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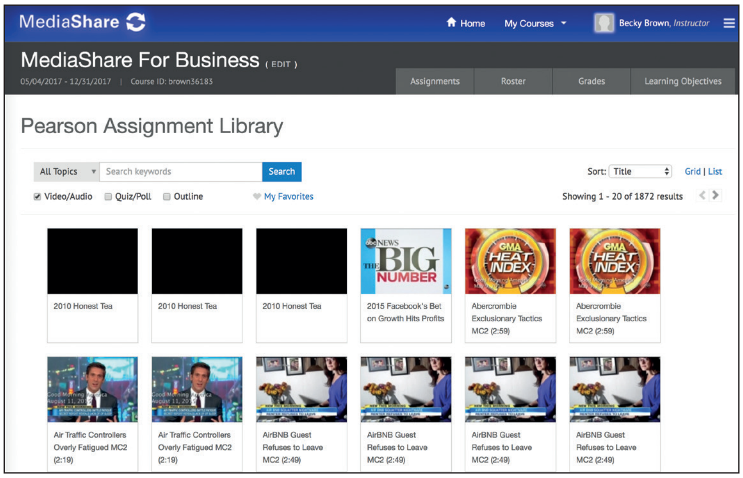
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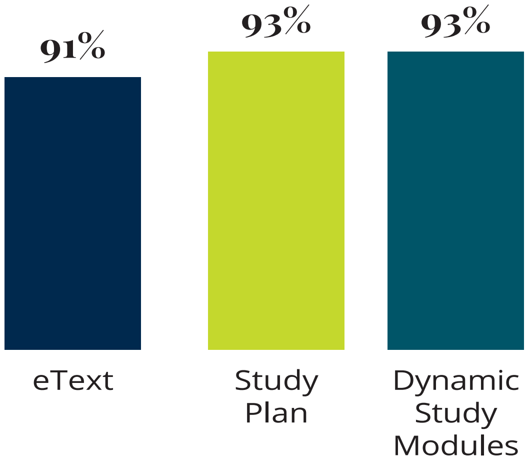

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Dedication

We dedicate this book:

To our students at Northwestern and North Carolina A&T for challenging us to learn more every day, to stretch our perspectives, and to be better teachers.

To our colleagues in our universities, in the Association for Business Communication, and in business for providing valuable feedback and insight about best practices in polishing professional presence.

To you, who are learning and teaching from this book. We thank you for giving us the opportunity to contribute to your success.

–Barbara and Lisa

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ACE
Analyze
Compose
Evaluate
2+2
H₂O

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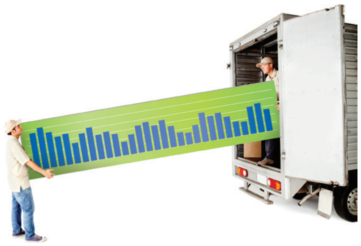

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Visual Walk-Through

NEW TO THIS EDITION

Every chapter contains new material designed to help you become a more powerful communicator.

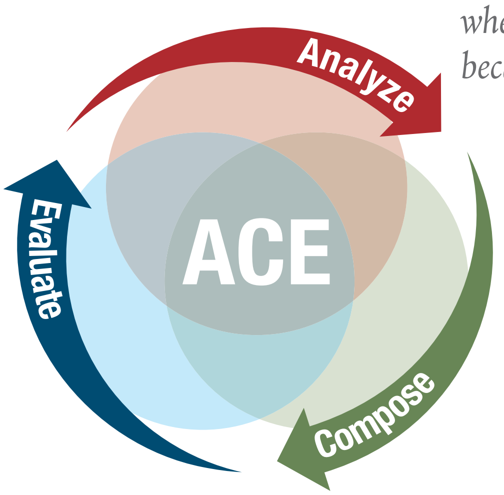
- **New collaboration features:** Each chapter includes a new collaboration feature, helping you apply the chapter concepts when you work in teams—both local and virtual.
- **New end of chapter exercises:** New exercises are integrated with old favorites to provide a range of opportunities to practice the concepts you learn.
- **New videos:** On MyLab Business Communication, you'll find two engaging videos for each chapter. One video offers insight from the authors and the other video is a "how to" animation that brings abstract concepts to life.
- **New @work features:** Nine new end-of-chapter company profiles showcase how businesses are addressing the challenges of business communication. Seven new "new hires" tell us how they put their communication skills to work.
- **New figures and new models:** New models include a new formal report that both illustrates concepts and addresses an authentic business challenge—developing an organic restaurant. You will also find new PowerPoint models and a new graphical white paper from Welch's Global Ingredients.
- **Updated appendix on documentation and reference styles:** The new appendix includes guidance for the MLA 8th edition.

SOLVING TEACHING AND LEARNING CHALLENGES

A memorable model

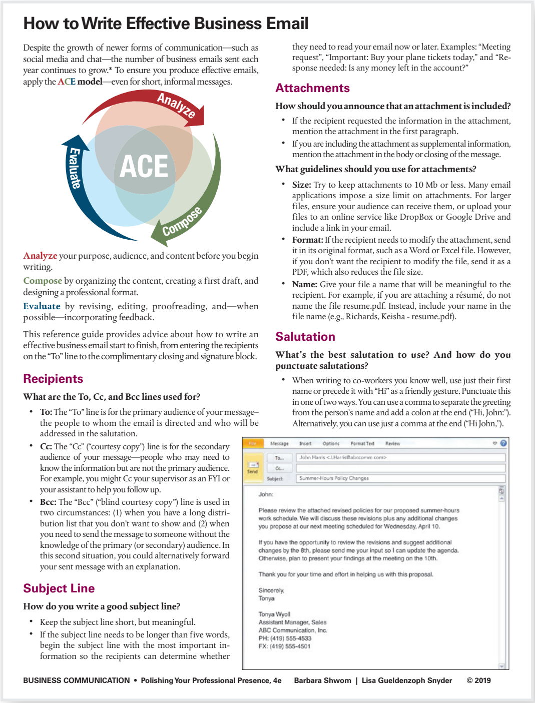
At the heart of the book is a flexible communication process called ACE—Analyzing, Composing, and Evaluating—that applies to any situation, from simple email messages to formal business presentations. As you go through the book, you continue to acquire knowledge about how to apply this framework and why it is important. There are many practice opportunities both in the book and in MyLab Business Communication.

> *"I anticipate using the ACE communication process beyond this course when I write emails, prepare papers, and apply for internships and jobs because the first impression of writing is very important."*
>
> —Andronico P., Student at the University of California–Santa Barbara



ACE
ACE
ACE
Analyze
Compose
Evaluate

A perforated pull-out reference card on how to write business email is provided that you can use throughout the course and after the course ends.



How to Write Effective Business Email

Despite the growth of newer forms of communication—such as social media and chat—the number of business emails sent each year continues to grow.* To ensure you produce effective emails, apply the ACE **model**—even for short, informal messages.

Analyze your purpose, audience, and content before you begin writing.

Compose by organizing the content, creating a first draft, and designing a professional format.

Evaluate by revising, editing, proofreading, and—when possible—incorporating feedback.

This reference guide provides advice about how to write an effective business email start to finish, from entering the recipients on the "To" line to the complimentary closing and signature block.

Recipients

What are the To, Cc, and Bcc lines used for?

- **To:** The "To" line is for the primary audience of your message–the people to whom the email is directed and who will be addressed in the salutation.
- **Cc:** The "Cc" ("courtesy copy") line is for the secondary audience of your message—people who may need to know the information but are not the primary audience. For example, you might Cc your supervisor as an FYI or your assistant to help you follow up.
- **Bcc:** The "Bcc" ("blind courtesy copy") line is used in two circumstances: (1) when you have a long distribution list that you don't want to show and (2) when you need to send the message to someone without the knowledge of the primary (or secondary) audience. In this second situation, you could alternatively forward your sent message with an explanation.

Subject Line

How do you write a good subject line?

- Keep the subject line short, but meaningful.
- If the subject line needs to be longer than five words, begin the subject line with the most important information so the recipients can determine whether they need to read your email now or later. Examples: "Meeting request", "Important: Buy your plane tickets today," and "Response needed: Is any money left in the account?"

Attachments

How should you announce that an attachment is included?

- If the recipient requested the information in the attachment, mention the attachment in the first paragraph.
- If you are including the attachment as supplemental information, mention the attachment in the body or closing of the message.

What guidelines should you use for attachments?

- **Size:** Try to keep attachments to 10 Mb or less. Many email applications impose a size limit on attachments. For larger files, ensure your audience can receive them, or upload your files to an online service like DropBox or Google Drive and include a link in your email.
- **Format:** If the recipient needs to modify the attachment, send it in its original format, such as a Word or Excel file. However, if you don't want the recipient to modify the file, send it as a PDF, which also reduces the file size.
- **Name:** Give your file a name that will be meaningful to the recipient. For example, if you are attaching a résumé, do not name the file resume.pdf. Instead, include your name in the file name (e.g., Richards, Keisha - resume.pdf).

Salutation

What's the best salutation to use? And how do you punctuate salutations?

- When writing to co-workers you know well, use just their first name or precede it with "Hi" as a friendly gesture. Punctuate this in one of two ways. You can use a comma to separate the greeting from the person's name and add a colon at the end ("Hi, John:"). Alternatively, you can use just a comma at the end ("Hi John,").

To... John Harris <J.Harris@abccomm.com>

Cc...

Subject: Summer-Hours Policy Changes

John:

Please review the attached revised policies for our proposed summer-hours work schedule. We will discuss these revisions plus any additional changes you propose at our next meeting scheduled for Wednesday, April 10.

If you have the opportunity to review the revisions and suggest additional changes by the 8th, please send me your input so I can update the agenda. Otherwise, plan to present your findings at the meeting on the 10th.

Thank you for your time and effort in helping us with this proposal.

Sincerely,
Tonya

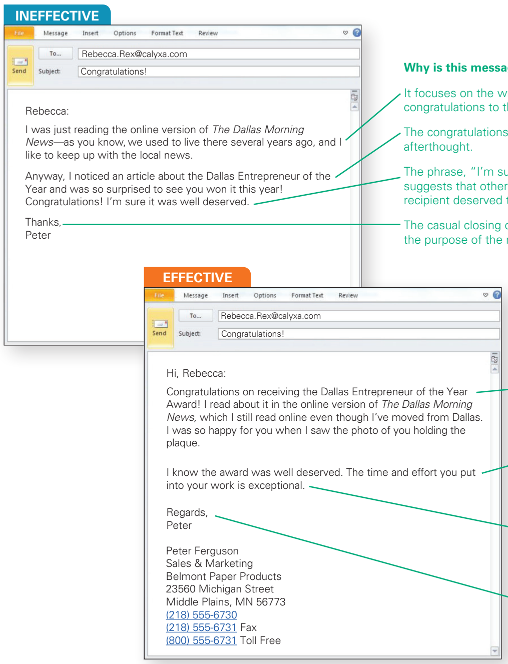
Tonya Wyoll
Assistant Manager, Sales
ABC Communication, Inc.
PH: (419) 555-4533
FX: (419) 555-4501

BUSINESS COMMUNICATION • Polishing Your Professional Presence, 4e   Barbara Shwom | Lisa Gueldenzoph Snyder   © 2019

Practical advice

The chapters are full of annotated examples that show you how to apply concepts to your own work.

> *"I like all the examples of the various communications, such as emails, memos, thank-you notes, etc. I use them as a guide when I am writing."*
>
> —Kenneth P., Student at Middle Tennessee State University



INEFFECTIVE

To... Rebecca.Rex@calyxa.com

Subject: Congratulations!

Rebecca:

I was just reading the online version of *The Dallas Morning News*—as you know, we used to live there several years ago, and I like to keep up with the local news.

Anyway, I noticed an article about the Dallas Entrepreneur of the Year and was so surprised to see you won it this year! Congratulations! I'm sure it was well deserved.

Thanks,
Peter

Why is this message ineffective?

It focuses on the writer rather than expressing congratulations to the recipient.

The congratulations are mentioned as an afterthought.

The phrase, "I'm sure it was well deserved," suggests that others may doubt whether the recipient deserved the award.

The casual closing of "thanks" does not match the purpose of the message.

EFFECTIVE

To... Rebecca.Rex@calyxa.com

Subject: Congratulations!

Hi, Rebecca:

Congratulations on receiving the Dallas Entrepreneur of the Year Award! I read about it in the online version of *The Dallas Morning News*, which I still read online even though I've moved from Dallas. I was so happy for you when I saw the photo of you holding the plaque.

I know the award was well deserved. The time and effort you put into your work is exceptional.

Regards,
Peter

Peter Ferguson
Sales & Marketing
Belmont Paper Products
23560 Michigan Street
Middle Plains, MN 56773
(218) 555-6730
(218) 555-6731 Fax
(800) 555-6731 Toll Free

To create an effective congratulatory message:

Begin directly by congratulating the recipient for his or her achievement or important event.

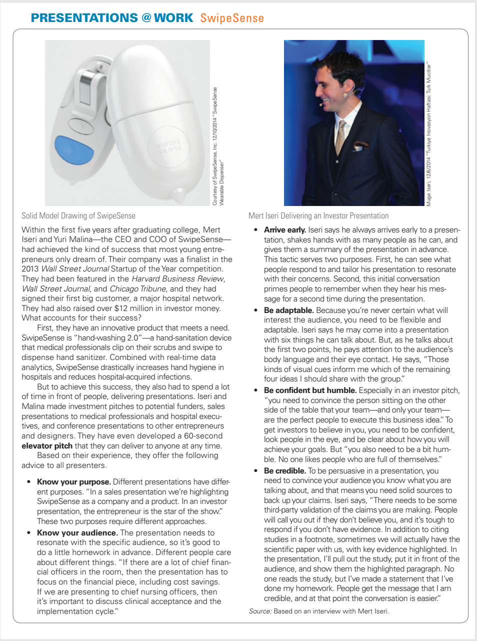
Express confidence that the accomplishment was well deserved.

Include relevant supporting comments that personalize the message.

As with all messages, **end with an appropriate complimentary closing,** such as "Regards."

Business focus

An "@ WORK" section in each chapter highlights contemporary businesses and professionals who are implementing the core concepts of each chapter.



PRESENTATIONS @ WORK SwipeSense

Solid Model Drawing of SwipeSense

Courtesy of SwipeSense, Inc. 12/10/2014 "SwipeSense Wearable Dispenser"

Mert Iseri Delivering an Investor Presentation

Muge Iseri, 12/6/2014 "Turkiye Inovasyon Haftasi: Turk Mucitler"

Within the first five years after graduating college, Mert Iseri and Yuri Malina—the CEO and COO of SwipeSense—had achieved the kind of success that most young entrepreneurs only dream of. Their company was a finalist in the 2013 *Wall Street Journal* Startup of the Year competition. They had been featured in the *Harvard Business Review*, *Wall Street Journal*, and *Chicago Tribune*, and they had signed their first big customer, a major hospital network. They had also raised over $12 million in investor money. What accounts for their success?

First, they have an innovative product that meets a need. SwipeSense is "hand-washing 2.0"—a hand-sanitation device that medical professionals clip on their scrubs and swipe to dispense hand sanitizer. Combined with real-time data analytics, SwipeSense drastically increases hand hygiene in hospitals and reduces hospital-acquired infections.

But to achieve this success, they also had to spend a lot of time in front of people, delivering presentations. Iseri and Malina made investment pitches to potential funders, sales presentations to medical professionals and hospital executives, and conference presentations to other entrepreneurs and designers. They have even developed a 60-second **elevator pitch** that they can deliver to anyone at any time.

Based on their experience, they offer the following advice to all presenters.

- **Know your purpose.** Different presentations have different purposes. "In a sales presentation we're highlighting SwipeSense as a company and a product. In an investor presentation, the entrepreneur is the star of the show." These two purposes require different approaches.
- **Know your audience.** The presentation needs to resonate with the specific audience, so it's good to do a little homework in advance. Different people care about different things. "If there are a lot of chief financial officers in the room, then the presentation has to focus on the financial piece, including cost savings. If we are presenting to chief nursing officers, then it's important to discuss clinical acceptance and the implementation cycle."
- **Arrive early.** Iseri says he always arrives early to a presentation, shakes hands with as many people as he can, and gives them a summary of the presentation in advance. This tactic serves two purposes. First, he can see what people respond to and tailor his presentation to resonate with their concerns. Second, this initial conversation primes people to remember when they hear his message for a second time during the presentation.
- **Be adaptable.** Because you're never certain what will interest the audience, you need to be flexible and adaptable. Iseri says he may come into a presentation with six things he can talk about. But, as he talks about the first two points, he pays attention to the audience's body language and their eye contact. He says, "Those kinds of visual cues inform me which of the remaining four ideas I should share with the group."
- **Be confident but humble.** Especially in an investor pitch, "you need to convince the person sitting on the other side of the table that your team—and only your team—are the perfect people to execute this business idea." To get investors to believe in you, you need to be confident, look people in the eye, and be clear about how you will achieve your goals. But "you also need to be a bit humble. No one likes people who are full of themselves."
- **Be credible.** To be persuasive in a presentation, you need to convince your audience you know what you are talking about, and that means you need solid sources to back up your claims. Iseri says, "There needs to be some third-party validation of the claims you are making. People will call you out if they don't believe you, and it's tough to respond if you don't have evidence. In addition to citing studies in a footnote, sometimes we will actually have the scientific paper with us, with key evidence highlighted. In the presentation, I'll pull out the study, put it in front of the audience, and show them the highlighted paragraph. No one reads the study, but I've made a statement that I've done my homework. People get the message that I am credible, and at that point the conversation is easier."

Source: Based on an interview with Mert Iseri.

The New Hires @ Work feature helps you imagine yourself as part of a larger business communication community. At the beginning of each chapter, and on select pages within each chapter, a recent graduate describes communication challenges on the job and how communication skills help meet those challenges.

New Hires @ Work

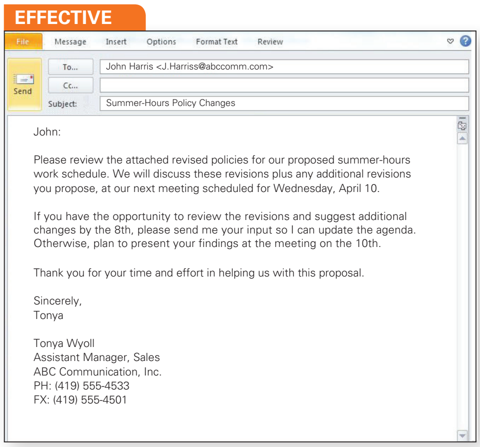
Shannon Rocheleau
Western Michigan University
Business Services Credit Specialist @ Consumers Credit Union

When I worked as a member services representative in the Credit Union call center, I learned how to listen carefully and match my communication style with the person to whom I was talking. If callers get to the point immediately, I provided information promptly. If they began by chatting, I chatted, too. And if callers seemed to need a lot of support, I knew not to apply pressure. Instead, I gave them time to decide and then provided reassurance when they made a decision. Great member service involves understanding your audience.

Photo courtesy of Shannon Rocheleau

35

Examples of authentic business documents and presentations help you see the principles of the book at work.



To... John Harris <J.Harriss@abccomm.com>

Subject: Summer-Hours Policy Changes

John:

Please review the attached revised policies for our proposed summer-hours work schedule. We will discuss these revisions plus any additional revisions you propose, at our next meeting scheduled for Wednesday, April 10.

If you have the opportunity to review the revisions and suggest additional changes by the 8th, please send me your input so I can update the agenda. Otherwise, plan to present your findings at the meeting on the 10th.

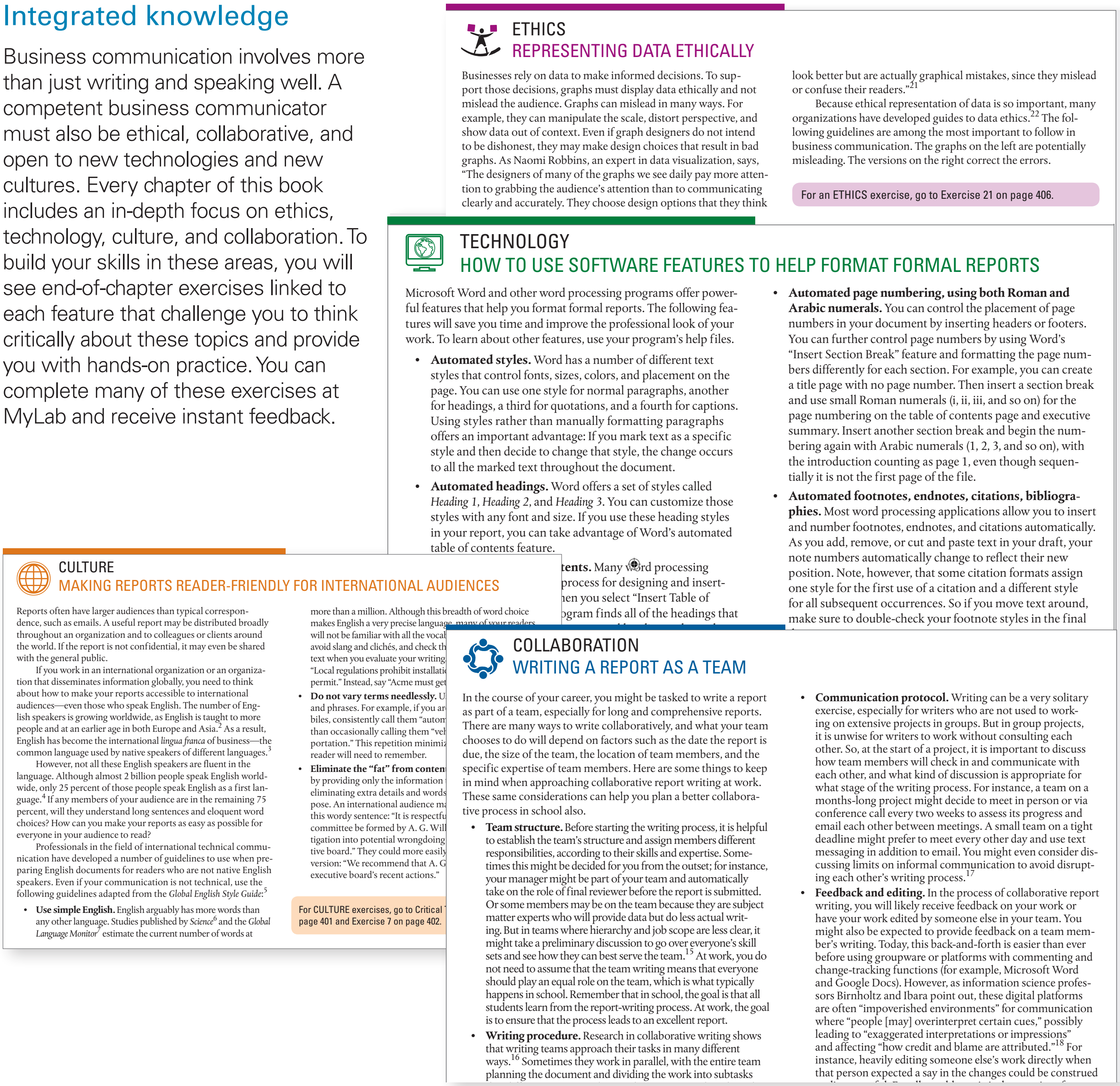
Thank you for your time and effort in helping us with this proposal.

Sincerely,
Tonya

Tonya Wyoll
Assistant Manager, Sales
ABC Communication, Inc.
PH: (419) 555-4533
FX: (419) 555-4501

Integrated knowledge

Business communication involves more than just writing and speaking well. A competent business communicator must also be ethical, collaborative, and open to new technologies and new cultures. Every chapter of this book includes an in-depth focus on ethics, technology, culture, and collaboration. To build your skills in these areas, you will see end-of-chapter exercises linked to each feature that challenge you to think critically about these topics and provide you with hands-on practice. You can complete many of these exercises at MyLab and receive instant feedback.



ETHICS
REPRESENTING DATA ETHICALLY

Businesses rely on data to make informed decisions. To support those decisions, graphs must display data ethically and not mislead the audience. Graphs can mislead in many ways. For example, they can manipulate the scale, distort perspective, and show data out of context. Even if graph designers do not intend to be dishonest, they may make design choices that result in bad graphs. As Naomi Robbins, an expert in data visualization, says, "The designers of many of the graphs we see daily pay more attention to grabbing the audience's attention than to communicating clearly and accurately. They choose design options that they think look better but are actually graphical mistakes, since they mislead or confuse their readers."[21]

Because ethical representation of data is so important, many organizations have developed guides to data ethics.[22] The following guidelines are among the most important to follow in business communication. The graphs on the left are potentially misleading. The versions on the right correct the errors.

For an ETHICS exercise, go to Exercise 21 on page 406.

TECHNOLOGY
HOW TO USE SOFTWARE FEATURES TO HELP FORMAT FORMAL REPORTS

Microsoft Word and other word processing programs offer powerful features that help you format formal reports. The following features will save you time and improve the professional look of your work. To learn about other features, use your program's help files.

- **Automated styles.** Word has a number of different text styles that control fonts, sizes, colors, and placement on the page. You can use one style for normal paragraphs, another for headings, a third for quotations, and a fourth for captions. Using styles rather than manually formatting paragraphs offers an important advantage: If you mark text as a specific style and then decide to change that style, the change occurs to all the marked text throughout the document.
- **Automated headings.** Word offers a set of styles called *Heading 1*, *Heading 2*, and *Heading 3*. You can customize those styles with any font and size. If you use these heading styles in your report, you can take advantage of Word's automated table of contents feature.
- **tents.** Many word processing process for designing and insert- hen you select "Insert Table of ogram finds all of the headings that
- **Automated page numbering, using both Roman and Arabic numerals.** You can control the placement of page numbers in your document by inserting headers or footers. You can further control page numbers by using Word's "Insert Section Break" feature and formatting the page numbers differently for each section. For example, you can create a title page with no page number. Then insert a section break and use small Roman numerals (i, ii, iii, and so on) for the page numbering on the table of contents page and executive summary. Insert another section break and begin the numbering again with Arabic numerals (1, 2, 3, and so on), with the introduction counting as page 1, even though sequentially it is not the first page of the file.
- **Automated footnotes, endnotes, citations, bibliographies.** Most word processing applications allow you to insert and number footnotes, endnotes, and citations automatically. As you add, remove, or cut and paste text in your draft, your note numbers automatically change to reflect their new position. Note, however, that some citation formats assign one style for the first use of a citation and a different style for all subsequent occurrences. So if you move text around, make sure to double-check your footnote styles in the final

CULTURE
MAKING REPORTS READER-FRIENDLY FOR INTERNATIONAL AUDIENCES

Reports often have larger audiences than typical correspondence, such as emails. A useful report may be distributed broadly throughout an organization and to colleagues or clients around the world. If the report is not confidential, it may even be shared with the general public.

If you work in an international organization or an organization that disseminates information globally, you need to think about how to make your reports accessible to international audiences—even those who speak English. The number of English speakers is growing worldwide, as English is taught to more people and at an earlier age in both Europe and Asia.[2] As a result, English has become the international *lingua franca* of business—the common language used by native speakers of different languages.[3]

However, not all these English speakers are fluent in the language. Although almost 2 billion people speak English worldwide, only 25 percent of those people speak English as a first language.[4] If any members of your audience are in the remaining 75 percent, will they understand long sentences and eloquent word choices? How can you make your reports as easy as possible for everyone in your audience to read?

Professionals in the field of international technical communication have developed a number of guidelines to use when preparing English documents for readers who are not native English speakers. Even if your communication is not technical, use the following guidelines adapted from the *Global English Style Guide*:[5]

- **Use simple English.** English arguably has more words than any other language. Studies published by *Science*[6] and the *Global Language Monitor*[7] estimate the current number of words at more than a million. Although this breadth of word choice makes English a very precise language, many of your readers will not be familiar with all the vocab avoid slang and clichés, and check th text when you evaluate your writing "Local regulations prohibit installati permit." Instead, say "Acme must get
- **Do not vary terms needlessly.** U and phrases. For example, if you ar biles, consistently call them "autom than occasionally calling them "veh portation." This repetition minimiz reader will need to remember.
- **Eliminate the "fat" from conten** by providing only the information eliminating extra details and words pose. An international audience ma this wordy sentence: "It is respectfu committee be formed by A. G. Will tigation into potential wrongdoing tive board." They could more easily version: "We recommend that A. G executive board's recent actions."

For CULTURE exercises, go to Critical page 401 and Exercise 7 on page 402.

COLLABORATION
WRITING A REPORT AS A TEAM

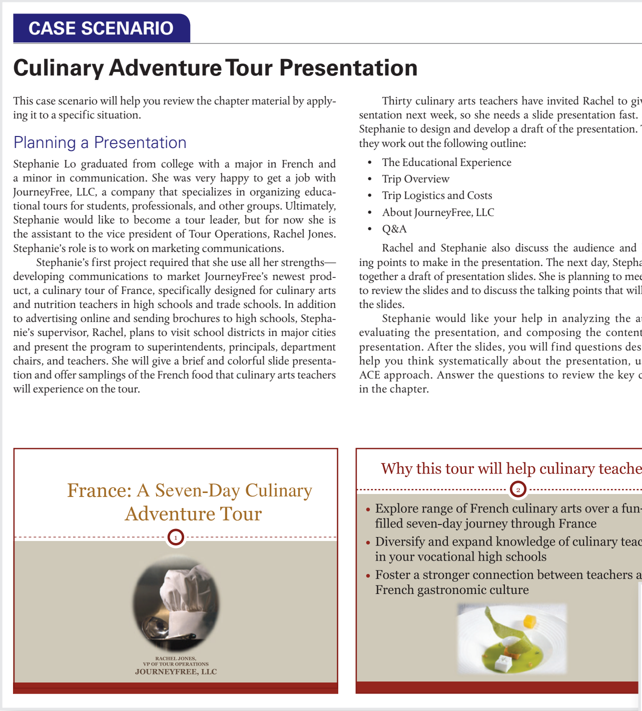
In the course of your career, you might be tasked to write a report as part of a team, especially for long and comprehensive reports. There are many ways to write collaboratively, and what your team chooses to do will depend on factors such as the date the report is due, the size of the team, the location of team members, and the specific expertise of team members. Here are some things to keep in mind when approaching collaborative report writing at work. These same considerations can help you plan a better collaborative process in school also.

- **Team structure.** Before starting the writing process, it is helpful to establish the team's structure and assign members different responsibilities, according to their skills and expertise. Sometimes this might be decided for you from the outset; for instance, your manager might be part of your team and automatically take on the role of final reviewer before the report is submitted. Or some members may be on the team because they are subject matter experts who will provide data but do less actual writing. But in teams where hierarchy and job scope are less clear, it might take a preliminary discussion to go over everyone's skill sets and see how they can best serve the team.[15] At work, you do not need to assume that the team writing means that everyone should play an equal role on the team, which is what typically happens in school. Remember that in school, the goal is that all students learn from the report-writing process. At work, the goal is to ensure that the process leads to an excellent report.
- **Writing procedure.** Research in collaborative writing shows that writing teams approach their tasks in many different ways.[16] Sometimes they work in parallel, with the entire team planning the document and dividing the work into subtasks
- **Communication protocol.** Writing can be a very solitary exercise, especially for writers who are not used to working on extensive projects in groups. But in group projects, it is unwise for writers to work without consulting each other. So, at the start of a project, it is important to discuss how team members will check in and communicate with each other, and what kind of discussion is appropriate for what stage of the writing process. For instance, a team on a months-long project might decide to meet in person or via conference call every two weeks to assess its progress and email each other between meetings. A small team on a tight deadline might prefer to meet every other day and use text messaging in addition to email. You might even consider discussing limits on informal communication to avoid disrupting each other's writing process.[17]
- **Feedback and editing.** In the process of collaborative report writing, you will likely receive feedback on your work or have your work edited by someone else in your team. You might also be expected to provide feedback on a team member's writing. Today, this back-and-forth is easier than ever before using groupware or platforms with commenting and change-tracking functions (for example, Microsoft Word and Google Docs). However, as information science professors Birnholtz and Ibara point out, these digital platforms are often "impoverished environments" for communication where "people [may] overinterpret certain cues," possibly leading to "exaggerated interpretations or impressions" and affecting "how credit and blame are attributed."[18] For instance, heavily editing someone else's work directly when that person expected a say in the changes could be construed

Hands-on practice

Exercises for all key concepts

The book's main headings are structured as numbered study questions. These questions are answered in subheadings throughout the section. The end-of-chapter summary and "Key Concept Exercises" are also grouped by both the study question and the subheadings. This structure helps you focus on the key points of the chapter, assess what you know, and complete exercises that help you polish your skills.



CASE SCENARIO

Culinary Adventure Tour Presentation

This case scenario will help you review the chapter material by applying it to a specific situation.

Planning a Presentation

Stephanie Lo graduated from college with a major in French and a minor in communication. She was very happy to get a job with JourneyFree, LLC, a company that specializes in organizing educational tours for students, professionals, and other groups. Ultimately, Stephanie would like to become a tour leader, but for now she is the assistant to the vice president of Tour Operations, Rachel Jones. Stephanie's role is to work on marketing communications.

Stephanie's first project required that she use all her strengths—developing communications to market JourneyFree's newest product, a culinary tour of France, specifically designed for culinary arts and nutrition teachers in high schools and trade schools. In addition to advertising online and sending brochures to high schools, Stephanie's supervisor, Rachel, plans to visit school districts in major cities and present the program to superintendents, principals, department chairs, and teachers. She will give a brief and colorful slide presentation and offer samplings of the French food that culinary arts teachers will experience on the tour.

Thirty culinary arts teachers have invited Rachel to give a presentation next week, so she needs a slide presentation fast. She asks Stephanie to design and develop a draft of the presentation. Together they work out the following outline:

- The Educational Experience
- Trip Overview
- Trip Logistics and Costs
- About JourneyFree, LLC
- Q&A

Rachel and Stephanie also discuss the audience and key selling points to make in the presentation. The next day, Stephanie puts together a draft of presentation slides. She is planning to meet Rachel to review the slides and to discuss the talking points that will go with the slides.

Stephanie would like your help in analyzing the audience, evaluating the presentation, and composing the content for the presentation. After the slides, you will find questions designed to help you think systematically about the presentation, using the ACE approach. Answer the questions to review the key concepts in the chapter.

France: A Seven-Day Culinary Adventure Tour

①

RACHEL JONES,
VP OF TOUR OPERATIONS
JOURNEYFREE, LLC

Why this tour will help culinary teachers

②

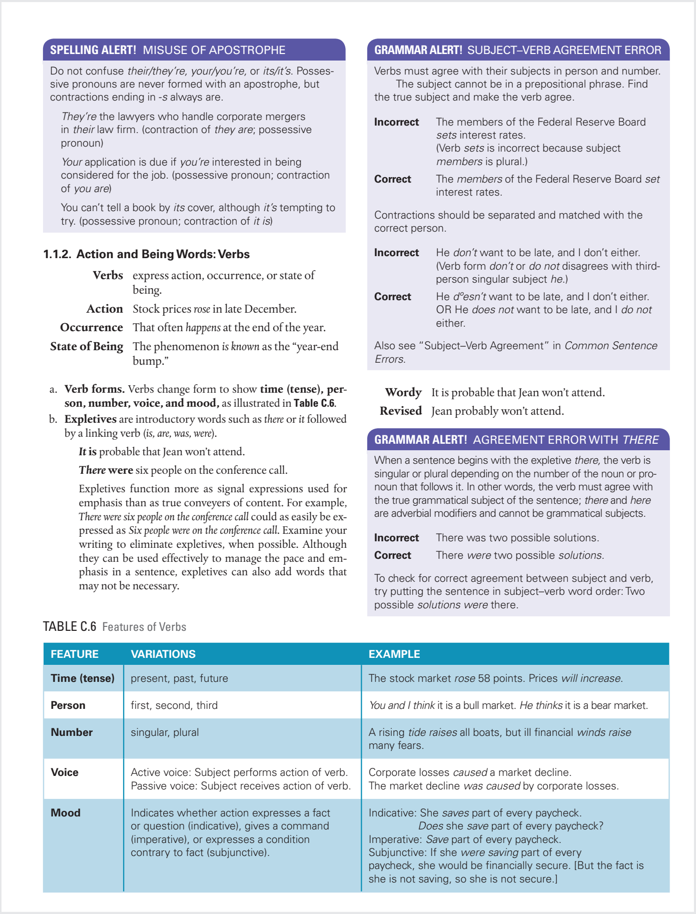
- Explore range of French culinary arts over a fun-filled seven-day journey through France
- Diversify and expand knowledge of culinary teachers in your vocational high schools
- Foster a stronger connection between teachers and French gastronomic culture

Case scenarios in every chapter

Each chapter concludes with a realistic case scenario that relates to the content of the chapter. This feature is an excellent tool for reviewing the chapter content to ensure that you have learned it and can apply it.

Grammar exercises test your knowledge

Appendix C includes a complete grammar text that you can use for reference or for independent review. You can test your knowledge with exercises at the end of each chapter. Answers are in Appendix D.



SPELLING ALERT! MISUSE OF APOSTROPHE

Do not confuse *their/they're, your/you're,* or *its/it's*. Possessive pronouns are never formed with an apostrophe, but contractions ending in *-s* always are.

They're the lawyers who handle corporate mergers in *their* law firm. (contraction of *they are*; possessive pronoun)

Your application is due if *you're* interested in being considered for the job. (possessive pronoun; contraction of *you are*)

You can't tell a book by *its* cover, although *it's* tempting to try. (possessive pronoun; contraction of *it is*)

1.1.2. Action and Being Words: Verbs

Verbs	express action, occurrence, or state of being.
Action	Stock prices *rose* in late December.
Occurrence	That often *happens* at the end of the year.
State of Being	The phenomenon *is known* as the "year-end bump."

a. **Verb forms.** Verbs change form to show **time (tense), person, number, voice, and mood,** as illustrated in **Table C.6**.

b. **Expletives** are introductory words such as *there* or *it* followed by a linking verb (*is, are, was, were*).

***It* is** probable that Jean won't attend.

***There* were** six people on the conference call.

Expletives function more as signal expressions used for emphasis than as true conveyers of content. For example, *There were six people on the conference call* could as easily be expressed as *Six people were on the conference call*. Examine your writing to eliminate expletives, when possible. Although they can be used effectively to manage the pace and emphasis in a sentence, expletives can also add words that may not be necessary.

GRAMMAR ALERT! SUBJECT–VERB AGREEMENT ERROR

Verbs must agree with their subjects in person and number. The subject cannot be in a prepositional phrase. Find the true subject and make the verb agree.

Incorrect	The members of the Federal Reserve Board *sets* interest rates. (Verb *sets* is incorrect because subject *members* is plural.)
Correct	The *members* of the Federal Reserve Board *set* interest rates.

Contractions should be separated and matched with the correct person.

Incorrect	He *don't* want to be late, and I don't either. (Verb form *don't* or *do not* disagrees with third-person singular subject *he*.)
Correct	He *d°esn't* want to be late, and I don't either. OR He *does not* want to be late, and I *do not* either.

Also see "Subject–Verb Agreement" in *Common Sentence Errors*.

Wordy	It is probable that Jean won't attend.
Revised	Jean probably won't attend.

GRAMMAR ALERT! AGREEMENT ERROR WITH *THERE*

When a sentence begins with the expletive *there,* the verb is singular or plural depending on the number of the noun or pronoun that follows it. In other words, the verb must agree with the true grammatical subject of the sentence; *there* and *here* are adverbial modifiers and cannot be grammatical subjects.

Incorrect	There was two possible solutions.
Correct	There *were* two possible *solutions.*

To check for correct agreement between subject and verb, try putting the sentence in subject–verb word order: Two possible *solutions were* there.

TABLE C.6 Features of Verbs

FEATURE	VARIATIONS	EXAMPLE
Time (tense)	present, past, future	The stock market *rose* 58 points. Prices *will increase.*
Person	first, second, third	*You and I think* it is a bull market. *He thinks* it is a bear market.
Number	singular, plural	A rising *tide raises* all boats, but ill financial *winds raise* many fears.
Voice	Active voice: Subject performs action of verb. Passive voice: Subject receives action of verb.	Corporate losses *caused* a market decline. The market decline *was caused* by corporate losses.
Mood	Indicates whether action expresses a fact or question (indicative), gives a command (imperative), or expresses a condition contrary to fact (subjunctive).	Indicative: She *saves* part of every paycheck. *Does* she *save* part of every paycheck? Imperative: *Save* part of every paycheck. Subjunctive: If she *were saving* part of every paycheck, she would be financially secure. [But the fact is she is not saving, so she is not secure.]

DEVELOPING EMPLOYABILITY SKILLS

Communication skills top the list of what employers want, and working through this course gives you opportunity to practice your communication abilities, receive feedback, and polish your professional presence. However, the skills you will gain do not stop there. This course will also help you develop these other skills that employers value.

What	Why	How
Critical thinking	Critical thinking is foundational to problem solving.	Every chapter includes a set of questions that focus on critical thinking, and most of the end-of-chapter exercises are designed to engage your critical thinking abilities.
Collaboration	Today's workplace is team oriented, and collaboration is a core ability for team success.	Every chapter includes a collaboration feature and a set of collaborative exercises to practice your teamwork skills.
Ethical reasoning	Poor ethical decisions put the entire company at risk.	Every chapter includes an ethics feature and end-of-chapter questions that explicitly address ethical reasoning.
Ability to apply knowledge in new situations	Employers hire new employees expecting that those employees can translate the knowledge they have gained in school to the practical requirements of the job.	At the end of every chapter, a case scenario challenges you to apply the chapter concepts and skills to a new situation. Many of the end-of-chapter exercises provide similar opportunities.
Ability to use technology effectively	Communication technology is evolving quickly, and employers require that you adapt quickly to use new technology effectively.	Every chapter includes a technology feature and at least one end-of-chapter exercise for more practice with technology.
Data literacy	For data to be useful in making business decisions, employees must know how to analyze the data and communicate it effectively to a variety of audiences.	Exercises throughout the book give you the opportunity to communicate insights from data, use data to support arguments, and communicate data effectively in tables, graphs, and text.

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Test Bank	More than 1,500 multiple-choice, true/false, short- answer, and graphing questions with these annotations: • Difficulty level (1 for straight recall, 2 for some analysis, 3 for complex analysis) • Type (multiple-choice, true/false, short-answer, essay) • Question category (the type of knowledge required to solve the question) • AACSB learning standard (Written and Oral Communication; Ethical Understanding and Reasoning; Analytical Thinking; Information Technology; Interpersonal Relations and Teamwork; Diverse and Multicultural Work; Reflective Thinking; Application of Knowledge)
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PowerPoints	Slides include Key images and tables in the textbook. PowerPoints meet accessibility standards for students with disabilities. Features include, but not limited to: • Keyboard and Screen Reader access • Alternative text for images • High color contrast between background and foreground colors

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