This is a special edition of an established title widely used by colleges and universities throughout the world. Pearson published this exclusive edition for the benefit of students outside the United States and Canada. If you purchased this book within the United States or Canada you should be aware that it has been imported without the approval of the Publisher or Author.

This Global Edition has been edited to include enhancements making it more relevant to students outside the United States. The editorial team at Pearson has worked closely with educators around the globe:

- Increased emphasis on global markets with new Ethic Detective and Communication Miscues box features as well as new
- Increased coverage of social media and infographics.
- Chapter 9 has been updated with a unique section on producing business videos.

The field's leading text for more than two decades, continues to provide the cutting-edge coverage that students can count on to prepare them for real business practice. This Global Edition provides real-world training for the business world of today and tomorrow, along with relevant material for students in Europe.
be easy for you, but that might not be the best approach for a given audience. As with cost, balance the
time factor with your needs and the needs of your audience. Finally, consider security and privacy issues
before distributing documents that contain sensitive or confidential information. Your company may
have restrictions on the type of information that can be distributed through various media and channels.

**KEY TERMS**

- **descriptive headings** Headers that simply identify a topic
- **heading** A brief title that tells readers about the content of the section that follows
- **informative headings** Headers that guide readers to think in a certain way about the topic
- **multimedia document** Electronic document that contains a combination of text, graphics, photographs, audio, animation, video, and interactivity
- **sans serif typefaces** Typefaces whose letters lack serifs: example
- **serif typefaces** Typefaces with small crosslines (called serifs) at the ends of letter strokes: example
- **subheadings** Titles that are subordinate to headings, indicating subsections within a major section
- **type style** Any modification that lends contrast or emphasis to type, including
  - **boldface**, **italic**, **underlining**, **color**, and other highlighting and decorative styles
- **typeface** The physical design of letters, numbers, and other text characters (font and typeface are often used interchangeably, although strictly speaking, a font is a set of characters in a given typeface)
- **white space** Space (of any color) in a document or screen that doesn’t contain any text or artwork

**CHECKLIST ✓**

**Revising Business Messages**

A. **Evaluate content, organization, style, and tone.**
   - Make sure the information is accurate, relevant, and sufficient.
   - Check that all necessary points appear in logical order.
   - Verify that you present enough support to make the main idea convincing and compelling.
   - Be sure the beginning and ending of the message are effective.
   - Make sure you’ve achieved the right tone for the audience and the situation.

B. **Review for readability.**
   - Consider using a readability index but be sure to interpret the answer carefully.
   - Use a mix of short, medium, and long sentences.
   - Keep paragraphs short.
   - Use bulleted and numbered lists to emphasize key points.
   - Make the document easy to skim with headings and subheadings.

C. **Edit for clarity.**
   - Break up overly long sentences and rewrite hedging sentences.
   - Impose parallelism to simplify reading.
   - Correct dangling modifiers.
   - Reword long noun sequences and replace camouflaged verbs.
   - Clarify sentence structure and awkward references.

D. **Edit for conciseness.**
   - Delete unnecessary words and phrases.
   - Shorten long words and phrases.
   - Eliminate redundancies.
   - Rewrite sentences that start with “It is” or “There are.”

**CHECKLIST ✓**

**Proofing Business Messages**

A. **Look for writing errors.**
   - Typographical mistakes
   - Misspelled words
     - Grammatical errors
     - Punctuation mistakes

B. **Look for missing elements.**
   - Missing text sections
   - Missing exhibits (drawings, tables, photographs, charts, graphs, online images, and so on)
   - Missing source notes, copyright notices, or other reference items

C. **Look for design, formatting, and programming mistakes.**
   - Incorrect or inconsistent font selections
   - Problems with column sizing, spacing, and alignment
   - Incorrect margins
   - Incorrect special characters
   - Clumsy line and page breaks
   - Problems with page numbers
   - Problems with page headers and footers
   - Lack of adherence to company standards
   - Inactive or incorrect links
   - Missing files

206
COMMUNICATION CHALLENGES AT Jefferson Rabb Web Design

Jefferson Rabb’s web business is doing so well that he has hired you to help with a variety of writing and design tasks. Use what you’ve learned in this chapter about revising messages and designing for readability.

**INDIVIDUAL CHALLENGE:** The writer Alexander McCall Smith, one of Rabb’s clients, is so prolific that summarizing his career is a challenge—and being a best-selling novelist is only one aspect of his varied life’s work. Review his biography at www.randomhouse.com/features/mccallsmith (click “About the Author”), which currently runs about 650 words. Rewrite the bio so that it will fit on a book referral website that limits author bios to 200 words.

**TEAM CHALLENGE:** With a team of classmates assigned by your instructor, visit three of the book websites on which Rabb has worked. You can find links from his website at www.jeffersonrabb.com. Evaluate and compare the sites’ readability based on the advice given in the chapter regarding white space, margins, typefaces, and type styles. Prepare a class presentation of your analysis.

Test Your Knowledge

To review chapter content related to each question, refer to the indicated Learning Objective.

1. What are the three main tasks involved in revising a business message? [LO-1]
2. What are your two primary responsibilities when editing or revising the work of another writer? [LO-1]
3. What are the relative advantages of short, medium, and long sentences? [LO-2]
5. What are some ways you can make a document more concise? [LO-3]
6. What are hedging sentences, and why should they be avoided unless truly necessary? [LO-4]
8. Why is proofreading an important part of the writing process? [LO-5]
9. What perceptual tricks can you use to improve your chances of spotting errors during proofreading? [LO-5]
10. What factors should you consider when choosing a distribution method for your messages (other than for systems where you don’t have a choice)? [LO-6]

Apply Your Knowledge

To review chapter content related to each question, refer to the indicated Learning Objective.

1. How does A.S. Watson’s Group decision to issue a set of guidelines on the identification and labeling of oilfish and cod (see “Inaccurate Food Labels Cost Consumers’ Confidence” on page 192) fit the definition of ethical communication from Chapter 1? [LO-3]
2. Why should you limit the number of typefaces and type styles in most business documents? [LO-4]
3. How can you demonstrate good business sense in the choices you make regarding message distribution? [LO-6]

Practice Your Skills

**Message for Analysis 6.A: Revising to Improve Readability [LO-2]**

Analyze the strengths and weaknesses of this message, then revise it so that it follows the guidelines in Chapters 4 through 6:

To review chapter content related to each question, refer to the indicated Learning Objective.

**Message for Analysis 6.B: Designing for Readability [LO-4]**

As an organization, the North American Personal Motorsports Marketing Association has committed ourselves to helping our members—a diverse group comprising of dealers of motorcycles, all-terrain vehicles, Snowmobiles, and personal watercraft—achieve their business objectives. Consequently, our organization, which usually goes under the initials NAPMMA, has the following aims, goals, and objectives. Firstly, we endeavor to aid or assist our members in reaching their business objectives. Second, NAPMMA communicates (“lobbying” in slang terms) with local, state, and national governmental agencies and leaders on issues of importance to our members. And lastly, we educate the motorsports public, that being current motorsports vehicle owners, and prospective owners of said vehicles, on the safe and enjoyable operation of their vehicles.

**Message for Analysis 6.C: Evaluating the Work of Another Writer [LO-1]**

As an organization, the North American Personal Motorsports Marketing Association has committed ourselves to helping our members—a diverse group comprising of dealers of motorcycles, all-terrain vehicles, Snowmobiles, and personal watercraft—achieve their business objectives. Consequently, our organization, which usually goes under the initials NAPMMA, has the following aims, goals, and objectives. Firstly, we endeavor to aid or assist our members in reaching their business objectives. Second, NAPMMA communicates (“lobbying” in slang terms) with local, state, and national governmental agencies and leaders on issues of importance to our members. And lastly, we educate the motorsports public, that being current motorsports vehicle owners, and prospective owners of said vehicles, on the safe and enjoyable operation of their vehicles.

**Exercises**

Active links for all websites in this chapter can be found on MyBCommLab; see your User Guide for instructions on accessing the content for this chapter. Each activity is labeled according to the primary skill or skills you will need to use. To review relevant chapter content, you can refer to the indicated Learning Objective.
Objective. In some instances, supporting information will be found in another chapter, as indicated.

1. Evaluating the Work of Other Writers [LO-1] Find a blog post (at least three paragraphs long) on any business-related topic. Evaluate it using the 10 questions on page 187. Email your analysis to your instructor, along with a permalink (a permanent link to this specific post, rather than to the blog overall) to the blog post.

2. Revising for Readability (Sentence and Paragraph Length) [LO-2] Rewrite the following paragraph to vary the length of the sentences and to shorten the paragraph so it looks more inviting to readers:

The Consumer Council reported increasing number of complaints as compared to last year about malpractice involved in telemarketing companies selling hotel and dining club memberships to customers. The telemarketing companies may use a fraudulent company name to mislead the customers in buying the memberships or the telemarketing companies may deduct the fees from the customers’ account without consent of the customers even if the customers have chosen not to renew the memberships when their memberships expired. Customers end up buying unwanted hotel or dining coupons or notice fees deduction from their credit card account only afterwards. Customers are advised by the Consumer Council to exercise precautions when dealing with telemarketing such as not to give away their credit card number to any third party if they have doubts about the payment; to ask for a printed copy of the leaflet; and to read the terms and conditions carefully.

3. Revising for Readability (Using Lists) [LO-2] Rewrite the following paragraph using a parallel bulleted list and one introductory sentence:

Our forensic accounting services provide the insights needed to resolve disputes, recover losses, and manage risk intelligently. One of our areas of practice is insurance claims accounting and preparation services, designed to help you maximize recovery of insured value. Another practice area is dispute advisory, in which we can assist with discovery, expert witness testimony, and economic analysis. A third practice: construction consulting. This service helps our clients understand why large-scale construction projects fail to meet schedule or budget requirements. Fourth, we offer general investigative and forensic accounting services, including fraud detection and proof of loss analysis.5

4. Revising for Readability (Sentence Length) [LO-2] Break the following sentences into shorter ones by adding more periods and revise as needed for smooth flow:

a. The next time you write something, check your average sentence length in a 100-word passage, and if your sentences average more than 16 to 20 words, see whether you can break up some of the sentences.

b. Don’t do what the village blacksmith did when he instructed his apprentice as follows: “When I take the shoe out of the fire, I’ll lay it on the anvil, and when I nod my head, you hit it with the hammer.” The apprentice did just as he was told, and now he’s the village blacksmith.

c. Unfortunately, no gadget will produce excellent writing, but using a yardstick like the Fog Index gives us some guidelines to follow for making writing easier to read because its two factors remind us to use short sentences and simple words.

d. Know the flexibility of the written word and its power to convey an idea, and know how to make your words behave so that your readers will understand.

e. Words mean different things to different people, and a word such as block may mean city block, butcher block, engine block, auction block, or several other things.

5. Editing for Conciseness (Unnecessary Words) [LO-3] Cross out unnecessary words in the following phrases:

a. Consensus of opinion

b. New innovations

c. Long period of time

d. At a price of $50

e. Still remains

6. Editing for Conciseness (Long Words) [LO-3] Revise the following sentences, using shorter, simpler words:

a. The antiquated calculator is ineffectual for solving sophisticated problems.

b. It is imperative that the pay increments be terminated before an inordinate deficit is accumulated.

c. There was unanimity among the executives that Ms. Jackson’s idiosyncrasies were cause for a mandatory meeting with the company’s personnel director.

d. The impending liquidation of the company’s assets was cause for jubilation among the company’s competitors.

e. The expectations of the president for a stock dividend were accentuated by the preponderance of evidence that the company was in good financial condition.

7. Editing for Conciseness (Lengthy Phrases) [LO-3] Use infinitives as substitutes for the overly long phrases in these sentences:

a. For living, I require money.

b. They did not find sufficient evidence for believing in the future.

c. Bringing about the destruction of a dream is tragic.

8. Editing for Conciseness (Lengthy Phrases) [LO-3] Rephrase the following in fewer words:

a. In the near future

b. In the event that

c. In order that

d. For the purpose of

e. With regard to

f. It may be that

g. In very few cases

h. With reference to

i. At the present time

j. There is no doubt that

9. Editing for Conciseness (Lengthy Phrases) [LO-3] Revise to condense these sentences to as few words as possible:

a. We are of the conviction that writing is important.

b. In all probability, we’re likely to have a price increase.
10. Editing for Conciseness (Unnecessary Modifiers) [LO-3] Remove all the unnecessary modifiers from these sentences:
   a. Tremendously high pay increases were given to the extraordinarily skilled and extremely conscientious employees.
   b. The union’s proposals were highly inflationary, extremely demanding, and exceptionally bold.

11. Editing for Clarity (Hedging) [LO-3] Rewrite these sentences so that they no longer contain any hedging:
   a. It would appear that someone apparently entered illegally.
   b. It may be possible that sometime in the near future the situation is likely to improve.
   c. Your report seems to suggest that we might be losing money.
   d. I believe Nancy apparently has somewhat greater influence over employees in the e-marketing department.
   e. It seems as if this letter of resignation means you might be leaving us.

12. Editing for Clarity (Indefinite Starters) [LO-3] Rewrite these sentences to eliminate the indefinite starters:
   a. There are several examples here to show that Elaine can’t hold a position very long.
   b. It would be greatly appreciated if every employee would make a generous contribution to Mildred Cook’s retirement party.
   c. It has been learned in Washington today from generally reliable sources that an important announcement will be made shortly by the White House.
   d. There is a rule that states that we cannot work overtime without permission.
   e. It would be great if you could work late for the next three Saturdays.

13. Editing for Clarity (Parallelism) [LO-3] Revise these sentences to present the ideas in parallel form:
   a. Mr. Hill is expected to lecture three days a week, to counsel two days a week, and must write for publication in his spare time.
   b. She knows not only accounting, but she also reads Latin.
   c. Both applicants had families, college degrees, and were in their thirties, with considerable accounting experience but few social connections.
   d. This book was exciting, well written, and held my interest.
   e. Don is both a hard worker and he knows bookkeeping.

14. Editing for Clarity (Awkward References) [LO-3] Revise the following sentences to delete the awkward references:
   a. The vice president in charge of sales and the production manager are responsible for the keys to 34A and 35A, respectively.
   b. The keys to 34A and 35A are in executive hands, with the former belonging to the vice president in charge of sales and the latter belonging to the production manager.
   c. The keys to 34A and 35A have been given to the production manager, with the aforementioned keys being gold embossed.
   d. A laser printer and an inkjet printer were delivered to John and Megan, respectively.
   e. The walnut desk is more expensive than the oak desk, the former costing $300 more than the latter.

15. Editing for Clarity (Dangling Modifiers) [LO-3] Rewrite these sentences to clarify the dangling modifiers:
   a. Full of trash and ripped-up newspapers, we left Dallas on a plane that apparently hadn’t been cleaned in days.
   b. Lying on the shelf, Ruby found the operations manual.
   c. With leaking plumbing and outdated wiring, I don’t think we should buy that property.
   d. Being cluttered and filthy, Sandy took the whole afternoon to clean up her desk.
   e. After proofreading every word, the letter was ready to be signed.

16. Editing for Clarity (Noun Sequences) [LO-3] Rewrite the following sentences to eliminate the long strings of nouns:
   a. The focus of the meeting was a discussion of the bank interest rate deregulation issue.
   b. Following the government task force report recommendations, we are revising our job applicant evaluation procedures.
   c. The production department quality assurance program components include employee training, supplier cooperation, and computerized detection equipment.
   d. The supermarket warehouse inventory reduction plan will be implemented next month.
   e. The State University business school graduate placement program is one of the best in the country.

17. Editing for Clarity (Sentence Structure) [LO-3] Rearrange the following sentences to bring the subjects closer to their verbs:
   a. Trudy, when she first saw the bull pawing the ground, ran.
   b. It was Terri who, according to Ted, who is probably the worst gossip in the office (Tom excepted), mailed the wrong order.
   c. William Oberstreet, in his book Investment Capital Reconsidered, writes of the mistakes that bankers through the decades have made.
   d. Judy Schimmel, after passing up several sensible investment opportunities, despite the warnings of her friends and family, invested her inheritance in a jojoba plantation.
   e. The president of U-Stor-It, which was on the brink of bankruptcy after the warehouse fire, the worst tragedy in the history of the company, prepared a press announcement.

18. Editing for Clarity (Camouflaged Verbs) [LO-3] Rewrite each sentence so that the verbs are no longer camouflaged:
   a. Adaptation to the new rules was performed easily by the employees.
   b. The assessor will make a determination of the tax due.
21. **Proofreading** [LO-5] Proofread the following email message and revise it to correct any problems you find:

Our final company orientation of the year will be held on Dec. 20. In preparation for this session, please order 20 copies of the Policy handbook, the confidentiality agreement, the employee benefits Manual, please let me know if you anticipate any delays in obtaining these materials.

### Expand Your Skills

#### Critique the Professionals

Identify a company website that in your opinion violates one or more of the principles of good design discussed on pages 196–199. Using whatever medium your instructor requests, write a brief analysis of the site (no more than one page), citing specific elements from the piece and support from the chapter.

#### Sharpening Your Career Skills Online

Bovée and Thill’s Business Communication Web Search, at [http://businesscommunicationblog.com/websearch](http://businesscommunicationblog.com/websearch), is a unique research tool designed specifically for business communication research. Use the Web Search function to find a website, video, PDF document, or PowerPoint presentation that offers advice on effective proofreading. Write a brief email message to your instructor, describing the item you found and summarizing the career skills information you learned from it.

### Endnotes

5. The writing sample in this exercise was adapted from material on the Marsh Risk Consulting website, accessed 2 October 2006, www.marshriskconsulting.com.