SOLUTIONS MANUAL

business
communication
essentials

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third canadian edition
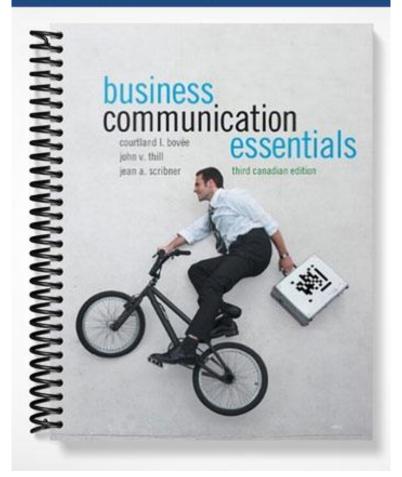
COURSE PLANNING GUIDE

Although *Business Communication Essentials, Third Canadian Edition* follows a traditional sequence of topics, it is structured so that you can address them in the order that best suits your needs. For instance, if you want to begin by reviewing grammar and usage, you can ask students to read Chapter 5, "Completing Business Messages" Students can work on the usage exercises in the "Practice Your Knowledge" section, and also on grammar and usage activities in *MyBusCommLab*.

The following list suggests a sequence and a schedule for covering the chapters in the textbook, with time allocations based on the total number of class hours available. You may also wish to allocate time to work on supplementary activities in *MyCanadianBusCommLab*.

	HOURS DEVOTED TO EACH CHAPTER		
CHAPTER NUMBER AND TITLE	30-HOUR COURSE	45-HOUR COURSE	60-HOUR COURSE
1: Understanding Business Communication in Today's Workplace	1	1	1
2: Mastering Team Skills and Interpersonal Communication	2	2	3
3: Planning Business Messages	2	3	4
4: Writing Business Messages	2	3	4
5: Completing Business Messages	2	3	3
C: Correction Symbols	—	—	1
A: Format and Layout of Business Documents	1	1	1
6: Crafting Messages for Electronic Media	2	3	4
7: Writing Routine and Positive Messages	2	3	4
8: Writing Negative Messages	2	3	4
9: Writing Persuasive Messages	2	3	4
10: Understanding and Planning Reports and Proposals	2	4	5
11: Writing and Completing Reports and Proposals	2	4	6
B: Documentation of Report Sources	1	1	2
12: Developing Oral and Online Presentations	1	2	3
13: Building Careers and Writing Resumés	2	3	4
14: Applying and Interviewing for Employment	2	3	4

INTRODUCING THE COURSE TO STUDENTS

Many schools now require that instructors distribute a course syllabus to students on the first day of class. Even if one is not required, it's a good idea to let students know at the beginning of the course what the course's objectives are and what students must do to reach them. In addition, you may want to provide information about the format of the course (as suggested in the following sample outline).

COURSE SYLLABUS
COURSE NUMBER AND TITLE
SEMESTER, YEAR

  I. Instructor's name, office number, office hours, e-mail address, voice mail
 II. Course credits and prerequisites
III. Class meetings (number per week, time, and place)
IV. Textbook: *Business Communication Essentials*, Third Canadian Edition, by Courtland L. Bovée, John V. Thill, and Jean A. Scribner (Pearson Canada, 2013)
 V. Catalogue description of course
VI. Course content and direction
    A. Major themes and scope
    B. Educational goals
    C. Instructional objectives
VII. Evaluation and grading (describe tests and assignments, role of class participation, availability of extra-credit assignments, attendance policies, makeup policies)
VIII. Course withdrawal procedures
 IX. Recommended study procedures
  X. Assignment/test schedule

Early in the school term (perhaps in the first week), preview any major projects that students will be required to undertake for the course, such as a résumé and application letter, a major report, or an oral presentation. Then students can begin thinking about the type of job they want to apply for or a suitable subject for their report or presentation.

In addition to providing information about the course, you might spend time on the first day gathering information about your students. Ask them to hand in brief written answers to questions like these: What is your major? How close are you to graduating? What career are you preparing for? If you have a job, what field is it in? How long have you been in that field? What kinds of business communication do you already engage in? What kinds of communication do you need to work on most? After studying student answers, you can adjust the course to meet their needs. The writing samples will also give you an idea of students' strengths and weaknesses in expressing themselves.

CONDUCTING THE CLASS

A variety of methods and media are useful for teaching business communication. However, those that give students an opportunity to develop and practice their skills are most desirable.

Lectures and Discussions

Although some of the material in this course lends itself to informal lecture, an exchange of information and ideas among students and instructor is more likely to bring home the main points—that communication takes place in many settings for many purposes, that there is seldom a "right" answer in business communication, and that business communication depends on judgment and analysis.

Discussion is especially valuable when students are faced with a communication project. Beforehand, they need to understand the ramifications of the assignment. For example, students need to understand that before they can write a direct request, they must formulate a main idea and analyze the audience and purpose. The textbook abounds with examples of business messages, any of which you may use as a focus of discussion. In addition, you may have collected some examples of your own. Ask students to react to them, and help students understand the positive and negative points of any given example.

With inexperienced students in particular, part of your job is to give them insight into the realities of the business world. Use stories from your own experience, and locate interesting stories about communication from such business magazines as *Canadian Business*, *Report on Business*, *Fortune* and *Business Week,* or use online sources that can be found in *MyCanadianBusCommLab.* You may even begin an assignment in class, asking students to analyze an audience or a purpose, for example, while you write their suggestions on the board.

After assignments have been completed and returned to students, it may be profitable to discuss the project in class. Lists of pointers for writing various messages appear throughout the chapters on writing letters and reports. These pointers provide a handy outline for such discussions.

Regardless of the assignment or topic, your goal is to make students feel as if they are already business communicators. If they approach each assignment seriously and professionally, they will gain benefits rivaled only by on-the-job experience.

Students who have done a particularly good job could be asked to read their documents to the others, or their documents could be shown to the class with a projector. Ask students for critiques, but make sure that negative evaluations are balanced with positive ones or with constructive suggestions for improvement. Ultimately, it falls on you to point up the good features of individual students' documents and the weaknesses common to all.

Student Conferences

Class discussion is good for helping students understand general principles and solve some specific problems, but one-on-one conferences are indispensable in the development of business communicators. In a conference, students can ask for clarification of assignments and approaches. Moreover, you can help students over barriers and encourage them to do their best.

Of course, when a student approaches you before or after class with a specific question, you have an opportunity to realize some of these benefits. You might also schedule periodic conferences, perhaps during class time when students are working on individual assignments or during your office hours. During the conference, unless you want to spend a great deal of time going over each student's document line by line, you are better off selecting no more than three points for discussion.

For best results, structure your remarks as a "criticism sandwich": one negative comment between two positive observations. Furthermore, phrase the negative comment in terms of a suggestion for improvement—for example, you might say, "Your message would be more persuasive if it began with some kind of attention-getter instead of the main idea." This sort of constructive aid is rare in the work setting, but it is the most effective way to develop skills in business communication.

Tools and Resources

Students should be encouraged to obtain a college edition of a reputable dictionary and a red or blue pencil for revision. Access to a computer with word-processing software should be required as well.

Another good way to prepare yourself for teaching business communication is to scan such publications as *Canadian Business*, *Report on Business Fortune, Business Week, Forbes, The Globe and Mail,* and *Savvy.* From time to time, all have articles related to business communication; furthermore, they provide a glimpse into the business world.

One of the single most valuable tools is a portfolio of business documents. By studying good examples, students can learn communication techniques that work. Less successful examples give students an opportunity to practice analyzing and revising business documents. You can get samples from the textbook, this manual, *MyCanadianBusCommLab* and your own mailbox. You might also check with friends in business or write to businesses about the possibility of using documents from their files. Usually, however, you must promise that you will obscure all sensitive personal and competitive information. With an overhead projector (for transparencies), or a computer-screen projector (online or scanned documents), you can conduct an effective in-class demonstration using samples.

Some students may benefit from the insights of a guest speaker. Someone who has had to communicate in business knows how important a skill it is and can convey that conviction to skeptics in the class. Be careful, however, to select guest speakers who have relevant experience, and ask them to focus their remarks to suit your needs.

MyCanadianBusCommLab

MyCanadianBusCommLab is a state-of-the-art, interactive and instructive online supplement for introductory business communication courses. The site combines multimedia, video, activities, research support, tests, and quizzes on the writing and language study topics covered in the text. You decide how much time and weighting you will place on activities in the lab.

The eText, which matches the layout of the printed textbook, has multimedia icons in the margins that launch specific resources relevant to key topics students encounter as they read through the text.

See pp. x–xxii of this manual for details on the content of *MyCanadianBusCommLab* and suggestions for incorporating it into your course. For more information about accessing and using *MyCanadianBusCommLab,* please contact your Pearson representative.

Grammar-On-the-Go

Grammar-on-the-Go for Business Communication is a textbook supplement you will want to use for language study. It will help students improve their writing skills by presenting grammar rules specific to business students. The book can be used as an individual self-paced activity, or for class-directed chapter-by-chapter language study.

For more information about using *Grammar-on-the-Go,* please contact your Pearson representative.

GRADING AND EVALUATING STUDENTS

The way an instructor grades is a very personal matter, but you will generally find two schools of thought. Some instructors in effect start students at 100 percent and then deduct points from this total, for such major sins as missing assignments to such minor missteps as forgetting commas. Students of these instructors leave the course with a sense of discipline and an awareness of the need to take care of matters large and small. Other instructors, in effect, start students at zero and award points for successful solutions to communication problems, downplaying the mundane details. Students of these instructors leave with some appreciation for the creativity that successful writers and speakers apply to their work. Students who have the chance to take courses from both types of instructors are fortunate because both approaches contribute to a balanced education.

Business Communication Essentials, Third Canadian Edition should meet the needs of both types of instructors and of those who fall somewhere between the two extremes. The writing cases at the end of most chapters require solutions that can be graded on organization and format. But since they are also open-ended enough to permit individual expression, they can also be evaluated for a student's control over a successful line of argument.

Designing an Evaluation Program

Prepared written and oral messages provide a basis for evaluating student performance. Here are a few additional questions to consider when deciding on a program of evaluation:

• Will you weight all assignments the same, or will grades for some of the more complex projects carry more weight in determining final grades?
• Will you ask students to hand in the outlines and drafts that are preliminary steps for some assignments? If so, on what basis will they be graded?
• Will you begin any class meetings with a quiz—a time-honored device for encouraging attendance and keeping students' reading current? What effect will quizzes have on final grades?
• Will you lecture most of the time, expanding on points from the text, or will you emphasize class discussion? If you opt for discussion, how will class participation affect grades?
• Will you have both a midterm and a final examination? If so, will grades for both have the same effect on final grades for the course?

When answering these questions, you will probably develop a weighted system for evaluating students' work overall. For example, you may decide that the elements will account for the following percentages of the total grade:

Outlines and drafts (turned in on time)	10%
Short assignments	20%
Report assignment	20%
Presentation assignment	10%
Quizzes	10%
Class participation	10%
Midterm examination	10%
Final examination	10%

Your evaluation weighting will change if you include assignments completed online from *MyBusCommLab* and in *Grammar-on-the-Go.*

Evaluating Written Assignments

The most important part of this course is the practice it gives in preparing business messages, but the value of that practice is immeasurably enhanced by constructive feedback. So grade students' documents against professional standards while providing suggestions about how to attain those standards. The more notes you write on each assignment, the better. If necessary, edit or rewrite to show how a problem may be solved; suggest a conference to discuss complicated problems. *Be sure to praise the good points in addition to criticizing the bad ones.*

You may want to refer to Appendix C, Correction Symbols, when evaluating student work. This appendix lists abbreviations for marking errors in content, style, grammar, usage, and mechanics. This system of marking saves you the time-consuming tasks of

writing out long comments for common errors. Refer students to this list early in the term so that they can become familiar with the abbreviations.

In general, students' documents should be evaluated on their effectiveness. In addition to using the lists of pointers for writing various messages in the textbook, you might use these guidelines:

• Are the purpose and main idea of the document clear?
• Has the document been organized to be compatible with the purpose and audience?
• Is the "you" attitude—courtesy and consideration for the audience—consistently present?
• Has all the necessary information—and only the necessary information—been included?
• Are grammar, punctuation, mechanics, and vocabulary correct?
• Is the format attractive and appropriate?
• Was the document submitted on time, as expected in the business world?

These considerations form the basis of an evaluation system. An objective system begins with a list of the most important points and qualities in any given assignment. You then give each item a weight (the total of these weights being the maximum number of points for the assignment). As you read each document, you award an appropriate number of points for each item. Then you total the points, convert them to a letter grade (if desirable), and record them.

A less objective plan is much the same, except that you evaluate each document's overall level of achievement without assigning a specific number of points to each item. Although this second method is faster than the first, it is less likely to yield consistent results when many documents are being graded.

Seriously consider giving students the opportunity to revise their original documents. In the process of revision they learn and practice techniques for solving writing problems. In addition, they get the chance to transform a "failure" into a "success."

However, if you allow revisions, you will have to devise a mechanism for including them in your evaluations. One method is to check off in your grade book documents that are of an acceptable quality. Unacceptable documents are handed back to students for revision by a stated deadline, and as soon as a document becomes acceptable (you may choose to allow as many attempts as required), the student receives a check mark for it. Another method is to assign grades to documents but allow revision of any document that receives less than a C. In fairness to students who do a good job the first time, you might deduct a few points for each rewrite. Regardless of the system you choose, your goal is to gradually instill professional standards.