

Writing in Organizations

Prepared by **Dr. Adam Yagoub**

MGM 202

Lecture 10





مجموعة جامعة
الجميع الذكية
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MIDOCEAN
UNIVERSITY
BY EVERYONE'S SMART UNIVERSITY

Writing Careful Long Reports.

Lecture 10

MGM 202

Prepared by
Dr. Adam Yagoub

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Lecture 10

Course Outline

Lecture 1: Getting Started: Writing and Your Career.

Lecture 2: The Writing Process and Collaboration at Work.

Lecture 3: Writing Routine Business Correspondence.

Lecture 4: Writing Letters: Some Basics for Communicating with Audiences Worldwide.

Lecture 5: How to Get a Job: Searches, Dossiers, Portfolios, Résumés, Letters, and Interviews.

Lecture 6: Designing Successful Documents, Visuals, and Websites.

Lecture 7: Writing Instructions and Procedures.

Lecture 8: Writing Effective Short Reports.

Lecture 9: Writing Proposals.

Lecture 10: Writing Careful Long Reports.

- 1- Characteristics of a Long Report.**
- 2- The Process of Writing a Long Report.**
- 3- Parts of a Long Report.**
- 4- Documenting Sources.**
- 5- A Model Long Report.**
- 6- Final Words of Advice About Long Reports.**

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1- Characteristics of a Long Report:

The following sections explain some of the key **elements** in a long report.

A - Scope

A long report is a major study that provides an in-depth view of a key problem or idea. For example, a long report written for a course assignment may be 8 to 20 pages long; a report for a business or industry may be that long or, more likely, much longer, depending on the scope of the subject. The implications of a long report are wide ranging for a business—relocating a facility, retraining employees, adding a new line of products or services, or upgrading its technology.

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B - Research

A long, comprehensive report requires much more extensive research than a short report does. Information can be gathered over time from primary and secondary research—Internet searches, listservs, books, articles, government documents, laboratory experiments, on-site visits and tests, conferences with your boss and coworkers, interviews, and the writer's own observations. For a course report, you will have to do a great deal of research and possibly interviewing to track down relevant background information and to discover what experts have said about the subject and what they propose should be suggested or have even done.

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C - Format

A long report is too detailed and complex to be adequately organized in a memo or letter format. The product of thorough research and analysis, the long report gives readers detailed discussions and interpretations of large quantities of data. To present the information in a logical and orderly fashion, the long report contains various parts, sections, headings, subheadings, documentation, and supplements (appendices) that would never be included in a short report. also gives readers a variety of visuals, including charts, a graph, and even a multicultural calendar.

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D - Timetable

A long report is generally commissioned by a company or an agency to explore with extensive documentation a subject involving personnel, locations, technology, costs, safety, or the environment. Many times a long report is required by law— **for example**, investigating the feasibility of a project that will affect the ecosystem. When you prepare a long report for a class project, select a topic that really interests you and/or the collaborative group you are a part of, because you will spend a good portion of the term working on it.

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E - Audience

The audience for a long report usually consists of individuals in the top levels of management—presidents, vice presidents, superintendents, directors, heads of departments—who make executive, financial, and organizational decisions. These individuals are responsible for long-range planning, or seeing the big picture, so to speak.

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F - Collaborative Effort

The long report in the world of business may not be the work of one employee. Rather, it may be a collaborative effort—the product of a committee or a group. Your instructor may ask you to work in a group (or alone) in preparing your long report. The group should estimate a realistic time necessary to complete the various stages of the work—when drafts are due or when editing must be concluded, for example. A project schedule based on that estimate should then be prepared.

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2- The Process of Writing a Long Report:

Because your work will be spread over many weeks, you need to see your report not as a series of static or isolated tasks but as an evolving project.

The following guidelines will also help you plan and write a long report.

1. Identify a significant topic.
2. Conduct research.
3. Expect to confer regularly with your supervisor(s) and/or team members.
4. Revise your work often.
5. Keep the order flexible at first.
6. Prepare both a day-to-day calendar and a checklist.

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3- Parts of a Long Report:

A long report may include some or all of the following 12 parts, which form three categories: front matter (letter of transmittal, title page, abstract, table of contents, list of illustrations), report text (introduction, body, conclusion, recommendations), and back matter (glossary, references cited, any appendices).

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A- Front Matter

As the name implies, the front matter of a long report consists of everything that precedes the actual text of the report. Such elements introduce, explain, and summarize to help the reader locate various parts of the report. Use lowercase Roman numerals for front matter page numbers, not Arabic numbers.

1- Letter of Transmittal

This three- or four-paragraph (usually only one-page) letter states the purpose, scope, and major recommendation of the report. It highlights the main points of the report that will most interest your readers.

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2- Title Page

Find out what your boss or instructor prefers. Basically, your title page should contain the full title of your report and how you have restricted it in time, space, or method. Avoid titles that are vague, too short, or too long.

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3- Abstract

An abstract summarizes your report. It is usually only one paragraph long and can be included in different parts of your report—on the title page, on a separate page, or even on the first page of the report. But the abstract should always be in the front of the report so readers can find it easily. The abstract may be the most important part of your report. Not every member of your audience will read your entire report, but almost every one of them will study the abstract.

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4- Table of Contents

The table of contents lists the major headings and subheadings of your report and tells readers on which pages they can be found. Essentially, a table of contents shows how you organized your report and emerges from many outlines and drafts. The items on those outlines frequently expand, shrink, combine, and can be moved around until you decide on the formal divisions and subdivisions of your report.

5- List of Illustrations

This list contains the titles for all of the visuals and indicates where they can be found in your long report.

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B- Text of the Report

The text of a long report is made up of an introduction, the body, conclusions, and sometimes recommendations.

1- Introduction

The introduction may constitute as much as 10 or 15 percent of your report, but it should not be any longer. The introduction is essential because it tells readers why your report was written and thus helps them understand and interpret everything that follows. Avoid putting your findings, conclusions, or recommendations in your introduction.

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Do not regard the introduction as one undivided block of information. It includes related parts, which should be labeled with subheadings. **Here are the types of information to include in your introduction.**

1. Background.
2. Problem.
3. Purpose statement.
4. Scope.

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2- Body

This section, also called the discussion, is the longest, possibly making up as much as 70 percent of your report. The body contains statistical information, details about the environment, and physical descriptions, as well as the various interpretations and comments of authorities whose work you consulted as part of your research.

The body of your report

- be carefully organized to reveal a coherent and well-defined plan
- separate material into meaningful parts to identify the major issues
- clearly relate the parts to each other
- use headings to help your reader(s) identify major sections more quickly

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3- Conclusion(s)

The conclusion should tie everything together for readers by presenting the findings of your report. For a research report based on a study of sources located through various reference searches, the conclusion should summarize the main viewpoints of the authorities whose works you have cited. For a marketing report done for a business or organization, you must spell out the implications of your research for readers in terms of costs, personnel, products, location, and so forth.

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Regardless of the type of research you do, your conclusions should do the following:

- be based on the information and documentation in the body of the report
- corroborate the evidence/information you gave in the body of your report
- grow out of the work you describe in the body of the report
- keep to the areas that your report covers, and not stray into areas it did not

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4- Recommendations

The recommendation(s) section tells readers what should be done about the findings recorded in the conclusion. Your recommendation tells readers how you want them to solve the problem your report has focused on. Readers will expect you to advise them on a specific course of action—what new technology to purchase, when and where to expand a market, how to improve and safeguard a web presence, or who to recruit, hire, train, and retain for your company.

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C- Back Matter

Included in the back matter of the report are all of the supporting data that, if included in the text of the report, would bog the reader down in details and cloud the main points the report makes.

1- Glossary

The glossary is an alphabetical list of the specialized vocabulary used in a long report and the definitions. A glossary might be unnecessary if your report does not use a highly technical vocabulary.

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2- References Cited

Any sources cited in your report—websites, books, articles, television programs, interviews, reviews, blogs, audiovisuals—are usually listed in this section.

3- Appendix

An appendix contains supporting materials for the report—tables and charts too long to include in the discussion, sample questionnaires, budgets and cost estimates, correspondence about the preparation of the report, case histories, transcripts of telephone conversations, copies of relevant letters and documents upon which the report is based, etc.

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4-Documenting Sources:

Documentation is at the heart of all the research you will do on the job. To document means to furnish readers with information about the print and electronic sources, as well as interviews, you have used for the factual support of your statements, including books, journals, newspapers, manuals, government and corporate reports, websites, and other resources such as blogs, site visits, or surveys. **Documentation is an important component of any long report for at least three reasons.**

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1. It demonstrates that you have done your homework by consulting experts on the subject and are relying on the most current and authoritative sources to build your case persuasively.
2. It gives proper credit to those sources.
3. It informs readers about specific books, articles, or websites you used so they can find your source and verify your facts or quotations.

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- The Ethics of Documentation: What Must Be Cited

To ensure that your report avoids any type of plagiarism and maintains high ethical standards, follow these guidelines:

- If you use a source and take something from it, document it.
- Stay away from patch working—using bits and pieces of information and passing them off as your own—which is also an act of plagiarism.
- If any opinions, interpretations, and conclusions expressed verbally or in writing are not your own you must document them.
- Even if you do not use an author's exact words but still get an idea, concept, or point of view from a source, still document that work in your report.

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- Never alter any original material to have it suit your argument.
- If you use statistical data you have not compiled yourself, document them.
- Always document any visuals—photographs, graphs, tables, charts, images downloaded from the Internet.
- Never submit the same research paper for one course that you wrote for another course without first obtaining permission from the second instructor.
- Do not delete an author's name when you are citing or forwarding an Internet document. You are obligated to give the Internet author full credit.

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Writing Careful Long Reports

- What Does Not Need to Be Cited

Be careful not to distract readers with unnecessary citations. That only demonstrates your lack of understanding of the documentation process and can undercut the professionalism of your report. **There is no need to cite the following:**

- Common-knowledge scientific facts and formulas.
- Readily available geographical data.
- Well-known dates.

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- Factual historical information,
- Proverbs from folklore,
- Well-known quotations,
- The Bible, Koran,
- Classic literary works,

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- Parenthetical Documentation

Two frequently used systems of parenthetical documentation are found in the MLA Handbook for Writers of Research Papers and the Publication Manual of the American Psychological Association. The Modern Language Association (MLA) system is used primarily in the humanities and other related disciplines; the APA system is used in psychology, nursing and allied health disciplines, the social sciences, and in some business and technological fields. Both MLA and APA use parenthetical, or in-text, documentation. That is, the writer tells readers directly in the text of the paper, at the moment the acknowledgment is necessary, what reference is being cited.

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- Works Cited or Reference Pages

Whether you follow MLA or APA, you will need to list your sources at the end of your report, on a new page, under the title of “Works Cited” or “References” at the top and then arrange the list alphabetically by authors’ last names (except when no author is listed). But, as Table 9.1 points out, there are major differences between MLA and APA guidelines on the placement of information, punctuation, the use of italics and quotation marks, and capitalization.

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TABLE 9.1 Basic Differences Between Preparing an MLA Works Cited List and APA References List

	MLA	APA
<i>Author</i>	- List author's last name first, followed by a comma, and then first name and (if applicable) middle name or initial. - For two or three authors, invert only the first author's name (e.g., Smith, John, and Jose Alvarez), and connect the last two authors' names by and. - For more than three authors, cite just the first author listed on the work (Smith, John) and add <i>et al.</i> ("and others"), or you can provide all names in full in the order in which they appear on the title page or byline.	- List author's last name first, followed by a comma, and then cite only the first initial and middle initial (if known). - For multiple authors, invert all authors' names, and separate the last two names with an ampersand (&). - For more than seven authors, invert the first six authors' names, insert an ellipsis (...) and then list the name of the last author (also inverted). - Place the date of publication in parentheses immediately after the author's or authors' names. Then add a period after the parens.
<i>Title</i>	- Italicize the full title of the book, newspaper, or journal/magazine, including any subtitles. - Capitalize all words in the title except for prepositions and articles unless the book or journal begins with one of these. - Titles of articles in journals, newspapers, and magazines are set in double quotation marks. - Capitalize all words in the journal/newspaper/magazine article title except for prepositions and articles.	- For a book, italicize the full title and capitalize only the first word of the title (and also capitalize proper names). If there is a subtitle, place it after the main title, which is followed by a colon, and capitalize only the first word of the subtitle. - For newspapers, journals, or magazines, italicize the full title; capitalize all words in the title except for prepositions and articles. - Titles of articles in newspapers, journals, and magazines should not be in quotation marks. - Capitalize only the first word of the article title (even if it is a preposition) and any proper nouns.

CHAPTER 9 Writing Careful Long Reports

	MLA	APA
<i>Volume and Page Numbers</i>	For articles, cite the volume and the issue number (separated by a period), followed by the year in parentheses—52.1 (2012); for newspapers and magazines, use only the date—12 Aug. 2010. Then include page numbers—91–100—without a "p" or "pp."	Put the volume number of the journal/magazine (in italics) with the issue number (not in italics) in parentheses immediately following. Then, insert a comma and include page numbers—12(3), 87–102.
<i>Publication</i>	- For books, give the city of publication, followed by the two-letter abbreviation for the state. Then, after a colon, the publisher's name followed by a comma, the year of publication, and a period. - Include the publication medium for all entries (e.g., Print, Web, PDF, etc.) at the end of the publication information.	For books, provide the city and two-letter abbreviation for the state, and then include the publisher's name after a colon, for example, Detroit, MI: MegaPress.
<i>Web Sources (websites, blogs, etc.)</i>	You do not need to include URLs. But indicate the website name, sponsor or publisher, date of publication, and medium of publication, followed by the date of access.	Insert URLs in place of page numbers with the following designation: Retrieved from (and then list the URL).
<i>Personal Interview</i>	Provide the name of the person interviewed (last name first), followed by the type of interview that was conducted and the date of the interview.	Interviews, conversations, and presentations are not included in APA reference lists, but you must still cite them within your paper.

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5- A Model Long Report:

The following long report in Figure 9.2 was written by a senior training specialist, **Terri Smith Ruckel**, and her staff for the vice president of human resources, who had commissioned it. As often happens in the world of work, only Ruckel's name as the senior member or head of a department appears on the report. The main task facing Ruckel and her collaborative team was to demonstrate what RPM Technologies should do recruit and retain multinational workers and thus promote diversity in the workplace.

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She gathered relevant data from both primary research (interviews, direct observations, site visits, and tests) and secondary research (consulting and commenting at times on sources already available, such as books, websites, journal articles, reference works, government documents, and even in-house publications from newspapers and company reports on the RPM intranet).

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Figure 9.2 contains all the parts of a long report discussed in this chapter except a glossary and an appendix. Intended for a decision maker interested in learning more about the problems multinational workers face, the report does not contain the technical terms and data that would require a glossary or an appendix.

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Figure 9.2 A Long Report

Adapting the RPM Workplace for Multinational Employees

Terri Smith Ruckel

**Senior Training Specialist
RPM Technologies**

Prepared for

**Jesse Butler
Vice President, Human Resources**

May 5, 2010

*Title page
is carefully
formatted and
uses boldface*

*Identifies
writer and job
title*

*Ruckel
presents report
from entire
staff—writing
for another's
signature*

*RPM executive
who assigned
the report*

*Date
submitted*

2

Abstract

This report investigates how U.S. businesses such as RPM must gain a competitive advantage in today's global marketplace by recruiting and retaining a multinational work force. This current wave of immigrants is in great demand for their technical skills and economic ties to their homeland. Yet many companies like ours still operate by policies designed for native speakers of English. Instead, we need to adapt RPM's company policies and workplace environment to meet the cultural, religious, social, and communication needs of these multinational workers. To do this, we need to promote cultural sensitivity training, both for multinationals and employees who are native speakers of English. Additionally, as other U.S. firms have done, RPM should adapt vacation schedules and daycare facilities for an increasing multicultural work force. Equally important, RPM needs to ensure, either through translations or plain-English versions, that all documents can be easily understood by multinational workers. RPM might also offer non-native speakers of English in-house language instruction while providing foreign language training for employees who are native speakers of English.

*Concise,
informative
abstract that
states purpose
of report
and why it is
important for
audience*

*Uses helpful
transitional
words, e.g.,
"Additionally,"
"Equally
important"*

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While APA does not recommend including a table of contents, individual employers such as RPM may require one for their reports

Major divisions of report in all capital letters and boldface

Subheadings indicated by different typeface, indentations, and use of italics

Page numbers included for major sections of report

No subsections needed here

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Identifies each figure by title and page number

A title is provided for each visual.

Note the variety of visuals used in the report.

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Introduction

Background

The U.S. work force has been undergoing a remarkable revolution. The U. S. Bureau of Labor Statistics predicts that by 2012 the labor force in the United States will comprise 162 million workers who must fill 167 million jobs (2009). According to the U.S. Chamber of Commerce, a shortage of skilled workers is sure to increase "even more heavily in the future when many of the baby boomers begin to retire" (2010).

The most dramatic effect of filling this labor shortage will be in hiring greater numbers of highly skilled multinational employees, including those joining RPM. Currently, "one of every five computer specialists [and] one of every six persons in engineering or science occupations . . . is foreign born" (Kaushal & Fix, 2006). This new wave of immigrants will make up 37 percent of the labor force by 2015 and continue to soar afterward. By 2025 the number of international residents in the United States will rise from 26 million to 42 million, according to the U.S. Chamber of Commerce (2010). The Congressional Budget Office predicts that "over the next decade net immigration will average between 500,000 and 1.5 million people annually" (2010). As Alexa Quincy aptly put it, "The United States is becoming the most multiculturally diverse country in the global economy" (2010).

The following commissioned report explores the impact that this new multinational work force will have on RPM Technologies, and what we must do to recruit and to retain these workers.

Global Immigration

Unlike earlier generations, today's immigrants actively maintain ties with their native countries. These new immigrants travel back and forth so regularly they have become global citizens, exercising an enormous influence on the success of a business like RPM. Five years ago, demographers Crane and Boaz claimed, "Immigration [will] give America an economic edge in the global economy . . . most notably in the Silicon Valley and other high-tech centers. Figure 1 reveals the major ethnic groups that have immigrated to New York City in just 2009 alone. They provide business contacts with other markets, enhancing [a company's] ability to trade and invest profitably abroad" (2005).

Today's High-Tech Immigrants

Undeniably, many immigrants today often possess advanced levels of technical expertise. A report by the Kaiser Foundation found that California's Silicon Valley had significantly benefited from the immigrants who have arrived with much needed technical training. Asian, Indian, Pakistani, and Middle Eastern scientists and engineers, who have relocated from a number of countries, now hold more than 40 percent of the region's technical positions ("Immigrants find," 2010). Figure 2 indicates the leading countries of origin for Silicon Valley's immigrants in 2009 and records the percentage for each nationality.

APA requires the first line of every paragraph to be indented

Gives convincing statistical evidence about the importance of topic

APA, cites year of publication

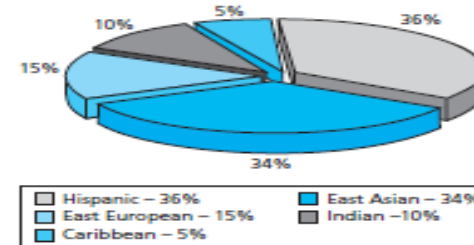
Cites various sources to validate projections

Explains why the report was written

Uses ellipses and brackets to show deletions/additions in quotes

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Figure 1
Major Ethnic Groups
Immigrating to New York City in 2009



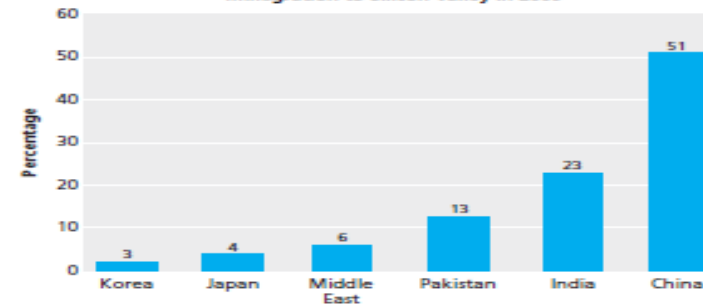
Source: Brown, P. (2010, February). *History of U.S. immigration*. Retrieved from <http://immigration.ucn.edu>

Numbers and titles figure

Pie chart reveals differences in immigrant workers

Cites source for visual

Figure 2
Immigration to Silicon Valley in 2009



Source: Immigrants find the American dream in California's Silicon Valley. (2010, March). *Silicon Valley News*, p. 37.

Bar chart identifies and quantifies major groups of immigrants

Relevant visual in appropriate place in text

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Information technology (IT) employers are always enthusiastically searching for skilled international workers. Murali Krishna Devarakonda, president of the Immigrants Support Network in Silicon Valley, states why: "We contribute significantly to the research and development of a company's products and services" (personal communication, April 3, 2010).

Problem

RPM, like other e-companies, is experiencing a critical talent shortage of IT professionals, making the recruitment of a multinational work force a vital concern for us. Meeting the cultural and communication demands of these workers, however, poses serious challenges for RPM. The traditional workplace has to be transformed to respect the ways multinational employees communicate about business. Native English-speaking employees will also have to be better prepared to understand and to appreciate their international co-workers. Unfortunately, many corporate policies and programs at RPM, and at other U.S. companies as well, have been created for native-born, English-speaking employees (Morales, 2009; Reynolds, 2010). Rather than rewarding multinational workers, such policies unintentionally punish them.

Purpose

The purpose of this report is to show that because of the need to increase the numbers of multicultural employees in the workplace, RPM must adapt its business environment to recruit and retain this essential and diverse labor force.

Scope

This report explores cultural diversity in the current U.S. workplace and suggests ways for RPM to compete successfully in the global village by providing equal employment opportunities for multinational workers. Doing so, we will foster cross-cultural literacy, and improve training in intercultural communication at our firm.

Discussion

Providing Equal Workplace Opportunities for Multinational Employees

Aggressive Recruitment of IT Professionals from Diverse Cultures

A multilingual work force is essential if RPM wants to compete in a culturally diverse global market. But firms such as RPM must be prepared to adapt or modify hiring policies and procedures to attract these multinational employees, beginning with rethinking our recruitment and retention policies. Routine visits to U.S. campuses by company recruiters or "specialized international recruiters" can help us to identify and to hire highly qualified multinational job candidates (Hamilton, 2010).

E-mail not included in APA Reference list

Identifies a major problem and why it exists

Two separate, corroborating sources

Concise states why the report was written

Informs reader that report will focus directly on RPM's needs

Discussion will be organized into three main headings, each with subheadings

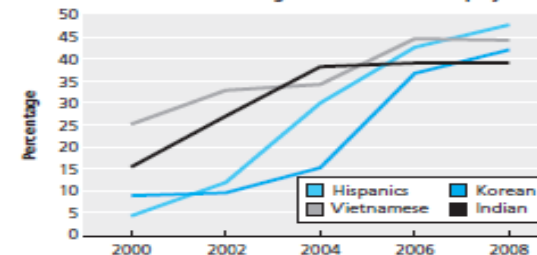
8

Moreover RPM should consider visiting universities abroad with distinguished technical programs to attract talented multinational employees. We should encourage students and recent graduates from these universities to apply for a 1-J visa to learn more about RPM through an internship program here. As Catherine Bolgar reported, "Boeing went to Russia for specialist software engineers it couldn't find in the U.S." (2007). These searches should be combined with articles on our websites and executive blogs to emphasize RPM's commitment to globalization. Lobbying more actively to increase the number of H1-B visas for skilled workers will also help RPM. "In 2008 alone, US companies submitted 163,000 applications for the 65,000 H1-B visa slots. Google, for instance, applied for 300 of them, but 90 were denied" (Richtel, 2009).

Capitalizing on a diverse work force, RPM can more effectively increase its multicultural customer base worldwide. Logically, customers buy from individuals they can relate to culturally. RPM might take a lead from Union Bank of California, a business that effectively serves a diverse West Coast population, especially its Asian and Hispanic customers. The bank has a successful recruitment history of hiring employees with language skills in Hindi, Vietnamese, Korean, and Spanish. In fact, Union Bank is ranked fourth overall as an employer of minorities (Union Bank of California, 2008). Figure 3 below charts the increase in the percentage of multinational employees from these language groups hired by Union Bank over an 8-year period.

Another highly competitive business, Darden Restaurants, Inc., selected Richard Rivera, a Hispanic, to serve as president of Red Lobster, the nation's largest full-service seafood chain. Overseeing 680 restaurants nationwide, Rivera was the "most powerful minority CEO in the restaurant industry" (R. Jackson, personal communication, January 15, 2010).

Figure 3
Union Bank of California:
Growth in Percentage of Multinational Employees



Source: Hamilton, B. E. (2010, April 15). Diversity is the answer for today's work force. *The Journal of Business Diversity*, 10(38), 35-37.

Emphasizes recruiting multinational workers and suggests how to do so

Identifies specific benefits for RPM

Personal communication supports the need for recruitment but is not cited in references

Tracks key information in a clear and concise graph

Supplies necessary legend

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Under Rivera's leadership, Red Lobster established an impressive history of hiring more international employees—totaling more than 35 percent of its work force—than it had in previous years. Rivera believes that management cannot properly respond to customers from different ethnic backgrounds if the majority of its employees is limited to native speakers of English. Many top Fortune 500 companies, such as Cisco and Intel, can also claim that 40% or more of their work force is comprised of multinationals ("100 Best Companies," 2010). Closer to RPM in St. Louis, Whitney Abernathy—manager of Netshop, Inc.—found that contracts from Indonesia increased by 17 percent after she hired Jakarta native Safja Jacoef (personal communication, April 2, 2010).

Commitment to Ethnic Representation

Many companies today have strong mission statements on diversity and multinational employees in the workplace. The most progressive of these businesses—G.E., American Airlines, IBM, and Wal-Mart—promote multinationals as mentors and interpreters. Kodak, which is committed to all-inclusive workplace, has eight employee cultural network groups, including the Hispanic Organization for leadership and Advocacy, or HOLA, which "helps all Hispanic employees reach their full potential while developing a rewarding career" ("Careers at Kodak," 2008). Such a proactive program, which we might incorporate at RPM, recognizes the leadership abilities of multinational employees. Moreover, "glass ceilings," which in the past have prevented women and ethnic employees from moving up the corporate ladder, are being shattered. The recruitment and promotion of non-native speakers of English is vital for corporate success. Tesfaye Aklilu, vice president at United Technologies, astutely observes:

In a global business environment, diversity is a business imperative. Diversity of cultures, ideas, perspectives, and values is the norm of today's international companies. The exchange of ideas from different cultural perspectives gives a business additional, valuable information. Every employee can see his/her position from a global vantage point. (Aklilu, 2010)

RPM would also do well to follow the lead of one of our chief competitors, Ablex Plastics, which created the position of Vice President for Diversity two years ago and for which Ablex won an award from the International Business Foundation for hiring more Asian American women managers ("Ablex Appoints," 2008).

Promoting and Incorporating Cultural Awareness Within the Company

Cross-Cultural Training

Many of RPM's competitors are creating cultural awareness programs for international employees as well as native speakers. Committed to diversity, Aetna offers online courses on ethnicity (e.g., "A Bridge to Asia") to "promote an atmosphere of openness and trust" (Aetna, 2008) while Johnson & Johnson conducts Diversity University "to help employees understand and value differences and the benefits of working collaboratively... to meet business goals" ("Programs and activities," 2010). Employees find it easier to work with someone whose values and beliefs they understand while employers benefit from effective on-the-job collaboration. Such a program could have prevented the problem RPM confronted last quarter when one of our non-native English-speaking employees was offended by a cultural misunderstanding (RPM first quarter, 2010). We may want to model our cultural sharing programs after those at American Express, which has a work force representing 40 nations, or those at Extel Communications with

Personal interview not included in APA References list

Stresses other business precedents that encourage recruiting these employees

Indent quotation of 40 or more words

Second major section

Cites business incentive to adapt as competitors did

References internal document from company intranet

10

its large percentage of Hispanic and Vietnamese employees. United Parcel Service (UPS) profitably pairs a native English-speaking employee with someone from another cultural group to improve on-the-job problem solving and communication. Jamie Allen, a UPS employee since 1998, for instance, found her work with Lekha Nfara-Kahn to be one of the most rewarding experiences of her job (Johnson, 2008).

Although they need to encourage cultural sensitivity training, U.S. firms like RPM also need to be cautious about severing international workers' cultural ties—a delicate balance. When management actively promotes bonds among employees from similar cultures, workers are less fearful about losing their identity and becoming "token" employees. The Lorenzo Lleras law firm, for example, recommends that new multinationals join a "buddy system" to assist their transition to American culture while retaining their cultural identity (U.S. Visa News, 2010). Encouraging such contacts, Globe Citizens Bank has long mobilized culturally similar groups by asking workers of shared ethnic heritages to network with each other (Gordon & Rao, 2009). Employees of Turkish ancestry from Globe's main New York office go to lunch twice a month with Turkish-born employees from the Newark branches. Globe hosts these luncheons and in return receives a bimonthly evaluation of the bank's Turkish and Middle Eastern policies (Hamilton, 2010).

Cultural education must go both ways, though. Both sides have things to learn about doing business in a global environment. The U.S. business culture has conventions, too, and few international employees would want to ignore them, but they need to know what those conventions are (Johnson, 2008). A frequent problem with U.S. corporations such as RPM is that we assume everyone knows how we do things and how we think—it never occurs to us to explain ourselves. Problems often stem from easy-to-correct misunderstandings about business etiquette. For example, native speakers of English are typically comfortable within a space of 1.5 to 2 feet for general personal interactions in business. But workers from Taiwan or Japan, who prefer a greater conversational distance, feel uncomfortable if their desks are less than a few feet away from another employee's workspace (Johnson, 2008; "Taiwanese Business Culture," 2008).

Promotion of Cultural Sensitivity

Corporate efforts to validate different cultures might also include the recognition of an ethnic group's holidays or other memorable historical occasions. RPM has just begun to do this by hosting cultural events, including Cinco de Mayo and Chinese New Year celebrations. Google throws a "Brazilian Carnival-themed edition of a weekly company meeting" (Sanghani & Shaikh, 2009). Emphasizing their "long-standing relationship with the Chinese community," Wells Fargo participates "every year in San Francisco's Chinese New Year parade" by featuring "a 200-foot-long Golden Dragon" (Babal, 2008). Techsure, Inc., an Illinois software firm, allows Muslim employees to alter their work schedules during Ramadan, Islam's holy month of fasting (M. Saradayan, personal communication, February 28, 2010).

Transition to new subdivision—not working of employees with similar cultural backgrounds

Relevant source on topic of immigration

Offers two examples RPM could follow

Another clear transitional sentence

Identifies key RPM problem

Gives cultural example

Gives precise ways RPM can incorporate cultural sensitivity into the workplace

APA lists blogs in references

Includes valuable information from official corporate blogs

Lecture 10

Writing Careful Long Reports

Includes appropriate calendar of ethnic holidays

Identifies current RPM programs and how they could be easily modified to assist multinational workers

Cites company publication showing research within the organization

Third major section

Turns to written communication and multinational workers

Offers practical solution

11

Many companies honor National Hispanic Heritage Month in September, which coincides with the independence celebrations of five Latin American countries (U.S. Equal Employment Opportunity Commission [EEOC], 2008). GRT Systems in Ohio sends New Year's greetings at Waisak (the Buddhist Day of Enlightenment) to its Chinese employees and to Indian workers at Rama Dipawli. Chemeka Taylor, GRT's operations manager, wisely points out: "We send native-born employees Christmas cards; why shouldn't we honor our international work force, too?" (personal communication, April 10, 2010). Figure 4 (see page 12) provides a helpful multicultural calendar that RPM needs to follow in developing cultural sensitivity policies.

Successful U.S. firms have been sensitive to the needs of their English-speaking employees for decades. Flexible scheduling, telecommuting options, daycare, and preventive health programs have become part of corporate benefit plans to take care of employees. Many of these options and benefits have already been in place at RPM. But an international work force presents additional cultural opportunities for RPM management to respond to with sensitivity. For example, our company cafeterias might easily accommodate the dietary restrictions of vegetarian workers or those who abstain from certain foods, such as dairy products or meat. At Globtech, soybean and fish entrees are always available (Reynolds, 2010). Adding ethnic items at RPM would express our cultural awareness and respect for multinational employees.

Daycare remains a key issue in hiring and retaining skilled employees, whether they are native or non-native speakers of English. RPM's childcare facilities at our high-tech park in San Luis Obispo have brought us much positive publicity over the past eight years ("RPM Daycare Facilities," 2010). But by modifying child care that reflects our workers' culturally diverse needs, RPM can give a multinational work force greater peace of mind and better enable them to do their jobs. A pacesetter in this field is DEJ Computers, which insists that at least two or three of its daycare workers must be fluent in Korean or Hindi (Parker, 2009). Another culturally sensitive employer, ITCorp assists its Hispanic work force by hiring bilingual daycare workers and by serving foods the children customarily eat at home (Gordon & Rao, 2009).

Making Business Communication More Understandable for Multinational Employees

Translation of Written Communications

All employees must be able to understand business communications affecting them. Among the essential documents causing trouble for multicultural readers are company handbooks, insurance and health care obligations, policy changes, and OSHA and EPA regulations (Hamilton, 2010). To ensure maximum understanding of these documents by a multinational work force, RPM needs to provide a translation or at least a plain-English version of them. To do this, RPM could solicit the help of employees who are fluent in the non-native English speakers' languages as well as contract with professional translators to prepare appropriate work-related documents.

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Figure 4
A Multicultural Calendar

December 2008

	1	2	3	4	5	6 Feast of St. Nicholas (some European countries)
7 Advent begins (Christian)	8 Bodhi Day (Hindu-Buddhist)	9 Eid al-Adha (Islam) Gita Jayanti (Hindu)	10	11	12 Datta Jayanti (Hindu); Feast Day—Our Lady of Guadalupe (Catholic)	13
14	15	16 Posada begins (Hispanic) (ends Dec. 24)	17	18	19	20
21	22 Ekadashi (Hindu); Hanukkah begins (Jewish) (ends Dec. 29)	23	24 Noche Buena (Hispanic)	25 Christmas (Christian)	26 Kwanzaa begins (Interfaith) (ends Jan. 1)	27
28	29 Muharram (Islam)	30	31 New Year's Eve (Western)			

Some Information About December's Holidays

Bodhi Day: Buddhists celebrate Prince Gautama's vow to attain enlightenment.

Christmas: Christians celebrate the birth of Jesus Christ.

Datta Jayanti: Celebration of the birth of Lord Datta.

Eid al-Adha: Feast of Sacrifice, commemorating the prophet Abraham's sacrifice of his son Ishmael to Allah.

Ekadashi: Twice monthly purifying fast.

Feast of Our Lady of Guadalupe: (Mexico) Roman Catholic holiday honoring the appearance of the Virgin Mary near Mexico City in 1531.

Feast of Saint Nicholas: Christmas celebration in Austria, Belgium, France, Germany, the Netherlands, Czech Republic, Poland, Russia, and Switzerland.

Gita Jayanti: Celebration of the anniversary of the Bhagavad Gita, the Hindu scripture.

Hanukkah: Eight-day celebration commemorating the rededication of the Temple of Jerusalem.

Kwanzaa: African American and Pan-African celebration of family, community, and culture. Seven life virtues are presented.

Muharram: Islamic New Year.

Noche Buena: The final day of the Posada celebration.

Posada: Nine-day Latin American Christian celebration, symbolizing Joseph and Mary's journey to find an inn.

Source: Johnson, V. M. (2008). Growing multinational diversity in business sparks changes.

Business Across the Nation, 23(7), 43–48.

Major visual with a great deal of detail merits a full page to make it readable

Pays attention to major world holidays

Visual helps to convince RPM to adopt similar policy

Provides descriptions of cultural significance of dates

Lists source

Lecture 10

Writing Careful Long Reports

Gives examples, and what to avoid and why

Outlines specific benefits for RPM

Points to apt example

Cites business survey to confirm the necessity of change at RPM

Identifies quote within a source

Argues that reader must consider both sides

13

Workplace signs in particular, especially safety messages, must consider the language needs of international workers. In the best interest of corporate safety, RPM needs to have these signs translated into the languages represented by multinationals in the workplace and/or to post signs that use global symbols. Unquestionably, we need to avoid signs that workers might find hard or even impossible to decipher. For example, a capital P for "parking" or an H for "hospital" might be unfamiliar to non-native speakers of English (Parker, 2009).

Exchange of Language Learning: Some Options

Providing English language instruction for employees also has obvious advantages for the RPM workplace. Should RPM Technologies elect not to provide in-house language training, the company should consider reimbursing employees for necessary courses, books, tapes, and software. Moreover, we might make available an audio library of specific vocabulary and phrases commonly used on the job as well as multilingual dictionaries with relevant technical terms. Hiromi Naguchi, an e-marketing analyst at PowerUsers Networking, praised the English language training she received on her job. Although she had ten years of English in the Osaka (Japan) schools, Naguchi developed her listening and speaking skills on the job, benefiting her employers, co-workers, and customers. As a result of her diligence, Naguchi was recognized as her company's "Most Valuable Employee for 2009" for her interpersonal skills (H. Naguchi, personal communication, January 30, 2010).

A recent international survey of executive recruiters showed that being bilingual is critical to success in business ("Developing Foreign Language Skills," 2008). According to this survey, 85 percent of European recruiters, 88 percent of Asian recruiters, and 95 percent of those in Latin America stressed the importance of speaking at least two languages in today's global workplace. As Jennifer Torres, CEO of Pacifica Corp., emphasized: "Although English remains the dominant language of international business, multilingual executives clearly have the competitive advantage. This advantage will only increase with the continued globalization of commerce" (as cited in "Developing Foreign Language Skills," 2008). Stockard Plastics, one of RPM's major customers, boasts that its employees collectively know more than 70 languages, everything from Albanian to Yoruba.

Language Training Must Be Reciprocal

But language training has to be reciprocal—for native as well as non-native speakers—if communication is to succeed. Sadly, even though foreign language instruction is on the rise, "fewer than 1 in 8 students at U.S. colleges major in [a] foreign language" (Ciccorone, 2010). Unfortunately, this is the case with RPM's native-speaking employees. However, many of the international workers RPM needs to recruit are bi- or even trilingual. In India, Israel, or South Africa, for example, the average worker speaks two or more languages every day to conduct business.

Since RPM needs to recruit such workers, we have to learn more about the cultures and languages of these global employees. RPM management should consider contracting with one of the companies specializing in language instruction for

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business people found at <http://www.selfgrowth.com/foreignlanguage.html>. We also need to network with international employee groups to solicit their help and advice.

Conclusion

To compete in the global marketplace, RPM must emphasize cultural diversity much more in its corporate mission and throughout the workplace. Through its policies and programs, RPM must aggressively recruit and retain an increasing number of technologically educated and experienced multinational workers who are in great demand today, and will be even more so over the next ten to twenty years. These workers can help RPM increase our international customer base and advance the state of our technology. But we need to ensure that the workplace is sensitive to their cultural, religious, and communication needs. Providing equal opportunities, diversity training and networking, and easy-to-understand business documents will keep RPM globally competitive in recruiting and retaining these essential employees. We can expand our markets only by making a commitment to learn about and respect other cultures and their ways of doing business.

Recommendations

By implementing the following recommendations, based on the conclusions reached in this report, RPM Technologies can succeed in hiring and promoting the IT multinational professionals our company needs for future success in today's global economy.

1. Recruit multinational workers more effectively through our website, international hiring specialists, and visits to college and university campuses here and abroad while working more closely with the Immigration and Naturalization Service (INS) to retain multinationals.
2. Establish a mentoring program to identify and foster leadership abilities in multinational employees, resulting in retaining and promoting these workers.
3. Promote cultural sensitivity and networking groups comprising both multinationals and native English-speaking employees.
4. Foster a group's cultural ties by actively supporting such work-related organizations as the Hispanic Organization for Advocacy and Leadership (HOLA).
5. Develop educational materials for employees who are native speakers of English about the cultural traditions of their multinational co-workers.
6. Reassess and adapt RPM's daycare facilities to more effectively meet the needs of children of multinational employees.
7. Supply relevant translations and plain-English versions of company handbooks, manuals, new regulations, insurance policies, safety codes, and other human resource documents.
8. Develop foreign language training programs to enhance communication and collaboration between multinational and native speaker employees at RPM.

Following the body, conclusion condenses and summarizes the highlights of the report without repeating the documentation

Forecasts continuing benefits for RPM

Numbered list format is easy to read for busy executives

Provides specific, relevant recommendations, based on conclusions, to solve the problem at RPM

Uses strong persuasive verbs to introduce such recommendation

Lecture 10

Writing Careful Long Reports

Label list of sources actually cited
Double spaces between entries
All the entries listed by author's last name or (if no author) by the first word of title, e.g., T00 best

Date of publication included for every entry after author's name or title (if author's name not given)

Only first word and proper nouns capitalized in title

Page numbers provided for print sources

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Works without author alphabetized by first word of title; first letters of proper nouns are capitalized

Second and subsequent lines indented either five spaces or 1/2 inch

References with proper APA citations

Full web addresses are given for verification and to make source easy to find

Cites material available on company intranet

Lecture 10

Writing Careful Long Reports

Title of
government
report is
italicized

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Lecture 10

Writing Careful Long Reports

6- Final Words of Advice About Long Reports:

Perhaps no piece of writing you do on the job carries more weight than the long report. You can simplify your job and increase your chances for success by following these guidelines for scheduling, researching, and collaborating:

Lecture 10

Writing Careful Long Reports

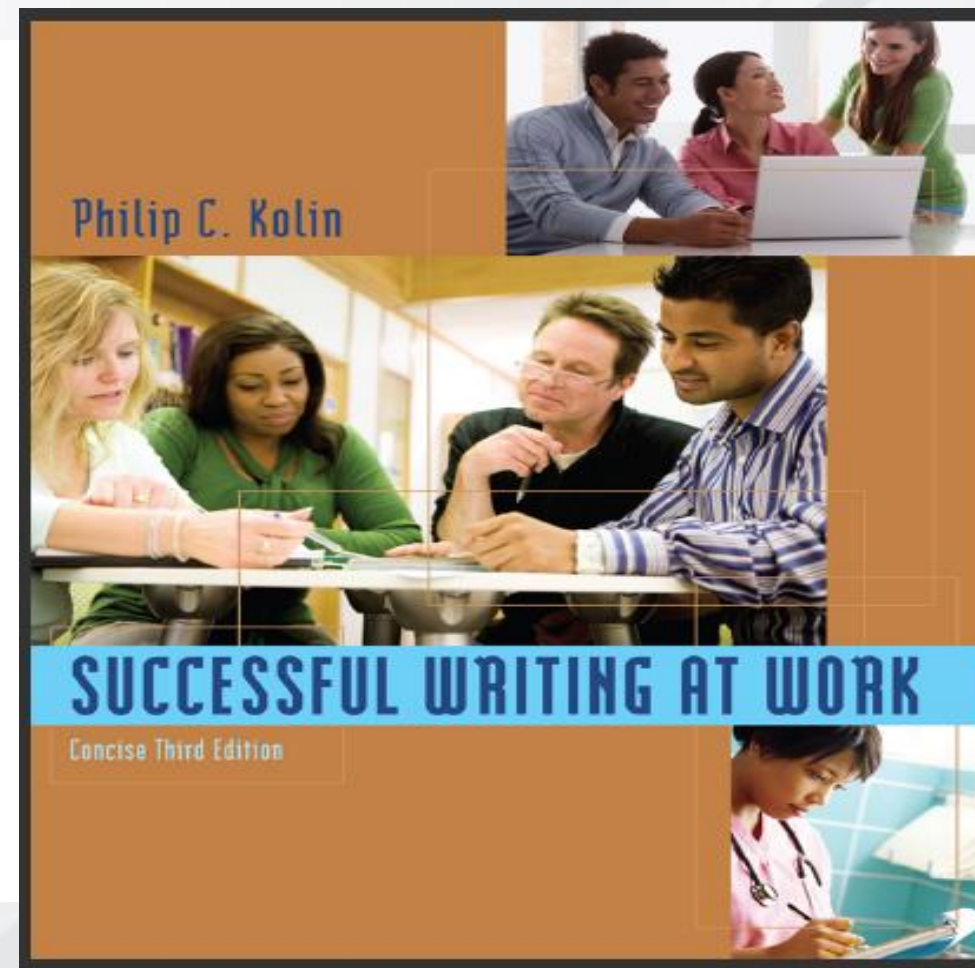
1. Plan and work early—do not postpone work until a deadline draws near.
2. Do a thorough search among Internet, print, and other resources.
3. Divide your workload into meaningful units—reassure yourself that you do not have to write the report or even an entire section of a report in a day or two.
4. Set up mini-deadlines for each phase of your work and then meet them.
5. Confer often and carefully with others in your group office.



جامعة
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التعليم
الفايز

References:

Successful Writing at Work,
Concise Third Edition,
By: Philip C. Kolin
University of Southern
Mississippi
Chapter 9



Thank You

