

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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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!

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About the authors

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Dr Robert Gill is the Program Director for Public Relations and Advertising at Swinburne University of Technology, Melbourne. Rob became an academic in 2007, having spent 10 years in the communication industry working as a public relations manager for corporate finance, communication manager for the government, and management, marketing and communication in the tourism industry. Prior to this, Rob was a teacher, working in Australia, the United Kingdom and Hong Kong for 15 years. His research interests focus on branding, reputation and employee engagement.

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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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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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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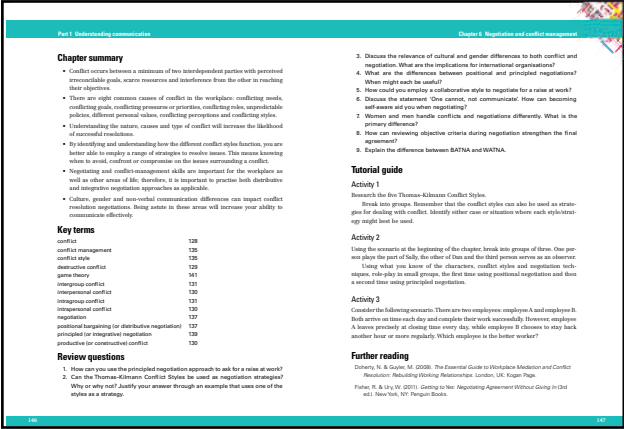
How to use this textbook



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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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.