

Cambridge University Press
978-1-107-65662-8 - Communication Skills for Business Professionals
Phillip Cenere, Robert Gill, Celeste Lawson and Michael Lewis
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COMMUNICATION SKILLS FOR BUSINESS PROFESSIONALS

PHILLIP CENERE, ROBERT GILL,
CELESTE LAWSON AND MICHAEL LEWIS

Communication Skills for Business Professionals is a student-friendly introduction to the principles and practice of effective communication in the workplace. Engagingly written and full of real-life examples, it explains the key theories underpinning communication strategies and encourages students to consider how to apply them in a contemporary business environment.

Every chapter features:

- learning objectives
- an opening case study or scenario to set the scene and highlight real-world challenges and implications
- 'Pause and reflect' and 'Communication in practice' boxed features
- an advanced section to extend students' knowledge
- key terms defined in the margins for easy reference
- review questions and applied activities – ideal for use in tutorials.

After working through foundation topics such as understanding the audience, persuasion and influence, negotiation and conflict management, and intercultural complexities, students will explore the various modes and contexts of workplace communication including meetings, oral communication, written reports and correspondence. The text incorporates discussion of new digital technologies such as virtual real-time communication, and dedicates an entire chapter to the specific considerations involved in writing for the web.

With its emphasis on Australian contexts and examples, *Communication Skills for Business Professionals* is an excellent introduction to the world of professional communication.

Additional resources for instructors can be found on this book's companion website at www.cambridge.edu.au/academic/communicationskills.

Phillip Cenere is Associate Dean of the School of Business and Senior Lecturer at The University of Notre Dame Australia, Sydney.

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[More information](#)



Contents in brief

Preface
About the authors
About the contributors
Acknowledgements
How to use this textbook
Guide to companion website

PART 1	UNDERSTANDING COMMUNICATION
Chapter 1	Introduction: communication in organisations
Chapter 2	Organisations: structure and culture
Chapter 3	Communication as a process
Chapter 4	Understanding the audience
Chapter 5	Persuasion and influence
Chapter 6	Negotiation and conflict management
Chapter 7	Working in groups
Chapter 8	Intercultural communication

PART 2	COMMUNICATING IN ORGANISATIONS
Chapter 9	Communicating as business professionals
Chapter 10	Research and channel selection
Chapter 11	Reports and proposals
Chapter 12	Correspondence: letters, memos, emails
Chapter 13	Writing for the web
Chapter 14	Oral presentations
Chapter 15	Meetings
	Glossary
	Index

Contents

Preface	xiii
About the authors	xv
About the contributors	xvii
Acknowledgements	xix
How to use this textbook	xx
Guide to companion website	xxii
PART 1 UNDERSTANDING COMMUNICATION	
Chapter 1 Introduction: communication in organisations	2
Learning objectives	2
Introduction	2
The importance of communication in organisations	6
Communication is about empowerment	8
Employer expectations	9
Employer perceptions	12
Studying business communication skills	14
Chapter summary	21
Key terms	21
Review questions	21
Tutorial guide	22
Further reading	22
References	23
Chapter 2 Organisations: structure and culture	24
Learning objectives	24
Introduction	24
Definition of an organisation	25
Organisational structures	27
Formal organisations	30
Informal organisations	34
Summary of organisational structures	37
Organisational communication	37
Organisational culture	38
Advanced section	43
Chapter summary	46



Contents

Key terms	46
Review questions	47
Tutorial guide	47
Further reading	48
References	49
Chapter 3 Communication as a process	50
Learning objectives	50
Introduction	50
Defining communication	51
Process of communication	52
Purpose/goal of communication	64
Communication competence revisited	65
Advanced section	67
Chapter summary	77
Key terms	78
Review questions	78
Tutorial guide	79
Further reading	81
References	81
Chapter 4 Understanding the audience	83
Learning objectives	83
Introduction	83
Audiences and business communication	85
Linking audience and message	91
The impact of role performance on communication	93
Advanced section	98
Chapter summary	102
Key terms	102
Review questions	102
Tutorial guide	103
Further reading	103
References	104
Chapter 5 Persuasion and influence	105
Learning objectives	105
Introduction	105
Case scenarios	106
Communicating to persuade	106
Defining persuasion	108
Persuasion versus coercion	112
Techniques for professional persuasion	113
Influence and persuasion	117





Contents

Persuasion and ethics	118
Advanced section	120
Chapter summary	122
Key terms	122
Review questions	122
Tutorial guide	123
Further reading	123
References	124
Chapter 6 Negotiation and conflict management	125
Learning objectives	125
Introduction	125
Definition of conflict	128
The characteristics of conflict	129
Types of conflict	130
Causes of conflict in the workplace	131
Responses to, and how we handle, conflict	134
Conflict management	135
Influence, persuasion and negotiation in conflict	136
Negotiation approaches	137
Advanced section	143
Chapter summary	146
Key terms	146
Review questions	146
Tutorial guide	147
Further reading	147
References	148
Chapter 7 Working in groups	150
Learning objectives	150
Introduction	150
Why groups exist	152
Two options for group structure	153
The role of the team leader	154
Critical success factors in team activities	156
Team dynamics and life cycle – project teams	158
Team dynamics – continuing teams	162
One-to-one relationships in a team setting	163
Advanced section	166
Chapter summary	167
Key terms	167



Contents

Review questions	167
Tutorial guide	168
Further reading	168
References	168
Chapter 8 Intercultural communication	170
Learning objectives	170
Introduction	170
Defining culture	171
Theories of cross-cultural dimensions	177
Barriers and possibilities for intercultural communication	182
Opportunities for intercultural communication	185
Practical tips for effective intercultural communication	188
Advanced section	190
Chapter summary	192
Key terms	192
Review questions	192
Tutorial guide	193
Further reading	194
References	194
PART 2 COMMUNICATING IN ORGANISATIONS	
Chapter 9 Communicating as business professionals	198
Learning objectives	198
Introduction	198
Communicating for objectives	200
Win-win communication in business	200
The professional communication process	202
Intrapersonal communication	202
Interpersonal communication	203
Interpersonal attribution	205
Impression management	206
Emotional intelligence	207
Listening	210
Assertiveness	212
Communication competence	215
Communication style	216
Flexing	217
Communicating as professionals for the better	218
Advanced section	221





Contents

Chapter summary	224
Key terms	224
Review questions	224
Tutorial guide	225
Further reading	225
References	226
Chapter 10 Research and channel selection	227
Learning objectives	227
Introduction	227
The research process	229
Secondary sources	231
Primary research	233
Ethics in research	239
Research challenges	241
Practical applications of research to inform channel selection	246
Choosing the best channel	247
Advanced section	250
Chapter summary	255
Key terms	255
Review questions	256
Tutorial guide	256
Further reading	257
References	258
Chapter 11 Reports and proposals	259
Learning objectives	259
Introduction	259
Nature and purpose of reports and proposals	261
What do reports and proposals have in common?	261
How are reports and proposals different?	262
Structure and content of a typical business report	263
The writer–audience relationship for a report	267
Structure and content of a typical proposal	267
The writer–audience relationship for a proposal	271
Writing style for reports and proposals	272
Advanced section	273
Chapter summary	275
Key terms	275





Contents

Review questions	275
Tutorial guide	275
Further reading	276
Chapter 12 Correspondence: letters, memos, emails	277
Learning objectives	277
Introduction	277
Email	278
Memos	288
Letters	292
Advanced section	302
Chapter summary	304
Key terms	304
Review questions	304
Tutorial guide	305
Further reading	306
References	306
Chapter 13 Writing for the web	307
Learning objectives	307
Introduction	307
A whole new (online) world	310
Contributing to organisational websites	314
Why is writing for the web different?	316
Optimising the usability of websites	322
Writing for social media networks and blogs	327
Advanced section	331
Chapter summary	337
Key terms	337
Review questions	337
Tutorial guide	338
Further reading	338
References	339
Chapter 14 Oral presentations	340
Learning objectives	340
Introduction	340
Planning, delivering and evaluating oral presentations	344
Using vocal techniques and literary devices in oral presentations	349
Making presentations ‘sticky’	351



Cambridge University Press
978-1-107-65662-8 - Communication Skills for Business Professionals
Phillip Cenere, Robert Gill, Celeste Lawson and Michael Lewis
Frontmatter
[More information](#)



Contents

Non-verbal communication and body language	353
Audiovisual aids	356
Implementation and time management	358
Budget	360
Evaluation	360
Advanced section	362
Chapter summary	368
Key terms	368
Review questions	369
Tutorial guide	369
Further reading	369
References	370
Chapter 15 Meetings	372
Learning objectives	372
Introduction	372
The purpose of meetings	374
Why are meetings so often unsuccessful?	374
Critical success factors	378
Meeting types	379
Key roles	382
Key documents	383
Advanced section	402
Chapter summary	408
Key terms	408
Review questions	409
Tutorial guide	409
Further reading	411
Glossary	412
Index	424



Preface

Communication skills are widely recognised as being critical for business professionals. Our work and lives do not just happen; they happen because of our interactions with people. Whether we write, speak or listen, how we do our work is influenced as much by our communication with others as it is by the work itself.

Some people might assume that communication is easy and that studying the concept is a waste of time. After all, if we can read and write, that means we can communicate, right? Communication is more than reading and writing. It's about choosing the right message, it's about presentation and it's about context.

We are communicating all the time:

- having tasks assigned to us by our employers – communication
- reporting back our progress – communication
- identifying problems and implementing solutions – communication
- sharing ideas – communication.

If we can communicate well, we can do our jobs better, we can avoid confusion and we can resolve conflict. Good communication skills make us employable, regardless of the specialisation we are choosing within the business world.

Learning how to communicate well uses our knowledge of reading and writing, and expands on it. We can learn how to recognise the strengths and weaknesses of different communication methods. We can learn how to interpret context so that our messages are not misunderstood. We can learn techniques of business communication so that we can apply these skills in the workplace.

About this textbook

What we as the authors of this textbook have learned from our own experiences teaching business communication subjects, and from a survey of other Australian academics recently conducted by Cambridge University Press, is that there are many common challenges facing business schools today. These include:

- getting students to engage with the material
- poor writing skills
- poor research skills
- poor presentation skills
- a changing communication environment
- not enough linkage to practical, 'real world' scenarios
- not enough focus on Australian case studies.



Preface

Our aim, therefore, has been to provide teachers and students with a textbook that:

- is accessible and not too esoteric
- provides lots of examples and practical scenarios
- has an Australian focus
- includes review questions and a tutorial guide
- will develop skills that students can apply within their first three years in the workplace.

In doing so, we have designed this textbook to complement the Australian Government's Employability Skills Framework. When reading through the chapters, students are encouraged to think critically about the material they're reading and how it can help prepare them for working life.

This textbook is deliberately designed to help students develop critical thinking skills in relation to communication. Unlike some other textbooks, you won't find a dot point list of 'how to communicate' in here. The strength of this textbook is that it teaches how communication works and how to apply communication skills in individual circumstances. Every situation is different and every person is different. If you can learn how to communicate well, and then apply that skill in the real world, you will have developed a level of communication competence that any employer would desire.

Good luck and enjoy the journey!



About the authors

Phillip Cenere FAIM GAICD is an experienced leader in executive education and higher education management, and a non-executive director and board consultant. He is Managing Director of Engines of Success, a consultancy venture specialising in corporate governance, risk management, issues and crises communication, corporate social responsibility (CSR)/sustainability and stakeholder engagement. He is also Associate Dean of the School of Business (Sydney) and Senior Lecturer (Public Relations) at The University of Notre Dame Australia. He previously taught across a range of business and communication subjects at Macquarie University, the University of Technology, Sydney and the University of Wollongong, and has worked as a features journalist for business and trade publications.

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Dr Celeste Lawson completed a journalism cadetship at a regional newspaper after graduating from with a Bachelor's degree in journalism. She then joined the Queensland Police Service and served as a police officer for 14 years. She completed a Master of Professional Communication in 2000 and began lecturing part-time in journalism, public relations and professional communication, in addition to police work. Celeste became a full-time academic in 2011 at Central Queensland University, Rockhampton. This move allowed Celeste to complete her PhD studies in the field of community policing and communication. Her research interests include organisational communication, organisational culture and policing history. In 2012, she was voted by the students as one of the university's best lecturers, receiving a Student Voice Award. Celeste is a member of the Public Relations Institute of Australia.

Michael Lewis spent 25 years in the computer industry, in a variety of technical, support and management positions, before moving to academia. He then ran his own consultancy in business communication for 10 years, joining Macquarie University in 2001 initially to teach business communication and academic writing; he also lectured in theoretical linguistics, and was convenor of Macquarie's postgraduate programs in editing and publishing, before retiring at the end of 2013. His doctoral

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Frontmatter
[More information](#)



About the authors

research project was an exploration of persuasion strategies in letters of complaint, and responses, in the computer industry. He served several terms in the positions of President and Secretary of the Australian Society for Technical Communication (NSW) and President and Vice-President of the Society of Editors (NSW); he also served as a director of Australia’s Institute of Professional Editors. He remains a Professional Member of the Society of Editors (NSW) and is a Life Member of the Australian Systemic-Functional Linguistics Association.



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Frontmatter
[More information](#)



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Frontmatter
[More information](#)



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How to use this textbook

Each chapter opens with a list of **learning objectives** to guide students' focus.

A **case study** appears after every chapter introduction to help students place the information in a real-world setting as they learn.

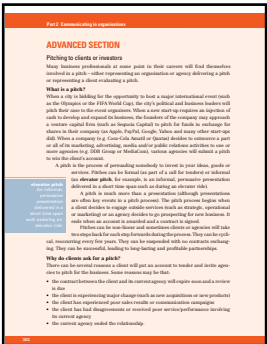
Full-colour figures, illustrations and tables illustrate important concepts to aid information retention.

Communication in practice boxes link the theory to the chapter's case study throughout each chapter, while **Pause and reflect** boxes offer students interesting further information or questions to consider.

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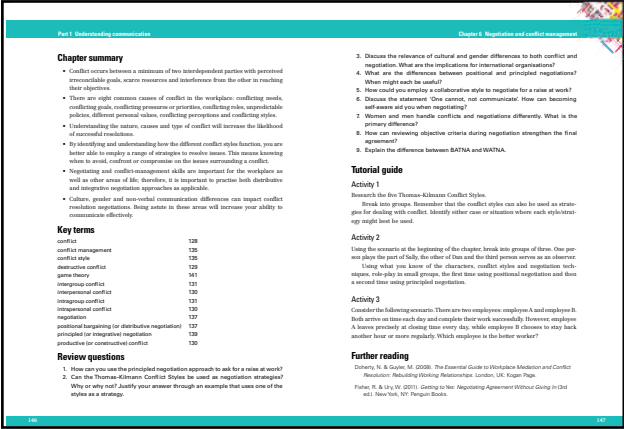
How to use this textbook



Margin boxes provide definitions of important terms where they are mentioned in the text.

An **advanced section** appears as the final section of Chapter 2 onwards, containing extension material to further challenge students.

Each chapter concludes with a **chapter summary, key terms, review questions, a tutorial guide** and a list of **further reading** to help reinforce learning.



A **glossary of important terms** and an **index** can be found at the back of the book for further reference.



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Frontmatter
[More information](#)

Guide to companion website

A **Cambridge companion website** accompanies this book to help you teach your course. Please follow the link on the website or contact your local sales representative for login details to gain access to your premium course resources.



Instructors' Resource Manual

An indispensable teaching resource containing key terms, learning objectives, chapter summaries, and answer guides for review questions and tutorial activities.

PowerPoint® slides

An overview of each chapter with additional teaching notes, ready for you to customise to suit your course.

Test bank

A suite of short-answer, multiple-choice and true/false questions organised by chapter. In addition to Word files, Respondus-ready files are available so that quizzes can be customised to suit your course.