

# CHAPTER 8

## Chapter Overview

### INTRODUCE THE CHAPTER

Chapter 8 covers the essential basic communication skills for business and daily life, in face-to-face interaction, and for written and electronic forms of communication.

### BUILD BACKGROUND

Ask students for examples of people working together for a common goal. They may include sports teams, musicians in a band, firefighters, or even social activists. Then ask about the importance of communication to these examples. Can a team work effectively without communication? Emphasize that in business, coworkers must convey their ideas effectively to each other and to customers.

### EXPLORE THE PHOTO

**Market Talk** Let students know that a marketing message can be communicated to the general public or to a specific target market. For example, ads for underground bands may pique the interest of fans but not the general public.

**Quick Think** Students may suggest that the advent of e-mail has made formal letter writing and phone calls less common.

**Follow Up** Ask students for some drawbacks to using e-mail instead of a formal letter or telephone call. Drawbacks may include the likelihood of careless mistakes and the chance of e-mails being sent accidentally.

### REVIEW THE OBJECTIVES

**Define** effective verbal and nonverbal communication. **Verbal communication** includes speaking and listening between a sender and a receiver. **Nonverbal communication** includes reading and writing. **Explain** the role of listening in communication. **Listening is the active mental process** by which a person recognizes, assimilates,

# CHAPTER 8 Communication Skills

## Chapter Objectives

**After reading this chapter, you should be able to:**

- Define effective verbal and nonverbal communication
- Explain the role of listening in communication
- Explain why awareness of cultural differences is important
- Define reading for meaning
- Explain how to organize and present your ideas
- Demonstrate professional telephone communication skills
- Explain how to write effective business letters and persuasive messages

### EXPLORE THE PHOTO

**Market Talk** Communicating clearly is necessary for success in school or in business. The ability to send a message that is easily understood by the market, or by an audience, is critical to all aspects of marketing—from advertising to sales to customer service.

**Quick Think** Business communication via e-mail has increased in recent years. How has this affected formal letter writing?

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James Marshall/The Image Works, Inc.

assesses, and evaluates what is heard.

**Explain** why awareness of cultural differences is important. **Businesses compete globally, which means they must make their messages understood by people of many different cultural backgrounds. The language used must be appropriate for their audience.**

**Define** reading for meaning. **This requires that a person read carefully, figure out the meaning of new words, search for answers, and analyze and evaluate information—often in a short period of time.**

**Explain** how to organize and present your ideas. **Four basic patterns can be used: enumeration,**

**generalization with examples, cause and effect, and compare and contrast.**

**Demonstrate** professional telephone communication skills. **Greet the other person in a cheerful but formal way, convey all the necessary information, be prepared to take a message, and if they leave a number, repeat it to the caller to make sure it is correct.**

**Explain** how to write effective business letters and persuasive messages. **Three basic writing considerations are: Know your audience; know your purpose; and know your subject.**

**DECA Events** These acronyms represent DECA competitive events that involve concepts in this chapter:

|              |              |             |             |            |
|--------------|--------------|-------------|-------------|------------|
| <b>AAM*</b>  | <b>BMDM*</b> | <b>FMML</b> | <b>RFSM</b> | <b>TSE</b> |
| <b>ACT</b>   | <b>BSM*</b>  | <b>HLM</b>  | <b>RMS*</b> |            |
| <b>ADC</b>   | <b>EMDM</b>  | <b>HMDM</b> | <b>SEM*</b> |            |
| <b>ASM*</b>  | <b>FMAL*</b> | <b>MMS</b>  | <b>SMDM</b> |            |
| <b>BLMDM</b> | <b>FMDM</b>  | <b>QSRM</b> | <b>TMDM</b> |            |

**Performance Indicators** The performance indicators represent key skills and knowledge. Relating them to the concepts explained in this chapter is your key to success in DECA competitive events. Keep this in mind as you read and write notes when you find material that helps you master a key skill. In these DECA competitive events, you should follow these performance indicators:

- Handle telephone calls in a businesslike manner
- Participate in group discussions
- Make oral presentations
- Explain the nature of effective written communications
- Write business letters
- Write informational messages
- Write inquiries
- Prepare simple written reports
- Explain the nature of staff communication
- Participate in a staff meeting

The events with an asterisk (\*) also include:

- Explain the nature of effective verbal communications
- Apply active listening skills
- Interpret others' nonverbal cues
- Follow directions

Some events include these performance indicators:

|             |                                     |
|-------------|-------------------------------------|
| <b>ADC</b>  | Write inquiries.                    |
| <b>FMML</b> | Give directions to other locations. |
| <b>HLM</b>  | Greet guests.                       |
| <b>HMDM</b> | Process wake-up calls.              |
| <b>QSRM</b> | Respond to guest inquiries.         |

### DECA PREP

**ROLE PLAY** Check your understanding of DECA performance indicators with the DECA activity in this chapter's review. For more information and DECA Prep practice, go to the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).



Discuss the performance indicators for the DECA events listed, so that students understand how to demonstrate their understanding.

The event acronyms stand for:






- AAM:** Apparel and Accessories Marketing Series
- ADC:** Advertising Campaign Event
- ASM:** Automotive Services Marketing Series
- BSM:** Business Services Marketing Series
- EMDM:** E-Commerce Management Team Decision Making Event
- FMAL:** Food Marketing Series, AL
- FMDM:** Financial Analysis Management Team Decision Making Event
- FMML:** Food Marketing Series, ML
- FSRM:** Full Service Restaurant Management Series
- HMDM:** Hospitality Services Management Team Decision Making Event
- HRR:** Hospitality and Recreation Marketing Research Event
- MMS:** Marketing Management Series
- QSRM:** Quick Serve Restaurant Management Series
- RFSM:** Restaurant and Food Service Management Series
- RMS:** Retail Merchandising Series
- SEM:** Sports and Entertainment Marketing Series
- SMDM:** Sports and Entertainment Marketing Management Team Decision Making Event
- TMDM:** Travel and Tourism Marketing Management Team Decision Making Event
- TSE:** Technical Sales Event

### DECA PREP










Find timed DECA Prep activities correlated to the Competitive Events Workbook for students and DECA tips for teachers at the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).

## CHAPTER 8 Classroom Resources

### For the Teacher

-  TeacherWorks™ Plus
-  Teacher Resources at [glencoe.com](http://glencoe.com)
-  Interactive Chalkboard
-  ExamView® Assessment Suite
-  Fast File Unit 4

### For the Student

-  **Marketing Essentials** Online Edition
-  Student Activity Workbook
-  Marketing Math Workbook
-  Marketing Research Project Workbook
-  School-to-Career Activity Workbook
-  Competitive Events Workbook
-  *BusinessWeek* Reader with Case Studies
-  Interactive Student Edition
-  Student Resources at [glencoe.com](http://glencoe.com)

## FOCUS

## BELLRINGER ACTIVITY

To prepare for reading this section, have students create a poster illustrating the different ways they communicate every day. They may include talking in person, using phones, trading text messages, and using e-mail. Ask students to include in their poster when they would use each method, and why.

## Preteaching

## VOCABULARY

**KEY TERMS** Have students predict the meanings of the Key Terms.

**ACADEMIC VOCABULARY** Refer students to the OLC through [glencoe.com](http://glencoe.com) for the Academic Vocabulary Glossary before they read the section.

## GRAPHIC ORGANIZER

Model using the graphic organizer for students. Tell students to go to the OLC through [glencoe.com](http://glencoe.com) for a printable graphic organizer.

NCLB

NCLB connects academic correlations to book content.



## Extended Activity

## Barriers

Ask students to brainstorm and share examples of common barriers to communication among individuals from different cultures. Answers might include physical barriers such as clothing or ornaments that obscure eyes, faces, or hands, linguistic barriers such as the use of slang, and cultural barriers such as body language or the misinterpretation of body language or activities.

## Defining Communication

## READING GUIDE

## BEFORE YOU READ

**Predict** Write two words that you associate with the word *communicate*. Add to or change the list as you read.

## OBJECTIVES

- Define effective verbal and nonverbal communication
- Explain the role of listening in communication
- Explain why awareness of cultural differences is important
- Define reading for meaning

## KEY TERMS

- communication
- channels/media
- feedback
- barriers
- setting
- distractions
- emotional barriers
- jargon

## ACADEMIC VOCABULARY

You will find these words in your reading and on your tests. Make sure you know their meanings.

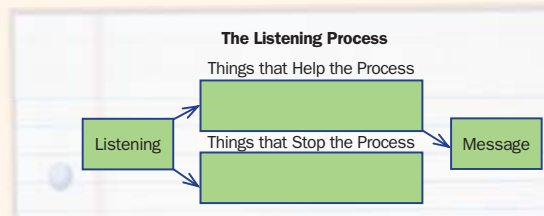
- process
- respond

## THE MAIN IDEA

Effective communication is a key component of marketing. It includes sending and receiving messages that are understood by sender and receiver. Improving listening and reading skills will lead to success on the job.

## GRAPHIC ORGANIZER

Draw this chart to take notes about the listening process.



Go to the OLC through [glencoe.com](http://glencoe.com) for printable graphic organizers, Academic Vocabulary definitions, and more.

## ACADEMIC STANDARDS

English Language Arts

- NCTE 4 Use written language to communicate effectively.
- NCTE 12 Use language to accomplish individual purposes.

## AS YOU READ

**Connect** Do you prefer writing, speaking, or some other method of communication?

## The Communication Process

**Communication** is the **process** of exchanging messages between a sender and a receiver. These messages can be about information, ideas, or feelings. The skills used to send and receive these messages are called communication skills. They include listening, reading, speaking, and writing. Good communication skills are key to effective communication, in which the speaker or writer presents the message clearly and concisely so that

## READING GUIDE

## BEFORE YOU READ

Let students know that communication is not only speaking, but also listening, making gestures, reading, and writing, making and seeing art, and other forms of expression.

## D Develop Concepts

## THE MAIN IDEA

Have students discuss the factors that they contribute to effective communication.

## AS YOU READ

Ask students to think about the ways they communicate as they read the chapter.



## TEACH

## Discussion Starter

## THE COMMUNICATION PROCESS

Bring to class manuals of appliances or other everyday items to show different methods of instruction. Point out the use of diagrams as well as the simple, instructional language used. Ask students to share whether they find such manuals to be effective.

D Develop Concepts  
Guided Practice

## Channels or Media and

**Feedback** Point out that while commercials and print ads are effective ways to deliver a message, a phone call or online can elicit an immediate response from the recipient. Ask students to name any possible drawbacks to ads which ask for an immediate response.

*Responses will vary; students may feel uncomfortable or pressured by such ads.*

**Demonstrate** Show students examples of the different ways to obtain feedback. Examples may include customer or user satisfaction surveys from restaurants or Web sites.

## Extended Activity

## Setting

Have students think about different settings where they have been in the last week. Ask them to explain why certain ones are better for communication than others. Which places would be ideal for meeting a friend? Conducting a business meeting? Have students share their responses in class.

the listener or reader can understand it easily. Effective communication is vital in every aspect of business, including developing job skills, training employees, working as a team, networking, and marketing products.

Businesses now compete around the globe, which means they must make their messages understood by people of many different cultural backgrounds.

## Channels or Media

**Channels**, or **media**, are the avenues through which messages are delivered. Examples include face-to-face conversations, telephone calls, written memos, letters, reports, and e-mail. Advertising channels include television, radio, print media, and the Internet. Channels differ in terms of message-carrying capacity (how much content they can carry), the speed with which the message is delivered, cost of the message, and its accuracy, or quality of content. The choice of medium depends on the relative importance of these factors in the delivery of the message.

## Feedback

A receiver's response to a message is known as **feedback**. For example, if your boss asks you to post a report on the company Web site, you will probably ask some questions about what to include, when to post it, and so on. Your questions are feedback to your boss. Feedback in communication allows participants to clarify the message and make sure that all parties gave the message the same meaning.

## Barriers

**Barriers** to communication are obstacles that interfere with the understanding of a message. They can be verbal barriers, such as using vague or unclear language or using a language or dialect that is unfamiliar to the receiver of the message. For example, what do you call a carbonated, sugary beverage that comes in cans and bottles? Depending on where you live, you might call this drink *soda*, *pop*, *soda pop*, or even something else. Marketing professionals need to make sure the language that they are using is appropriate for and



• **CULTURAL NORMS** Different cultures have different gestures to show respect or greeting.

*What are some gestures that you use to demonstrate greeting or respect?*

able to be understood by their audience. This applies to cross-cultural marketing as well. For example, the Spanish language has many dialects, and people from different Spanish-speaking countries, such as Cuba, Mexico, Spain, and the Dominican Republic often use different Spanish words to express the same concept. So when businesses are trying to target the Hispanic market, it is important for them to know something about the cultural backgrounds of potential customers.

## Setting

The **setting** is the circumstance under which communication takes place. These circumstances can include place, time, sights, and sounds. The setting can help or hinder the ability to exchange messages. For example, a salesperson at an electronics store may find it difficult to explain the features of a video camera to a customer if the music department across the aisle has a stereo playing at full volume.

## Listening

Listening for understanding is one of the most valuable communication skills. Listening is the active mental process by which a

## PHOTO GUIDE

## • CULTURAL NORMS

**Discussion** Tell students that business may be conducted differently within a country or state. For example, business attire in a metropolitan area such as Chicago may be very different from what is acceptable in the nearby town of Peoria.

**Caption Answer** Answers may include handshakes, nods, and bowing.

## Follow Up

Ask students to think of different ways to say goodbye nonverbally.

**S** Skill Practice**Techniques for Effective**

**Listening** Have students watch a televised interview. It can be hard news, entertainment, or a talk show. Ask them to take notes about feedback given by the interviewer. Both verbal and nonverbal communication should be recorded. Then ask them to watch the feedback given by the person being interviewed. Is it different than the interviewer? Have students share their findings in class.

**Role Play** Carry on a “bad” conversation with a student. Do not pause, give nonverbal communication, or acknowledge understanding. Ask the student what you could have done differently to be a better communicator.

**Demonstrate** On a chalkboard, dry-erase board, or screen projection, make a chart listing examples of positive and negative feedback. Example: looking at a person’s eyes and looking around him or her.

**C** Critical Thinking**Guided Practice**

**Draw Conclusions** Ask students how they can be good listeners in difficult circumstances, such as noisy, dark, or uncomfortable settings.

**R** Reading Strategy

**Demonstrate** Preview the following words that have to do with verbal communication by reading them in context. Have students research and suggest a brief definition for each word. Ask students to demonstrate them by adjusting their voices.

- rate of speech  
quickness of speaking
- pitch  
tone of voice
- volume  
loudness
- voice quality  
clarity and smoothness of voice

person recognizes, assimilates, assesses, and evaluates what is heard. (See **Figure 8.1** for a list of barriers to listening.) Situations in which listening plays an important role include handling customer complaints, understanding feedback, recognizing clients’ needs, and following directions.

**Reading Check** Explain Why is listening a good communication skill?

**Techniques for Effective Listening**

Listening, like all skills, must be learned. The following techniques will improve your listening skills and help you to be an effective listener.

**Identify the Purpose**

Prepare to listen by learning and reviewing the purpose of the communication. Managers planning a group meeting, for example, send out an agenda in advance so everyone will know the meeting’s purpose. When a customer sets up a meeting, understand the meeting’s purpose to be prepared to **respond** to the customer’s questions.

**Look for a Plan**

When you listen to a structured speech, think about how the speaker has organized the presentation. Be alert at the beginning of the speech, because the speaker may give an outline of the main ideas of the talk. If you see a structure or pattern, it will be easier to see how the different parts of the message fit together.

Face-to-face conversations are often informal and unplanned, so just stay focused on the message instead of thinking about structure.

**Give Feedback**

When you are conversing about business, listen carefully and then give feedback to show whether you have understood the message. Without interrupting, you can nod your head, raise an eyebrow, smile, or frown. Look for an opportunity to ask questions when the speaker pauses or completes his or her point. Think through what has been said and summarize your understanding of the message. Acknowledge your understanding respectfully or ask the speaker for clarification if you are uncertain.

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When a speaker is giving instructions, it may be better to interrupt with questions than to wait for a pause. In that way, a confusing point can be clarified, and you can follow the remainder of the directions. However, before interrupting, you should be sure that the speaker is comfortable with this approach.

**Search for a Common Interest**

Effective listening is easier when you are interested in the ideas being discussed. If you find the subject boring and are tempted to tune out, resist the temptation. Try to find something that interests you or that you can use. Tuning out can become a bad habit and can cause you to miss some important information.

**Evaluate the Message**

It is important to know how to respond appropriately to a message. To do so, you must evaluate it. For example, if a customer shares a personal point of view with you, even if you disagree, it would be inappropriate to make a sudden judgment. Doing so could be destructive to your relationship. Instead, try to view the message from the speaker’s point of view. Listen carefully and try to understand the new information even if it conflicts with what you believe. Relax and do not become defensive. Recognize that your customer’s experience may be unlike yours. Different experiences may cause differences in perception. Ask polite but probing questions to understand the message better. Try to identify any parts of the speaker’s message with which you do agree.

**Listen for More Than Verbal Content**

Listen for more than just words in the speaker’s message. What is communicated by the speaker’s rate of speech, pitch, volume, and voice quality?

Awareness of cultural differences will help in the understanding of vocal cues. In the United States and other Western countries, including Canada, Australia, and Great Britain, speakers are expected to look at and speak directly to listeners. In many Asian countries, however, speakers show respect by averting their eyes, speaking in soft tones, and approaching their subject indirectly. A speaker

**Reading Check** Answer Listening promotes communication

by helping listeners and readers to understand information more easily. Listening plays an important role in handling customer complaints, understanding feedback, recognizing clients’ needs, and following directions.

## TEACH CONTINUED

## Figure 8.1 Barriers to Listening

- **How Listening Can Fail** Barriers to listening stop the communication process. They prevent the listener from receiving and understanding the messages sent to them.

*How can you be a good listener?*

**Distractions** Distractions interfere with the ability to listen well. You may be distracted by thoughts about another subject. Focus your attention on the speaker's words.



**Emotional Barriers** When you have a negative emotional reaction to something someone says, it prevents you from concentrating on what is being said. To overcome this barrier, try to keep an open mind.

**Planning a Response** This is a very common block to listening. If you are trying to figure out what to say when other people are still speaking, you will not take in all that they are saying. To overcome this barrier, listen carefully until the other person has finished, then respond.



**@ Online Action!**

Go to the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com) to find a project on listening skills.

## Figure 8.1 Barriers to Listening

**Discussion** After students have read **Figure 8.1**, discuss the three barriers to listening. Ask students to come up with everyday examples of each barrier illustrated in this figure and role-play situations reflecting them. For example: 1) Distractions: blaring music or television program; 2) Emotional barriers: being hungry or tired; 3) Planning a response: a telemarketer who gives stock answers

**Caption Answer** You can be a good listener by identifying the purpose, looking for a plan, giving feedback, searching for a common interest, evaluating the message, listening for more than verbal content, listening for a conclusion, and taking notes.

**@ Online Action!**

For instructions, ideas, and answer guide, go to the Teacher Center at the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).

**D Develop Concepts**

**Understand Tone** Tell students that in e-mail, memos, and other forms of written communication, there is no nonverbal communication. As a result, it can be hard to identify tone, which can help you tell when someone is being sarcastic or is joking. Ask students if they have ever misunderstood someone's tone or had their tone misunderstood. Ask: How did they solve the problem? Have students share their responses in class.

**Extend** Have students list verbal or nonverbal cues they would give a speaker to show him or her that they have understood his or her tone.

**C Critical Thinking**  
**Drawing Conclusions**

**Explain** Ask students: Have you ever spoken to someone who just would not listen? Ask students to identify the barriers and think of what could be done to overcome them.

**U Universal Access**

**Kenesthetic Learners** Have students work in groups of three or four to create and present skits on dealing with common diversity issues in the workplace, such as racial issues, physical disability issues, or disparity between men and women. Skits should present a problem and a possible solution.



## SECTION 8.1

# ASSESS

### CONCEPTS

Ask students to list the primary elements of communication.

Answers include the following: senders and receivers, messages, channels, feedback, blocks, and setting.

### KEY TERMS

Have students write a brief guide to effective listening and reading using each of the key terms.

# RETEACH

### INDEPENDENT REVIEW

**L1** Assign and review Chapter 8 activities in the Student Activity Workbook.

**L2** Assign and review Chapter 8 activities in the Marketing Math Workbook.

**L3** Assign and review Chapter 1 activities in the *BusinessWeek* Reader with Case Studies.

### R Reading Strategy Guided Practice

**Read for Meaning** Bring examples of reading material, such as newspapers, novels, store catalogs, and news or entertainment magazines. Ask students to skim a page or article in one minute, then test their recall by asking them to summarize it. Have students compare their techniques for reading for meaning.

in Canada who wants to say “No” will simply say “No.” In Korea, a person who wants to communicate the same message may say, “That might be very difficult.” Both statements mean “No,” but the messages reflect cultural differences.

#### Listen for a Conclusion

Listen carefully for the speaker’s conclusion. You may want to take action based on it. Do not jump to your own conclusion before the speaker has finished presenting the facts that support his or her conclusion. Be prepared to check your understanding by asking well-thought-out questions. If the situation is a formal one, wait to ask questions at the right time. Intelligent questions indicate not only interest but also respect for the speaker’s work.

#### Take Notes

Try to identify a plan in the presentation of formal meetings. Then structure your notes according to the plan. Take notes on the main points presented at business meetings. Important points are often preceded by signal words such as *first*, *second*, *next*, *then*, *another*, *therefore*, and *thus*. If there is a summary or a recap at the end of the meeting, listen carefully and check your notes to make sure you understood the main ideas.

#### Barriers to Listening for Understanding

A barrier to receiving a message can be environmental, such as a plane flying overhead, or it may involve attitudes and characteristics of the listener. Common barriers to listening include the following:

- **Distractions** **Distractions** are things that compete with the message for the listener’s attention. These can include noises, conversations, and competing thoughts. One way to overcome distractions is to move away from them.
- **Emotional barriers** **Emotional barriers** are biases against the sender’s opinions that prevent a listener from understanding. Poor listeners close their minds to things with which they disagree. Good

listeners always listen with an open mind, even when they do not agree with the speaker’s ideas.

- **Planning a response** Planning a response occurs when the receiver of the message stops listening and instead begins to think about what to say next. A person cannot focus on the message and plan a response at the same time.

Listeners must be aware of and actively avoid or overcome any barriers in order to concentrate on the message.

### Reading

Reading, like listening, is an active mental process of receiving and understanding a message. Reading skills are essential on any job; in fact, they are usually needed to get a job in the first place. Applicants must read help-wanted ads or search online for job postings. In the workplace, reading skills are needed to interpret information in schedules, graphs, training manuals, e-mails, and reports.

#### Know the Purpose of Your Reading

Many of the techniques for effective listening also apply to reading. For instance, it is helpful when reading to look for a plan, search for an interest, and evaluate the message. A valuable technique for building good reading skills is to keep in mind the purpose for your reading. Good readers know why they are reading.

#### Reading for Meaning

Reading for meaning requires that a person read carefully, figure out the meaning of new words, search for answers, and analyze and evaluate information—often in a short period of time. Most job-related reading assignments involve reading for meaning. For example, you may be required to search for sources online or read through a large report to find information about marketing trends. Another job-related reading task is checking facts. There are five strategies that can improve the ability to read for meaning:



### Online Activity

#### Reading Online

Ask students to visit the Web site of a local or national newspaper. Ask them to compare the news, entertainment, sports, business, ads, and other sections, and identify their different purposes. How is each section read differently? What is each section trying to communicate? Have students share their responses in class.

## ASSESS

## AFTER YOU READ

Have students complete the Section 8.1 After You Read section review.

## ONLINE STUDY TOOLS

Have students go to the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com) for the Section 8.1 pce test.

## CLOSE

## CULMINATING ACTIVITIES

1. Have students pair up and conduct mock interviews as though they were on a televised talk show. The interviewer and interviewee should practice giving feedback, using both verbal and nonverbal techniques. Then have the students swap roles.
2. Ask students to explain what reading and listening have in common. **Reading and listening both involve the process of trying to understand a message.**
3. As a class, create a set of instructions for an everyday task such as peeling an orange or driving a car. Challenge students to be as clear as possible in their directions, and to utilize visual aids or graphics if appropriate.

NCLB

NCLB Activity correlated to Mathematics and English Language Arts Standards

1. **Focus your mind** The mind does not focus on a subject automatically. It must be trained. Monitoring your thoughts when you read can keep you focused. Think about how each paragraph relates to your purpose for reading.
2. **Summarize as you read** As you finish each paragraph and section of the text, mentally review what you have just read and summarize it. If you do not understand the text, go over it again. If it is still unclear, jot down a question so that you can follow up on it later.
3. **Make connections** Think about how the material relates to ideas or information with which you are familiar.
4. **Form mental pictures** Try to form pictures of the people, places, things, and situations described. This can help you remember the material in a meaningful way.
5. **Build your vocabulary** You may come across words that are unfamiliar when reading. Skipping over these words may cause

you to miss key points in the message. Try to figure out the meaning by the way the word is used in the sentence. Use a dictionary and learn how to use the thesaurus and dictionary included in office computer software. Looking up words will improve your vocabulary and your understanding.

In job-related reading, you may come across **jargon**, specialized vocabulary used by members of a particular group. Because these words or meanings are not commonly used, they are often not listed in standard dictionaries. For example, the word *market* as used by marketing professionals is jargon because it has a specific meaning for marketers. A market, to marketers, is a group of people or organizations that share a need for a particular product and have the willingness and ability to pay for it. Learning the jargon used in your field will make it easier for you to do job-related reading.

## 8.1 AFTER YOU READ

## Key Terms and Concepts

1. What listening techniques can help you better understand messages you receive?
2. What are two barriers that could interfere with receiving a message?
3. List three ways to improve reading for meaning.

## Academic Skills

- Math** .....
4. Assume that the average number of waking hours per day is 16. If we spend 70 percent of our waking hours communicating, how many hours do we spend communicating each day?

## English Language Arts/Listening

5. Listen to a news report. Apply two techniques for effective listening, such as listening for a conclusion and taking notes. Summarize the report in a short paragraph.

**CONCEPT** Numbers and Operations:

**Representing Percents** A percent is a ratio comparing numbers to 100. To convert percents to decimals, move the decimal point two places to the left.

1. To solve this problem, convert the percent to a decimal by moving the decimal two places to the left.
2. Multiply the average number of waking hours, 16, by the decimal equivalent of the percent to get the number of hours spent communicating.



For help, go to the Math Appendix located at the back of this book.

## Online Action!

Check your answers at the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).

[glencoe.com](http://glencoe.com)



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## 8.1 AFTER YOU READ

## Key Terms and Concepts

1. Listening techniques include the following: identifying the purpose, looking for a plan, giving feedback, searching for a common interest, evaluating the message, listening for more than verbal content, listening for a conclusion, and taking notes.

2. Barriers to communication include distractions, emotional blocks, and planning a response.
3. Ways to improve reading for meaning include: focusing your mind, summarizing as you read, making connections, forming mental pictures, and building your vocabulary.

## Academic Skills

4. 11.2 hours per day;  $16 \times .70 = 11.2$
5. Reports should demonstrate an understanding of the techniques for effective listening.

## Online Action!

Find answers at the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).



## FOCUS

## BELLRINGER ACTIVITY

To prepare for reading this section, ask students to list their favorite writers. They can be magazine columnists, newspaper reporters, bloggers (people who create and maintain online journals on a particular topic), or novelists. Have the class write down what they like about their favorite writers' work. Can students apply the same techniques in their own writing, both in business and everyday contexts?

## Preteaching

## VOCABULARY

**KEY TERMS** Read the key terms aloud, or ask a volunteer to read them. Ask students to predict the meanings of the Key Terms.

**ACADEMIC VOCABULARY** Refer students to the OLC through [glencoe.com](http://glencoe.com) for the Academic Vocabulary Glossary before they read the section.

## GRAPHIC ORGANIZER

Model using the graphic organizer for students. Tell students to go to the OLC through [glencoe.com](http://glencoe.com) for a printable graphic organizer.

NCLB

NCLB connects academic correlations to book content.

## Elements of Speech and Writing

## READING GUIDE

## BEFORE YOU READ

**Predict** List three ways businesspeople communicate?

## OBJECTIVES

- Explain how to organize and present your ideas
- Demonstrate professional telephone communication skills
- Explain how to write effective business letters and persuasive messages

## KEY TERMS

- persuade
- enumeration
- generalization

## ACADEMIC VOCABULARY

You will find these words in your reading and on your tests. Make sure you know their meanings.

- enhance
- sequence

## THE MAIN IDEA

**D** Speaking and writing are ways to send messages. They are key components of marketing. Building professional speaking and writing skills will ensure that your messages are communicated successfully.

## GRAPHIC ORGANIZER

Draw this chart to write speaking tips in one circle and writing tips in the other. Write tips for both in the overlapping space.



Go to the OLC through [glencoe.com](http://glencoe.com) for printable graphic organizers, Academic Vocabulary definitions, and more.

## ACADEMIC STANDARDS

English Language Arts

- NCTE 4 Use written language to communicate effectively.
- NCTE 12 Use language to accomplish individual purposes.

## AS YOU READ

**Connect** List ideas about how you could improve your speaking and writing skills.

## Speaking

Speaking is an important part of most jobs. People use speech to ask questions at meetings, to answer the telephone, and to discuss plans at a meeting. In marketing, speaking has applications in customer relations, presenting marketing plans, and television advertising. Because speaking is an important part of most business and marketing, it is important to know how to speak effectively.

184 UNIT 4 — SKILLS FOR MARKETING

## READING GUIDE

## BEFORE YOU READ

Lead students in listing ways businesspeople communicate. Answers might include in-person meetings, telephone calls, conference calls, e-mails, instant messages, facsimiles, and presentations.

## D Develop Concepts

## THE MAIN IDEA

Ask a volunteer to read the main idea aloud. Have students discuss how building speaking and writing skills can help an individual's personal relationships as well as business relationships.

## AS YOU READ

Encourage students to maintain their lists of ideas in a journal.

## Show Respect

In most business situations, the most important rule is to show courtesy and respect for others. Whether handling a customer complaint or addressing a coworker at a meeting, you should maintain a cordial tone.

## Know the Purpose

As with listening and reading, it is helpful when speaking to know your purpose. In most business situations, speaking is done to inform, persuade, or entertain.

- **Inform** Conversations with customers and general business meetings are often held to inform others—to pass on information. When speaking to inform, be clear and concise—get to the point.
- **Persuade** Marketing involves sending messages that persuade others to change how they think or what they do. To **persuade** someone is to convince that person to change a perception in order to get him or her to do what you want. As you prepare an oral presentation, determine what your listeners' needs are. Then, talk about how you, your company, or your product can satisfy those needs. Persuasive speaking is also important in conflict resolution, when there is a need to present a point of view or suggest a solution.
- **Entertain** Sometimes the purpose of speaking is to entertain others. Salespeople frequently need to entertain clients or customers. It is not necessary to be a comedian to joke and tell stories. This kind of informal speaking helps create a comfortable atmosphere, build friendships, and improve customer relations.

## Using Your Voice and Nonverbal Cues

Good communicators use their voices effectively, modulating tone and pace to improve delivery. Some people, such as news or sports commentators, have a natural talent for delivery. With practice, you too can improve communication by better controlling your voice.



• **TELEPHONE SKILLS** Many of today's marketing jobs require the ability to communicate clearly over the telephone.

*What are some advantages and disadvantages of telephone communication?*

Nonverbal cues that can **enhance** presentation are body language and eye contact. When speaking, maintain eye contact with your listeners as much as possible.

## Speaking Formally

The general rules for effective speaking apply to all professional speaking. Whether the speech is used to present a marketing plan to the department or to give a speech to an audience of 500 people, the guidelines are the same. A good speech has a formal structure, or organization. It begins with an opening statement, which summarizes the topics to be covered. It ends with a concluding statement that reviews the main points. In between, four basic patterns can be used to structure the message.

### Enumeration

**Enumeration** is listing items in order. This strategy is often used when giving directions or explaining a process with steps. Use

## TEACH

### Discussion Starter

## USING YOUR VOICE AND NONVERBAL CUES

Ask students to consider the following scenario and share their answers to the corresponding questions in class: You are in charge of helping a candidate for public office improve his or her public speaking skills. What specific suggestions would you make regarding the modulation of tone or speed? What nonverbal cues would you recommend?

**Clarify** Bring a videotape of a speech, and point out the speaker's vocal strengths and use of nonverbal cues to enhance presentation. Consider announcements from the press and government.

## D Develop Concepts Independent Practice

**Speak Formally** Ask students to watch commercials on TV and pay attention to whether the ads use one of the four strategies of formal speaking: enumeration, generalization, cause and effect, compare and contrast. Have them share their findings in class, and discuss which techniques are most popular and most effective.

## PHOTO GUIDE

### • TELEPHONE SKILLS

**Discussion** Ask students if they ever receive marketing phone calls. Have them give general critiques about the calls they receive, noting the aspects of a bad or good sales call. Ask: Is there such thing as a good sales call?

**Caption Answer** An advantage of telephone communication is that parties can communicate instantaneously no matter where they are on the globe. Disadvantages include that the parties must be free at the same moment and that they lose many nonverbal cues.

**Follow Up** Ask students why telemarketing companies often have a high employee turnover rate.

## TEACH CONTINUED

## C Critical Thinking

**Demonstrate** Inform students that results of surveys and statistics can be twisted to give distorted views. Ask students to give examples of misleading statistics or generalizations.

S Skill Practice  
Independent Practice

**L1** Give students the following problem: If an audience of 500 students pays \$7.50 each to hear a speech, what is the gross income?

$$\$3,750; 500 \times \$7.50 = \$3,750$$

**L2** Give students the following problem: A campus events group has \$10,000 remaining in its annual budget. If it books three speakers at \$750 and two bands at \$1,500, how much money will remain?

$$\$4,750; \$10,000 - (\$750 \times 3) - (\$1,500 \times 2) = \$4,750$$

**L3** Tell students that a public speaker will be paid \$2,000 to give a commencement speech. Ask: If travel costs are \$109 for plane tickets each way, two nights in a \$149 hotel room, and \$30 for a rental car, how much profit will the speaker net?

$$\$1,454; \$2,000 - (\$109 \times 2) - (\$149 \times 2) - \$30 = \$1,454$$

**ELL** Have students translate the verbal problems into their own language first, and then into an equation.

signal words, such as *first*, *second*, *third*, or *next*, to help the listener. These signal words show the relationship between what you have already said and what you will say next.

## Generalization With Examples

Many speakers use generalizations to make a point. A **generalization** is a statement that is accepted as true by most people. Speakers support generalizations with evidence and examples; this creates confidence in the listener. For example, when you make

a general statement such as, "People agree that high definition television (HDTV) has great picture quality that is worth the added cost," you could support the claim with evidence such as, "In a Sony survey of customer preferences, 80 percent of the HDTV owners surveyed said picture clarity is worth the higher price." Using evidence to support your generalizations also helps your listeners remember the main points. Signal words, such as *for instance* and *for example*, will help get your point across.

## Case Study

## Talking About Price

Selling successfully requires persuasive, informative, and entertaining speech. You must keep the purpose of your communication in mind, and organize your presentation to serve that purpose. It is essential to read the customer's body language and listen carefully to his or her needs.

## The Five Ws and H

Prices for many goods and services are negotiable. A salesperson's communication skills are tested when it comes to negotiating price. Michelle Nichols, a well-known consultant on selling, reminds salespeople to remember the five Ws and H: who, what, when, where, why, and how.

- **Who** mentions price? Conventional wisdom is that the first person to mention price loses, but there are times when you have to break the ice. Practice different ways of broaching the topic.
- **What** is the price? Read your customer to decide at what price to begin negotiations. Start too high and he or she may lose interest. Too low, and you cut off potential profit.
- **When** is price mentioned? Mention price before the customer is interested and he or she may walk away. Too late, and you may find he or she cannot afford it. You will have wasted your time. If the customer asks, it is the right time to discuss it.
- **Where** to talk about it? Where a sale can be completed. If you are selling cars, for example, wait until you are back in the office.
- **Why** mention it? Clearly, if you do not, there can be no sale.
- **How** to talk about it? Lightly, even with humor. If the customer is spending a significant amount, it will not help you to make him or her feel heavy or unhappy about it.

S

## THINK STRATEGICALLY

Which of the five Ws and H is the most difficult and why?

## @ Online Action!

Go to the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com) to find a research project on sales communication skills.



## Case Study

## Talking About Price

**Discussion** Have students read the Case Study and discuss the five Ws and H. Ask: In the students' experiences, do salespeople seem to heed Nichols' advice when they sell clothes, DVDs, electronic devices, or other items?

## THINK STRATEGICALLY

**Answer:** Students should give reasons for their choice of which of the five Ws and H is the most difficult.

## @ Online Action!

For instructions, ideas, and answer guide, go to the Teacher Center at the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).



## TEACH CONTINUED

**Cause and Effect**

When you present an issue in terms of cause and effect, you attempt to demonstrate that one event or situation is the cause of another. For example, you can show how implementing your marketing plan will allow the client to meet a sales goal. This pattern can be used effectively to persuade the listener. Use signal words or phrases, such as *therefore*, *consequently*, and *as a result* to help the listener understand the **sequence**.

**W****Compare and Contrast**

Another pattern often used to persuade a listener is compare and contrast. In this pattern, new concepts are explained by showing how they are similar to or unlike those listeners already know. This approach is particularly useful when working in cross-cultural situations. Signal words or phrases such as *similarly*, *however*, *nevertheless*, and *on the other hand*, help to make the differences and similarities clear.

**Speaking on the Telephone**

In most telephone conversations, your listener cannot see you, so you cannot rely on facial expressions and body language to help get your message across. The message is communicated solely by voice, so a pleasant voice is very important.

Whether answering or initiating the call, greet the other person in a cheerful but formal way. For example, you might say, "Customer Relations, this is Maria. How may I help you?" This greeting signals to the caller that he or she has reached the right number. Use a pleasant tone, enunciate clearly, and speak directly into the mouthpiece. Speak loudly enough for the other person to hear, but do not shout. Be courteous and respectful, and never interrupt when the other person is speaking.

**D**

It is also necessary that you convey all the necessary information. It may be a good idea to write down key points before a phone call. Telephone customer service representatives and telemarketers use scripts.

Be prepared to take a message. Note the time of the call, the caller's name and message,

and the return phone number. Repeat the telephone number to the caller to make sure it is correct. Most companies make use of voice mail so that callers may leave a message when the person is unavailable.

**Writing**

Much business and marketing communication is in written form. A written message is necessary when there is a large volume of material and presenting it verbally would be impractical. Writing is also necessary when a permanent record of the communication is required. For instance, legal documents, manuals describing company policy, and letters confirming the terms of a deal are all written.

Writing takes more time and thought than a conversation. One advantage of writing a message rather than speaking it is that there is more time to organize the message. There are different forms of business writing—e-mail, letters, reports—each with specific uses and conventions. Marketing writing takes many forms, including print ads, scripts, and packaging.

**Basic Considerations in Writing****R**

As with listening, reading, and speaking, it is important when writing to know the precise reason for the message. The three basic considerations in writing are:

- 1. Know your audience** Before you begin writing, think about who will receive your message. What do you know about them? Do they have the same experiences as you? Why will they read your message? What do they know about the subject? Answering these questions will help you to write a meaningful message.
- 2. Know your purpose** Why are you writing? Most of your marketing writing is done to inform, confirm, inquire, answer, or persuade. Marketing messages are often written to persuade. Some messages, of course, combine two or more of these purposes.
- 3. Know your subject** To write effective messages, you need in-depth knowledge and you must know how to relate what

**W Writing Support**  
**Guided Practice**

**Understand Audiences** Have students create a list of television shows. They should mix variety, news, comedies, sports, and other programming. Then ask students to list which of the purposes of speech each program has: to inform, to persuade, or to entertain. Does the class agree? Can there be a mixture? Instruct speakers to think about the purpose of speech on a daily basis.

**D Develop Concepts**  
**Independent Practice**

**Speaking on the Telephone** Inform students that talking on a cell phone while driving a car is illegal in many cities. Have students research the technological options for hands-free conversation and compile a list of devices with their prices and features. Ask: which devices do they recommend, and why?

**R Reading Strategy**

**Basic Considerations in Writing** Ask students to think of three potential audiences for written communication. (For example, letter of recommendation to a colleague's potential employer, an article for an academic journal, or an e-mail to a friend.) Have them explain how the tone, references, and style of writing would be adjusted for each audience.

**Demonstrate** Choose a well-known and well-documented public figure such as Martin Luther King, Jr. or Winston Churchill, and compare his or her published personal letters to his or her public speeches. You might also use contemporary public figures and compare comments made during informal interviews with written essays or speeches.

**Extended Activity****Practice Communication**

Assign the following roles to students: a businessperson talking to potential client and a businessperson talking to a customer who owes money; a musician talking between songs during a concert and a musician talking to her lawyer; an athlete talking to opponents during a game and an athlete talking to coach during practice. Have student pairs volunteer to act out these role plays in class. Have the class suggest which of the situations in these role plays might benefit from a written component.

## TEACH CONTINUED

**D** Develop Concepts  
Guided Practice

**Developing a Writing Style** Inform students that different businesses will have different writing styles. For example, a financial services business' press release will have a very different tone than a record company's announcement about a new CD. Ask students why they think the tones would be different.

**Different tones appeal to different audiences.**

**Demonstrate** Bring in a tabloid and a financial magazine to show the class. Compare headlines, lead sentences, and tone.

**Clarify** While some businesses will be more casual in their writing than others, it should be reinforced that proper grammar and spelling are important in all situations.

**W** Writing Support  
Independent Practice

**Writing to Persuade** Ask students to investigate the Web sites of nonprofit organizations such as Greenpeace, The Red Cross, or Save the Manatees. Ask: How does the writing on these sites persuade those who view the site to become involved? What techniques are used? Have students share their findings in class.

## MARKET TECH

**Push-to-Talk Marketing**

Following the popularity of push-to-talk buttons on cell phones, another push-to-talk technology is in use in marketing.

Technology company eStara offers VoIP (Voice over Internet Protocol) service, allowing users to respond verbally to printed communication. A customer can click on a button on a Web page and initiate a live conversation using his or her Internet connection.

**On-Demand Live Service**

Another option is for the user to key in his or her phone number and click the same button to receive a call back from a customer service employee. The technology is gaining popularity with marketers who can no longer make unsolicited calls to consumers as a result of legislation restricting telemarketing.

**Testing Banner Ads**

The VoIP service also allows advertisers to test the effectiveness of Web banner ads, based on how many calls they generate. In one survey of customers using the technology to buy something online, 25 percent said they would have quit the transaction if they had not had the push-to-talk option.

## THINK LIKE A MARKETER

**Why is it a plus for marketers to be able to move from a written communication such as Web advertising or e-mail to an actual conversation?**

**@ Online Action!**

Go to the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com) to find a project on VoIP technology.

you know to what the customer wants to know. You may be well educated on certain subjects, but almost every new assignment will require further research.

**Developing a Writing Style**

Writing style differs from industry to industry. The executives of a company generally establish the company's writing style, which usually includes guidelines on when to use formal and informal communication. As you read company letters, official e-mail, memos, and reports, you will gain a feel for how the firm wishes to present itself to clients.

In business writing, it is generally best to use a direct yet respectful conversational style. Whether writing to inquire, inform, or persuade, your writing should be crisp, clear, and easy to read. Be professional in tone, but do not use big words to impress others. Use a word processing program with spelling and grammar checkers to eliminate common errors. Always review your writing one final time to ensure that all errors are corrected. If you have a tendency to overlook minor mistakes, ask a colleague to proofread your work.

Personalize your message by using the name of the person who will receive it. The receiver will have a warmer feeling toward you if you do. When writing to someone outside your company, be formal until you have permission to be more informal and personal in your writing.

You may want to use jargon in your messages to people in your professional field. However, when writing to a mixed audience, it is best to avoid jargon. If jargon is necessary, clearly define any technical words.

**Use Language Effectively**

Pay attention to the words and phrases used by your clients, vendors, and associates. If they are different from the ones you generally use, translate your ideas and feelings into language that makes sense to them. Using the words and phrases familiar to your audience in your communications can be a powerful persuasive technique.

## MARKET TECH

**Push-to-Talk Marketing**

**Discussion** After students read Market Tech, lead a discussion about why it might be better to have customers initiate conversations with marketers rather than have marketers initiate conversations with customers.

## THINK LIKE A MARKETER

**Answer:** Verbal communication is more persuasive than written communication because it is generally easier to listen than read. Also, if the verbal communication is in person or over the telephone, a speaker can listen to feedback and adjust his or her presentation.

**@ Online Action!**

For instructions, ideas, and answer guide, go to the Teacher Center at the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).

**Organize Your Thoughts**

Construct your persuasive message in three parts: an opening paragraph, a persuasive body, and a concluding paragraph. In the opening paragraph, grab your readers' attention. State clearly why you are writing and involve them in some way, perhaps addressing them as *you* if appropriate.

Begin each body paragraph with a topic sentence. Follow with three to five sentences in which you develop a single point. Use connectives, such as *therefore* and *so you see*. Ethical writing requires honesty, so be sure to acknowledge any significant point of view that may differ from your own. There is nothing wrong with presenting evidence showing that your view is more likely to result in the desired outcome. If you can, quote a recognized expert or survey to add support for your case. Try to create a vivid image to help your reader see your point of view.

Your concluding paragraph should be positive and interesting and should strongly support the message outlined in your introduction. Restate the points made in the body, citing the evidence in support of each point. Emphasize the overall reason your position, product, or service is worth considering. Finally, state exactly what action should be taken next to achieve the mutually acceptable outcome.

**Forms of Written Communication**

Most business writing is in the form of letters, e-mail, memos, and reports. Each of these formats follows its own very specific rules of style and format.

**S****Letters**

Communication with people outside the company is usually done with business letters or e-mail. Letters are the more formal of the two. They are used for purposes such as official announcements, thank yous, and confirmations of business transactions. In direct-mail marketing, targeted letters are often written addressing the needs or interests of specific groups.

**D****E-Mail**

E-mail has become the method of choice for fast, informal communication with those

glencoe.com

**A MATTER OF ETHICS****Misleading Quotes**

Film advertisements often feature brief quotes attributed to reviewers. Sometimes the quotes are taken out of context to put a positive spin on the original review. For example, a well-known reviewer criticizes a movie, saying, "This movie had the potential to be extremely dramatic and heartfelt, but it fell short." The following week, an advertisement in the newspaper for the movie reads, "...dramatic and heartfelt..." and credits that reviewer.

**Truth Be Told**

A friend asks you to see the movie. You saw the negative review on television and decline. Your friend thinks you misunderstood the review. The advertisement is accurate, but misleading. The reviewer did state those words, but they were used out of context.

**THINKING ETHICALLY**

Should an advertiser assume an ethical responsibility to accurately portray the original meaning of a reviewer's words? Can a reviewer protect his or her words from being taken out of context?

**@ Online Action!**

Go to the *Marketing Essentials OLC* through [glencoe.com](http://glencoe.com) to find a project on communication and ethics.

inside and outside the company. Marketers often use e-mail for informal contacts between the firm and the client. E-mail has the advantage of speed over other forms of written communication. With e-mail, documents can be attached to, or sent along with, the message.

**S Skill Practice**  
**Independent Practice****Forms of Written Communication**

**L1** Ask students to explain why e-mail has become the method of choice for fast, informal communication in the business world.

Answers will vary, but may include that e-mail is received almost instantaneously, saves postage costs, can be sent at any hour, and is easily kept on record.

**L2** Have students explain why letters are still the favored format for official announcements, "thank yous", and confirmations of business transactions.

Answers will vary, but may include the more formal feel of paper communication and the feeling of permanency that e-mails do not have. Letters are also more secure.

**L3** Ask students to discuss potential drawbacks of e-mail.

Answers may include accidental erasure, easy forwarding, easy inclusion of errors, occasional corruption, accidental deletion, and security issues.

**D Develop Concepts**

**E-mail Policies** Ask students to research why many companies have strict e-mail policies. Encourage students to identify the reasons for these common rules:

- Save only essential e-mail.  
E-mail can quickly build up and take up hard drive space.
- Do not forward e-mail without the sender's expressed permission.  
Personal messages may not be meant for others.
- Seek permission and use extreme care when forwarding confidential e-mails.  
Company messages are often not meant for outside release.

**A MATTER OF ETHICS****Misleading Quotes**

**Discussion** Lead a discussion on the topic by asking whether people consider the effect of their work on others. Ask students how this consideration relates to ethics.

**THINKING ETHICALLY** Answer: Students may suggest that the film advertiser should have the misleading ad removed or corrected; or that the reviewer should contact the advertiser to counteract the misleading ad; or possibly write a new article explaining the ads' deception.

**@ Online Action!** For instruction, ideas, and answer guide, go to the Teacher Center at the *Marketing Essentials OLC* through [glencoe.com](http://glencoe.com).

**Follow Up** Divide students into two groups and have them debate whether the advertiser should be legally reprimanded in any way for the misleading ad.



## SECTION 8.2

# ASSESS

### CONCEPTS

Ask students to describe the four basic patterns for formal speeches and give examples of each.

Answers should include definitions and examples of enumeration, generalization with examples, cause and effect, and compare and contrast.

### KEY TERMS

Have students review key terms and write a sentence for each using them in context.

# RETEACH

### INDEPENDENT REVIEW

**L1** Assign and review Chapter 8 activities in the Student Activity Workbook.

**L2** Assign and review Chapter 8 activities in the Marketing Math Workbook.

**L3** Assign and Review Chapter 8 activities in the *BusinessWeek* Reader with Case Studies.

# ASSESS

### AFTER YOU READ

Have Students complete the Section 8.2 After You Read section review.

### ONLINE STUDY TOOLS

Have students go to the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com) for the Section 8.2 practice test.

While e-mail norms differ from company to company, a typical interoffice e-mail contains the following:

- An informative subject title
- A traditional (not personal) greeting
- A concise, clearly stated body
- A statement regarding the type of response needed
- A formal closing and signature (for the signature, type your name, company, address, phone and fax number, and e-mail address)

Although e-mail has a reputation for speed and informality, it is important to remember that, like all written communication, it leaves a permanent record. Business e-mails are official documents. They are the property of the company or firm.

Many companies now have strict e-mail policies. The following rules are found in most e-mail policies:

- Save only essential e-mail.
- Do not forward e-mail without the sender's express permission.
- Seek permission and then use extreme care when forwarding confidential e-mails.
- Use only copyrighted materials that you have permission, or have paid, to use.

When writing business e-mail, follow the guidelines for business writing described above. Compose your messages carefully. Use conventional business language and style. Use the company computer only for business communication, not for private messages.

### Memos

A memorandum, or memo, is a written message to someone in the company. It is usually brief and covers only one subject. Most memos are written in a simple format that has a standard set of headings. The standard headings include the sender's and receiver's names, the date, the subject, and a message in paragraph form. In many businesses, e-mail has taken the place of memos.

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### Business Reports

Business reports usually cover lengthy topics, such as yearly sales, survey results, or problems that need attention. Some, called in-house reports, are meant to be read only by company employees. Others, such as reports to stockholders, are written for a wider audience and are more formal. An in-house report can be written by a company department to let management know the results of a project, or a report might move from one department to another. For example, the sales department may produce a report to tell the design department how customers like a product. Several people may give input to produce the report, but one person is usually responsible for writing the final document.

Many of the techniques used in preparing a speech are also appropriate in preparing a report. Enumeration, generalization with example, cause and effect, and compare and contrast are patterns of organization that work well for reports. A simple report can be brief, perhaps as short as one page. Complex reports include more data and may use a variety of charts and graphs.

### Company Publications

Many companies produce internal publications for their employees. These might be newsletters or employee handbooks that outline policies and procedures. Some companies produce external publications, such as promotional brochures about the company or individual products. A communications department usually writes internal publications, while a marketing department writes external publications.

### Meetings and Parliamentary Procedure

Parliamentary procedure is a structure for holding group meetings (such as DECA's) and making decisions. Parliamentary procedure favors the opinion of the majority of a group, but the viewpoint of the minority is not overlooked. Parliamentary procedure has a very specific structure.



### Extended Activity

#### Meetings and Parliamentary Procedure

Ask students if they perceive parliamentary procedure to be an awkward structure that might actually get in the way of communication rather than streamlining or enabling communication. Have them develop variations on the rules or make new rules for running meetings. Ask students to make guidelines for their systems and share them with the class. Encourage them to try using their systems at campus organization meetings.

## CLOSE

## CULMINATING ACTIVITIES

1. Form students into small groups. Assign each group simple statements such as “people should eat more fruit” or “pets are good” or approve any statements that students propose. Give the groups 10 to 15 minutes to create an oral presentation using one or more of the patterns of formal speech. Have groups give their presentations to the class, which should identify the patterns used and rate their effectiveness.

2. Ask students to recall and list answers to the following questions:

- What is the four-step plan for training?  
1.) Explain the task that is to be performed. 2.) Demonstrate how to perform the task. 3.) Let the trainee try doing the task. 4.) Provide a critique that explains what he or she did correctly.
- What are the common company policies regarding e-mail?  
Save only essential e-mail, do not forward e-mail without the sender's permission, seek permission and then use extreme care when forwarding confidential e-mails, use only copyrighted materials that you have permission, or have paid, to use.

**NCLB** Activity correlated to Mathematics and Social Studies Standards

## A Quorum

A quorum is a proportion of the membership needed to conduct official business. It may be a set number of members, like 20, or a percentage of members, like 51 percent.

## Order of Business

The meeting follows a standard order of business, which is called an agenda. The standard format for a meeting is as follows

1. **Call to order** This statement alerts all members that the meeting is beginning and that they should be quiet.
2. **Minutes of the meeting** The secretary reads the minutes, which are a written record that outlines the decisions made at the last meeting.
3. **Treasurer's report** The treasurer reports the money that the organization received

since the last meeting and the money it spent, as well as the current balance.

4. **Committee reports** Each committee presents a report to let the entire membership know what they have done and what they plan to do.
5. **Old business** Any issues that were discussed but were not decided on become old business.
6. **New business** New ideas are brought up at the end of the meeting.
7. **Adjournment** This is the official end of the meeting. The secretary records the time of adjournment in the minutes.

## The Motion

After being allowed to speak by the chairperson, one member makes a motion, or a proposal. Another member must second the motion. A period of discussion follows.

## 8.2 AFTER YOU READ

## Key Terms and Concepts

1. Name the three most common purposes for speaking, and give an example of how each can be applied in a business situation.
2. What are three basic considerations in writing an effective message?
3. What is the difference between persuading and influencing?

## Academic Skills

## Math

4. Communication on the Internet travels at the speed of light—186,000 miles per second. The Earth is approximately 8,000 miles in diameter. How long would it take an e-mail to circle the Earth one time? Round your answer to the nearest one-thousandth of a second.

## Social Studies/Civics

5. Identify a political issue that is being debated at the local, state, or national level. Write a letter to persuade your government representative to vote for or against the issue. Construct your letter using the three parts outlined in your text.

**CONCEPT** Measurement: Process

Apply appropriate techniques, tools, and formulas to determine measurements.

1. To solve this problem, multiply the diameter of the earth by  $\pi$  (3.14), to determine the circumference in miles.
2. Divide the circumference by the speed of light to determine the time it would take for an e-mail to circle the Earth.

**Math** For help, go to the Math Appendix located at the back of this book.

## @ Online Action!

Check your answers at the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).

[glencoe.com](http://glencoe.com)



## 8.2 AFTER YOU READ

## Key Terms and Concepts

1. Three common purposes are to inform, to persuade, to entertain. Examples will vary.
2. Three basic considerations in writing an effective message are know your reader, know your purpose, and know your subject.

3. Persuading is the process of getting others to do what you want them to do. Influencing is getting others to consider your message as they make a decision.

## Academic Skills

4.  $\pi \times 8,000 \div 186,000 = 0.315$  seconds
5. All letters should include the situation, body, and closing.

## @ Online Action!

Find answers at the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).

## CAREERS IN MARKETING

### Lifelong Learning

#### CAREER INFORMATION

Have students go to the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com) and find the Chapter 8 Careers page and click on the link for the American Marketing Association's Careers Strategies and Tips. Ask students to select one article, read it, and summarize it in three short paragraphs.

#### COMMUNICATION SKILLS

Speech, debate, and drama groups or classes can allow students and others to experience the range of emotions public speaking can elicit and can teach different speaking techniques, such as elocution. Many find that this practice leads to increased comfort when they are speaking in front of a group.

### Primary Source

Ask students to go to the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com) and find Chapter 8 Resources. Ask them to click on the link for the American Marketing Association's marketing dictionary and find and read the definitions of the communications-related terms they find.

#### THINKING CRITICALLY

Students might suggest that respect for others and the ability to communicate with and satisfy the needs of many different types of clients requires diplomacy.

#### @ Online Action!

For instructions, ideas, and answer guide, go to the Teacher Center at the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).

## CAREERS IN MARKETING



**MARIAN DOUGLAS PEARCE, APR, CCC**  
**ACCOUNT EXECUTIVE**  
**SEMAPHORE, INC.**

#### ? What do you do at work?

I spend a considerable amount of my time talking to clients on the phone, in meetings, or via e-mail. After determining their needs, I develop a marketing plan to achieve their goals and objectives. I collaborate with the creative team (an art director and copywriter) to develop the product (ad,

billboard, etc.) that best suits their needs. I also am responsible for creating project and annual marketing budgets and account administration tasks such as billing, filing, and supplier coordination.

#### ? What skills are most important to you?

Time management skills, organization, and diplomacy. If I were not organized, I could not keep up with all the projects we have in the agency at one time. An account executive must be diplomatic when it comes to giving the clients what they want but giving them what they need to accomplish their goals. I recommend learning the basics of all integrated marketing communications. I received my undergraduate degree in advertising and public relations management and minored in marketing. Training in business administration basics such as accounting will help you understand the budgeting and billing processes that are a daily part of an account executive's routine. And training in presentation skills is a must.

#### ? What is your key to success?

I treat my clients the way that I would like to be treated. I respect them and their ideas because they intrinsically know their business better than I can ever know.

#### Aptitudes, Abilities, and Skills

Organization, strong interpersonal skills, diplomacy, the ability to manage and wisely use resources

#### Academics and Education

**Courses** accounting, communication, general business  
**Degrees** BA or graduate degree

#### Career Path

Account executives can be recruited from within a company. As an entry-level sales position, account executive jobs are usually paid on a commission-only basis. Established account executives are often in high demand.

#### Career Outlook

Growth to increase faster than the average for the next ten years

Source: *Occupational Outlook Handbook*

#### THINKING CRITICALLY

Why is diplomacy such an important skill in this career?

#### @ Online Action!

Go to the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com) to find a career-related activity.

### Test-Taking Strategies

Encourage students to read test questions carefully before writing an answer to be sure that they understand the intent. Determining exactly what the test-giver wants to assess will increase students' chance of giving the right answer. Point out to students that strategies for being a good listener can also be helpful in test taking. For example, identifying the purpose of a question can help you understand what the test-giver is looking for.



FOCUS on KEY POINTS

SECTION 8.1

- The global economy has brought new pressures on companies to communicate with customers and vendors around the world. Overcoming cultural barriers to listening with understanding is now more important than ever.
- As the volume of information to be absorbed increases, reading for meaning—the ability to differentiate what is important from what is not—is becoming an important business skill.

SECTION 8.2

- Nearly everyone in marketing uses a calculator, and there are two basic types. The most commonly used calculator uses the algebraic entry system. The other type uses the reverse-entry system.
- Persuasion is used to convince others of the value or importance of an idea or thing—an essential skill in marketing. The simplest and often most effective way to persuade others is to learn their needs and propose a way to fulfill them.

REVIEW VOCABULARY

1. On a sheet of paper, use each of these key terms and academic vocabulary words in a written sentence.

**Key Terms**

- communication (p. 178)
- channels/media (p. 179)
- feedback (p. 179)
- barriers (p. 179)
- setting (p. 179)
- distractions (p. 182)

- emotional barriers (p. 182)
- jargon (p. 183)
- persuade (p. 185)
- enumeration (p. 185)
- generalization (p. 186)

**Academic Vocabulary**

- process (p. 178)
- respond (p. 180)
- enhance (p. 185)
- sequence (p. 187)

REVIEW FACTS and IDEAS

2. List three examples of barriers to listening. (8.1)
3. Explain three ways to improve listening skills. (8.1)
4. Why is it important for businesspeople to be aware of cultural differences? (8.1)
5. What five techniques will help you read for understanding? (8.1)
6. List three professional telephone skills. (8.2)
7. Explain the different uses of letters, e-mail, memos, and reports. (8.2)
8. What are the three basic considerations in business writing? (8.2)
9. Describe a method of organizing and presenting your ideas. (8.2)
10. What are benefits of face-to-face meetings? (8.2)
11. Describe a generalization. (8.2)

FOCUS on KEY POINTS

Ask students to read the summaries aloud and have volunteers restate each point in their own words in class.

REVIEW VOCABULARY

See the Glossary at the back of this book for definitions of Key Terms. Academic Vocabulary definitions are on the book's OLC.

1. A sample answers might read:  
**Key Terms** *Communication* is the process of exchanging messages between a sender and a receiver.  
**Academic Vocabulary** *Process* is a continuous operation.

REVIEW FACTS and IDEAS

2. Distractions, emotional blocks, and planning a response
3. Include three of the following: Identify the purpose, look for a plan, give feedback, search for a common interest, evaluate the message, listen for more than verbal content, listen for a conclusion and take notes.
4. Businesspeople need to be aware of cultural differences to ensure good communication.
5. The techniques to help you read for understanding are focusing your mind, forming pictures, and improving your vocabulary.
6. Answers may include three of the following: a cheerful but formal greeting indicating the caller has reached the right number, a pleasant tone, clear enunciation, careful listening, and accurate message taking.
7. Letters are used to communicate with people outside the company. E-mail is the method of choice for fast, informal communication to people inside or outside the company. Memos are usually brief, cover only one subject, and are sent within a company. Business reports cover lengthy topics such as yearly sales, survey reports, or problems.
8. The three basic considerations are know your reader, know your purpose, and know your subject.
9. Possible answers include: Formal speaking, in which the speaker uses enumeration, generalization, cause and effect, or compare and contrast to persuade; an e-mail message, including a greeting, one or more paragraphs explaining the point, outlining the response, and a formal closing; or a letter with an opening paragraph, a persuasive body, and a concluding paragraph.
10. Nonverbal cues like body language and eye contact will enhance verbal communication.
11. A generalization is a statement that is accepted as true by most people.

## BUILD REAL-WORLD SKILLS

### 12. Workplace Skills

Presentations should include specific examples of how body language, tone, and mannerisms affect communication.

### 13. Technology Applications

E-mails should include saving only essential e-mail, not forwarding e-mail without the sender's permission, seeking permission and then using extreme care when forwarding confidential e-mails, and using only copyrighted materials that you have permission, or have paid, to use.

## BUILD ACADEMIC SKILLS

### 14. Math Practice

It will cost \$1,040;  $\$200 + \$150 + (\$15 \times 46) = \$1,040$

### 15. English Language Arts

Students should list the proper use of a phone and some understanding of their purpose and audience.

## DEVELOP CRITICAL THINKING

### 16. Following Directions

Students should realize that being a better listener can help one accomplish tasks more accurately.

## APPLY CONCEPTS

### 17. Prepare a Business Letter

Business letters should be polite, well-organized, and have proper spelling and grammar.

## BUILD REAL-WORLD SKILLS

### 12. Workplace Skills

**Public Speaking** Using presentation software or visual aids, prepare a five-to-ten-minute presentation on how body language, tone, and mannerisms affect communication.

### 13. Technology Applications

**Writing Effective E-Mails** Imagine that employees at your work have been using company e-mail to send personal or social messages.

Use an e-mail or word processing program to compose an e-mail memo that instructs employees on the appropriate use of interoffice e-mail.

## BUILD ACADEMIC SKILLS

### 14. Math Practice

**Determine Costs** You have been asked to make the arrangements for a conference meeting for your company. A local conference center charges \$150 to rent a room for a half day and \$200 for a full day. They charge \$15 per person for each lunch served and \$30 per person for each dinner served. How much will it cost to rent the facility for one and one-half days and to provide lunch for 46 conference attendees on the first day?

**CONCEPT Problem Solving: Multi-Step Problems** When a word problem involves multiple steps and is confusing, outline the information you know before you solve.

**Math** For help, go to the Math Appendix located at the back of this book.

### 15. English Language Arts

**Speaking** Work with a partner to demonstrate proper use of a telephone call to solicit a contribution for a club to which you belong. For example, imagine that you belong to a Big Brothers and Sisters club, and you are raising money to take some children to a play or the circus. Write a script for the call, practice with your partner, and present your call to the class. Ask your classmates to evaluate the effectiveness of your telephone technique.

## DEVELOP CRITICAL THINKING

### 16. Following Directions

Describe a situation in which you have had to follow directions to complete a task. Explain how you listened to the instructions (or read them) and how you made sure to follow each step.

List three ways improving your listening skills could help you accomplish tasks at school or at work?

## APPLY CONCEPTS

### 17. Prepare a Business Letter

Your high school debate team is having a raffle. The money will be used to send your team to national debate tournaments.

**Activity** Use a word processing program to write a business letter from your high school debate club to local business owners soliciting donations for your annual raffle.



## Formative Assessment

Formative assessment is an essential component of classroom work. This type of assessment provides information that is then used as feedback to modify teaching and meet student needs.

**L1** Have students write or demonstrate the patterns used to organize a formal speech.

**L2** Ask students to state the difference between persuading and influencing someone, and then give an example.

**L3** Have students write a memo about the proper use of phones on the job.



## Reteach

If the results of this formative assessment seem low, consider the following activity:

Read each of the key terms aloud. Have students define the key terms and use them in a sentence. Clear up any confusion students may have.

NET SAVVY

18. The Internet and Government

Do an Internet search to discover what the U.S. government is doing to fight spam, or unwanted e-mail, on the Internet. Write a brief report on your findings. Then use the Web to find the e-mail addresses of the senators from your state. Send them an e-mail expressing your view on the issue.

STANDARDIZED TEST PRACTICE

- Directions** Choose the letter of the best answer. Write the letter for the answer on a separate piece of paper.

A lecture hall rents for \$280 in Tempe, Arizona. In New York City a room the same size rents for 125 percent of that price. What does the room cost in NYC?

A \$125  
B \$305  
C \$350  
D \$405
- Directions** Choose either True or False as the answer. Write the letter for the answer on a separate piece of paper.

A generalization is a statement that is accepted as true by most people.

T  
F

Test-Taking Tip

You can improve your score on multiple-choice items if you think critically. For example, cover the options, read the stem, and try to answer it. Then, select the option that most closely matches your answer.

THE DECA CONNECTION

Role Play Assistant Store Manager

**Situation** Assume the role of assistant manager of a large craft store that carries a wide selection of craft items and offers lessons in several craft areas. Customers often phone the store to inquire about a particular item or to check the lessons schedule. The store manager (judge) has hired several new employees. The store manager (judge) has received customer complaints related to misdirected phone calls and curt or indifferent responses to questions.

**Activity** The store manager (judge) has asked you to prepare a training session on business telephone usage to present at the next staff meeting. You are to prepare an outline of your training plan and review it with the store manager (judge) before the meeting.

**Evaluation** You will be evaluated on how well you meet the following performance indicators:

- Handle telephone calls in a businesslike manner.
- Orient new employees.
- Explain the nature of effective verbal communications.
- Conduct a staff meeting.
- Handle customer/client complaints.



Online Action!

For more information and DECA Prep practice, go to the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).

NET SAVVY

18. The Internet and Government

Findings and e-mails regarding spam might include the following elements: an informative subject title; a traditional (not personal) greeting; a concise, clearly stated body; a statement regarding the type of response needed, and a formal closing and signature.

STANDARDIZED TEST PRACTICE

ANSWERS

1. C 2. T

TEST-TAKING TIPS

When your students have a standardized test coming up, these last-minute tips and strategies will help students relax and do their best.

**Test Format** Help your students become familiar with the format of the specific test they are going to take by practicing with test items that imitate the actual test items.

**Test Timing** Have your students take one or more timed practice tests so that they become comfortable with the test format.

MINI-QUIZ

Read these sentences to the students and have them volunteer the missing word(s).

- The substance of any communication is the \_\_\_\_\_. (*message*)
- In job-related reading, you may come across \_\_\_\_\_, specialized vocabulary used by members of a particular group. (*jargon*)
- A \_\_\_\_\_ is a proportion of a business's membership needed to conduct official business. (*quorum*)

For an expanded chapter quiz, go to Chapter 8 in the *TeacherWorks™ Plus DVD* and to Chapter 8 in the *ExamView® Assessment Suite*.

THE DECA CONNECTION

The students should be evaluated on the performance indicators noted in the role play. For another DECA role play, go to the *Competitive Events Workbook* or the *Student Activity Workbook*, or go to the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).

**Online Action!** For instructions, ideas, and answer guide, go to the Teacher Center at the *Marketing Essentials* OLC through [glencoe.com](http://glencoe.com).

DECA Advisors Corner

To make your fundraising projects more meaningful to your students, give them a personal incentive: Establish individual DECA accounts for each chapter member. Funds earned into that student's account should be used for chapter activities. Funds can cover part of the cost of a conference or field trip.