholarship opportunities
   - After-school intramural sports programs
   - Job-training skills (resume building and interviewing)
   - Service learning programs to encourage civic responsibility
   - Future Promise's 800-Hotline (for suicide prevention, STD information, depression, substance abuse, and peer counseling)
   - Additional links (for donors, sponsors, educational options, job opportunities, etc.)
3. Delegate team responsibilities, determining which team members will be responsible for each linked screen.
4. Assign the due dates for each team member's completion.

We would appreciate your help with the project as the team works on the Web site.

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2. Quick and Sure Delivery (QSD) E-mail

Date:
To: Instructor
From: QSD Assessment Team
Subject: Solutions for QSD Delivery Problems

Quick and Sure Delivery (QSD) is receiving complaints from customers. Clients are telling customer service representatives that deliveries are arriving up to 10 hours later than promised. In addition, delivered goods are being left unattended outside homes and businesses. This has led to damages due to rain, and on at least five instances, delivered packages have been stolen. Complaints are up 23 percent this quarater.

To determine the cause of these problems, we need to consider the following:

- Employee level of knowledge about delivery techniques and the company's mission statement.
- The process that employees need to follow when delivering items.
- Management level of support.

Our assessment team plans to survey employees to find out what gaps might exist between company expectations and employee knowledge.

Once we have analyzed the root causes of the delivery problems, we will suggest new training and delivery techniques to meet the employees' unique needs. The survey and assessment should take about two weeks. The training sessions for the employees should take about a month. After these suggestions are implemented, we believe that QSD will return to profitability.

Ethics in the Workplace Case Study

Mary's e-mail messages during the workday and on the weekends is tangentially related to her job at Commercial Savings and Loans. Her presidency of the ASLTS brings value to her job and to the savings and loan organization. Though she is using a company-owned computer and their e-mail account, one could argue that her use of this equipment and software is ethical.

Individual and Team Projects and Degree-Specific Assignments

The Individual and Team Projects and Degree-Specific assignments at the end of this chapter do not have absolute answers. The challenge is for your students to be engaged in the discussion, research, process of discovery, analysis of findings, and presentation of findings. These activities can be performed individually, in small groups, or orally in

class discussion. You might want to have students respond to the challenges in writing or in open classroom discussion.

Problem-Solving Think Pieces

1. E-mail to Solve Team Interaction Problems

<div style="border:1px solid black; padding:1em;">

Date:
To: Instructor and All Team Members
From: Team Leader
Subject: Solutions for Improved Team Interaction

In response to the case study on page 60, please find my suggested solutions to the team's interaction challenges:

> *Analyze the problem*—To determine the gaps that might exist and cause the problems in the meetings, I have to focus on HPI "Root Cause Analysis." These include all of the topics listed on page 15 in the textbook.

> *Invent solutions*—As team leader, I should meet with the team members individually to discuss HPI Intervention Techniques, shown on page 50 in the textbook. Perhaps the team needs to attend a training session on "How to Collaborate in Groups."

> *Plan the approach*—To solve the team's problems, before the next meeting on Wednesday at 8:00 a.m., I will meet with each member individually. Together, we will discuss how to improve our meetings and how to gauge this success. Our verifiable measures could include amounts of participation, willingness to listen to others, and improved methods of communication (such as e-mail or wikis or instant messaging).

Let's meet at your convenience to review these suggestions. I'd be happy to work with you on implementing them or on revising them according to your input.

</div>

Web Workshop

Web Workshops rarely have absolute answers. The challenge is for your students to be engaged in the discussion, research, process of discovery, analysis of findings, and presentation of findings. These activities can be performed individually, in small groups, or orally in class discussion. You might want to have students respond to the challenges in writing or in open classroom discussion.

Answers to Quiz Questions

1. Diversity of opinion, empowerment, broad-based understanding, checks and balances, and team building.

2. A "silo" is a metaphor for departments and employees who behave as if they have no responsibilities outside of their areas, so they isolate themselves.

3. Teamwork is challenging because teams are diverse, consisting of people from different areas of expertise, as well as different ages, sexes, cultures, languages, and races.

4. Hardware and software that allows for collaborative interaction.

5. Groupware consists of software and hardware that helps companies cut down on travel costs, allows for telecommuting, and facilitates communication for employees located in different cities and countries

6. A wiki is a website that allows users to edit content online.

7. Teams provide businesses diverse opinions, checks and balances, broad-based understanding, empowerment for employees, and collegiality.

8. HPI analyzes possible causes for collaboration breakdowns, such as lack of knowledge, lack of motivation, limited resources, inconsistent procedures, difficult to access information, lack of support, and health problems.

9. Set guidelines, encourage discussion and involvement, avoid taking sides, seek consensus, table topics, create subcommittees, be positive, deal with individuals individually, stay calm, and remove or reassign ineffective team members.

10. In a global economy, members of a team project might not be able to work together, face to face. Team members might be located across time and space. They could work in different cities, states, time zones, countries, or different shifts.

Web Companion Links: Online Exercises, Activities, and Documents

Chapter 2

Chapter Learning Objectives

When you complete this chapter, you will be able to do the following:

1. Work effectively with other employees in business.

2. Develop collaborative skills to interact successfully with other people in the workplace.

3. Understand that teamwork encourages diverse opinions, contributes to understanding, empowers members, and encourages collegiality.

4. Resolve conflicts in teams by setting guidelines, encouraging equal discussion and involvement, and discouraging taking sides.

5. Collaborate successfully by selecting an effective team leader, determining goals, identifying and analyzing problems, determining potential improvements, verifying the solutions, breaching the gaps to achieve human performance improvement, and completing the project.

P3 Process Exercise

Collaborating in the Workplace
This exercise asks you to research collaborative communication technologies.

Communication Cases

Case Study 1: The Challenges of Asynchronous Groups
This exercise asks you to analyze Hope Chandler's article "The Complexity of Online Groups: A Case Study of Asynchronous Communication." Chandler's article is a case study of one asynchronous team tasked with writing a mission statement.

Case Study 2: Managing a Group Project When One Person Wants to Do It All
This exercise asks you how you would handle this problem in a team scenario.

Case Study 3: The Nightmare of Modern Office Life
This exercise asks you to watch and analyze the 1999 movie *Office Space*, a film that depicts modern office life in America to be a complete nightmare. (*Office Space* is available for rental at chains such as Blockbuster.)

Activities and Exercises

Activity 1: Group Work Stories: No Good—Just the Bad and the Ugly
This exercise asks you to interview three or four people you know about their "group work horror stories" (the experiences could be either at school or at work) and write a memo explaining each horror story and how you think that it could have been avoided through use of the collaboration, teamwork, and/or group writing strategies discussed in the textbook.