

The background of the entire page is a dense, repeating pattern of various icons in a light blue color. These icons represent a wide range of concepts related to technology, communication, and business. Recognizable icons include Wi-Fi symbols, speech bubbles, email envelopes, mobile phones, laptops, gears, stars, and social media-like symbols such as thumbs up and share icons. The pattern is uniform and covers the entire surface of the page.

ASSOCIATION FOR BUSINESS COMMUNICATION

2012

ABC-SE REGIONAL CONFERENCE

Communication and Technology Trends

Challenges and Opportunities for Business Communication

ABC OFFICERS

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Dear Colleagues:

On behalf of the ABC Officers and the Proceedings Editor, I welcome you to St. Petersburg and the 2012 Southeastern Regional Conference of the Association for Business Communication. Together we will enjoy the warmth of sunny Florida in spring, as we explore the exciting challenges that emerge with rapid advances in communication technologies.

The 2011 national ABC conference in Montreal focused on how the new media environment allows us to transcend cultural and communication boundaries. Our conference builds on this knowledge base. How can business communicators and business communication educators harness new communication technologies to inspire more collaboration, creativity, and critical thinking in our own and our students' communications?

The Southeastern Regional Conference has always provided a welcoming space for participants to get to know one another, learn from each other, and share classroom challenges and triumphs. Please introduce yourself to those people you don't know, reconnect with old friends, and ask attending ABC board members what new initiatives we can look forward to from our ABC organization. Try to find time to explore St. Petersburg's attractions while you are here, too, and thank you for coming.

Fiona Barnes

Program Chair

SCHEDULE

THURSDAY EVENING, MARCH 8, 2012

4:30–7:00 PM

Registration

6:00–8:00 PM

Reception—Poolside

Co-sponsored by the Hough Graduate School of Business, University of Florida

FRIDAY MORNING, MARCH 9, 2012

7:00–8:30 AM

Breakfast on your own

8:30–9:05 AM

Welcome—Harborview

9:10–10:00 AM

Concurrent Sessions

SESSION 1A—HARBORVIEW

“Hey, This is Real! Recommending Web 2.0 Strategies to Global Enterprise”

SCOTT BUECHLER

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What can students learn from analyzing the Web 2.0 strategies of companies on the Top 50 Branded Facebook Fan Pages? And what can an international textile company learn from students who have analyzed the Web 2.0 strategies of those companies? Eighteen students in a sophomore-level business communications class met with the director of eMarketing of the international textile firm Robin River (a fictitious name). He explained his company's strategies for employing Web 2.0 and introduced the students to the Top 50 Branded Facebook Fan Pages. He then asked the students to compare Robin River's strategies with the strategy of one of the top 50 companies, to see what Robin River could learn from those companies and what those companies might learn from Robin River – about Web 2.0. In this session, the course will discuss what each learned from the students' analyses and how the students benefitted from working with a live case on this project.

“Friending Facebook Groups for Teaching Business Communication”

SARAH BLEAKNEY

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Facebook is one the most widely used social networking sites amongst students, with some research claiming that 85% of undergraduates have an account (“A Description of Facebook Use and Academic Performance Among Undergraduate and Graduate Students,” Aryn Karpinsky). With such widespread usage, instructors would be wise to take advantage of its ubiquity amongst students as a tool for instruction. This paper explores the ways in which Facebook Groups can be a positive and powerful supplement for class-related communications, and illustrates that this communication technology deserves a place in supporting teaching business communication.

“Culture, Context, and Cyberspace: Rethinking Identity and Authority in the Age of the Global Internet”

KIRK ST. AMANT

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This presentation examines the changing of ideas of context, culture, and communication in international online exchanges. To do so, the presenter first discusses Edward T. Hall’s theory of context as it relates to traditional exchanges in the physical world. Next, the presenter explains how the plastic nature of identity and locality created by cyberspace creates a new and problematic situation related to context-based communication. In addressing this specific topic, the presenter also examines how certain conventions associated with establishing authority and credibility in online exchanges can conflict with – or become a point of contention with – various cultural expectations of how to interact credibly in conventional situations. The presenter then introduces various context-related strategies readers can use to establish effective online groups or interactions involving individuals from different cultures. Finally, the presenter concludes with a discussion of how these strategies can be adapted for use in international virtual teams that collaborate on work projects or online classes comprising students from a range of nations and cultures.

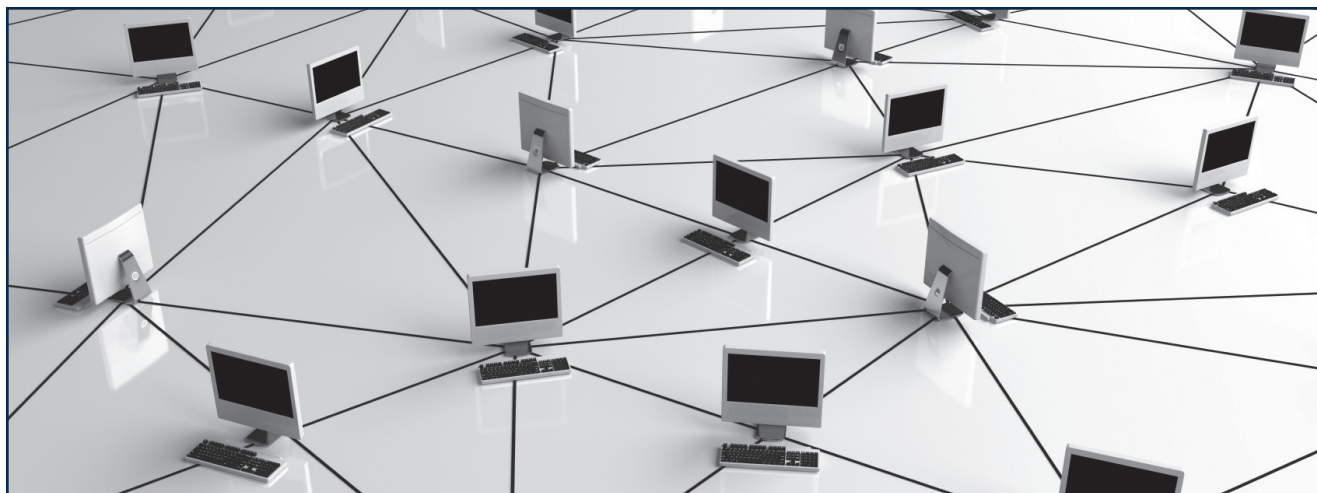
“Communication Dynamics In Close-Knit Intercultural Student Residences”

CYNTHIA E. OFORI-DWUMFUO

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As a “Living and Learning Community” that has recently won the university acclaim, the Cultural Exchange Community (CEC) at Clemson University strives to encourage intercultural interaction amongst its residents; approximately one hundred exchange students from the world over and local American students live in a close-knit community of shared apartments. I argue that administrators of intercultural communities such as the CEC must let go of the typical top-down communication methods to pursue a more bi-laterally horizontal relationship with residents or students. This increased attention to more informal contemporary communication methods and tools will prove useful towards intercultural posterity in the community as well as the desired intercultural maturity of residents. Ultimately it will ensure a return on investment characterized by improved perceptions and residents who appreciate the seemingly personal relationships as digital natives already accustomed to this method of communication. I will discuss these implications for teaching business communication in a global context.



FRIDAY MORNING, MARCH 9, 2012

10:00–10:15 AM

Coffee Break—Harborview Foyer

Sponsored by Shirley Kuiper and Dorinda Clippinger,
authors of *Contemporary Business Reports*

10:20–11:10 AM

Concurrent Sessions

SESSION 2A—HARBORVIEW

“The Impact of New Technologies on Teaching Professional Communication Online and Face to Face: Genre Differences”

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Many teachers of professional/business communication have lamented the impact that recent technologies such as texting and twittering have had on students' communication skills; others have embraced these technologies and have included them in the classroom (“The Generational Interpretation: Texting, Facebook, and Going Online During Class,” Bayless, SEABC presentation, 2011). While this divide is somewhat artificial in that these reactions are polar opposites, one point is very clear: these new technologies have had an impact on both written and oral genres taught in pedagogical settings.

This presentation focuses on genres and ways new technologies have impacted them; specifically, venues of an online professional communication writing course, a professional communication oral communication course, and a real-world business communication example demonstrate how genres can evolve and change or be impacted in a less tangible way, based on continuing use of developing technology. In addition, the presentation highlights ways these developments might impact business/professional communication pedagogy.

“Increasing the Effectiveness of Using Technology for Presentation/Speech Training and Avoiding Potential Pitfalls”

M. SEAN LIMON

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While different forms of technology can be utilized for improving students' presentation/speaking skills, how instructors use the technology can result in negative effects or unintended consequences. If not used properly, the different technologies used to aid in teaching or training can make the student or trainee a passive learner, rather than an active one. The presenter will discuss with attendees the potential problems or pitfalls of using technology and provide a model to overcome these problems.

“Distance Education in a Global Age: An International Perspective on Online Learning in Business Communication Education”

KIRK ST. AMANT

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By allowing us to overcome barriers of geography, online media permit a degree of international interaction that was once unthinkable. Now, individuals located in different nations can come together in the same online space to share ideas and exchange information. From an educational perspective, online teaching environments can easily become global classrooms comprised of students who live in different nations, but who come together in the same online learning community. While such online global classrooms remain relatively rare, recent developments in international online access indicate that this situation is poised to change markedly in the future. This presentation examines how cultural and technology factors could affect interactions in such global learning environments.

“Resizing and Restructuring the Business Communication Course”

BARBARA D. DAVIS

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While scholars, practitioners, and researchers champion the necessity and value of business communication courses in business school curricula as well as concur that employers demand communication skill competency, does the reality of “all things business communication” indicate anything more than “lip service”? Admittedly, the country’s present economic state is affecting everyone and everything; however, the microscopic examination of the business communication area has prevailed during feast as well as famine periods.

This presentation addresses the charge given to a business communication faculty member of an AACSB school of business to devise a different delivery method for the multi-sectioned business communication course. Perceived micromessages, microinequities, and microadvantages related to this charge will be discussed. Student perspectives of the change to a different delivery method and an examination of several proposed methods will also be included.



SESSION 3A—HARBORVIEW

“Best Practices Case Study: Adapting the Traditional Writing Center for the Non-traditional Student”

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According to NCES, the traditional student population is growing at a rate of 10 percent compared to a 19 percent growth rate among the nontraditional student population. A corresponding trend has been seen in traditional course enrollments and online course enrollments, with traditional enrollments increasing at a rate of 1.2 percent compared to a 12.9 percent rate in online enrollments. This best practices case study documents the evolution of a writing center as it adapts to meet the needs of nontraditional students. A two-year quantitative study presents compelling evidence that web conferencing technology provides a pedagogically sound experience that can be effectively used not only within the educational field but within the business sector as well.

“Assessing Students’ Online Readiness for the Online Environment in Business Communication”

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MARY M. WHITE

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Institutions of higher learning have experienced an increase in online course enrollment. Universities require technical skills as a prerequisite for enrollment in online courses, but do not require students to demonstrate proficiency. Several universities require students to complete an online readiness assessment. Student performance in online courses has revealed there is a need for the identification of best practices to determine student readiness in online learning. This article explores the extent to which universities can use the information garnered from online readiness assessments to increase student achievement in online education.



SESSION 3B—SKYWAY/PIER

“E-Language for E-Communication”

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Business graduates need to learn to speak jargon, just as technical geeks need to learn to speak business. Future employees must balance business knowledge with technology language to communicate effectively. Likewise, non-technical employees, as well as consumers, must demand effective communication when they lack understanding of the jargon. They should research the technology and ask questions until they are comfortable with the technical terms. Graduates must develop a desire to discover and to think critically to enhance their lifelong learning obligation and opportunity. This presentation will address the changing terminology in business communication as a result of technology and demonstrate how educators can use this language to their benefit in teaching today's business communication students.

“Using Twitter in Teaching and Research: An Exploration of Strategies and a Discussion of Methods”

BEATRICE EKINDE EPWENE

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Twitter is a new tool for social networking, communication and business. In the business world and especially in communications, this tool has been embraced as a quick way to take the pulse on any topic. The media and communication industry in particular, has embraced this new tool as evidenced by its use on major news networks. However, the use of Twitter is still elusive for teaching and research to those in academia. It is for this reason that this study proposes to explore how twitter can be specifically used in academic research and in teaching and learning. The presenter hopes that other scholars will share their knowledge, expertise and concerns about this communication tool and brainstorm ways to better manage the medium in the field of education and scientific research.

12:10–1:45 pm

Lunch and Guest Speaker, Amy Newman—Bayboro

Lunch sponsored by Cengage Learning

Amy Newman is a senior lecturer of Management Communication at Cornell University, School of Hotel Administration. She teaches three communication courses: a first-year business communication class, an upper-level persuasive communication class and an elective, Corporate Communication. For 20 years, Newman held senior-level management positions and consulted with companies such as Canon, Scholastic, BOC Gases, and St. John's University. Newman's research focuses on communication technologies, including media choices and companies' responses to social media posts.

“Technology and Business Communication: Keeping Current, Choosing Wisely”

How can we possibly stay current with so many new technologies, and do we need to keep pace with our students? This session will discuss the delicate balance between incorporating technology into our courses and staying true to traditional business writing principles. With well-chosen class activities, examples, and assignments, we can prepare students for work and maintain our sanity.

SESSION 4A—HARBORVIEW

“REACT: Being Proactive with Technology in the Classroom”

ANNE GRINOLS**Baylor University*****anne_grinols@baylor.edu***

The students we see in our classrooms must be prepared for a business environment that did not exist when most of us received our education and/or had our roles in business outside academia. One of the best ways to do this is to embrace technological advances in our classrooms. This means more than moving from a blackboard to PowerPoint to Prezi. It means, for example, rethinking how we accomplish our basic charge to equip our students in presentation delivery. I have lately become aware of REACT, a new technology that will appeal greatly to our students, while accomplishing the feedback process I desire. I plan to introduce this technology in my class this spring over the first six weeks. It is this innovation that I will present at this conference – the planning, its use, and a review of its effectiveness.

“The Use of Retired Executives to Support a Communication Course”

ROBERT STOWERS**The College of William and Mary*****robert.stowers@mason.wm.edu***

College and university resources have been severely limited in the past few years because of budget cuts. Innovative ways to reach students and augment course activities; therefore, are increasingly more difficult to attain. Because of the immediate resource of retired and semi-retired executives in people in the Williamsburg area is rich, this pool was looked at as a resource for faculty and students at the Mason School of Business. A large pool of executives was recruited (about 500) and selected (initially 75 – now 125) and was trained in ways to help support the business school. The executives’ participation provides a sense of realism in the classroom that would be difficult to otherwise simulate. They provide the instructor with written critiques on student presentation style and content and participate in active question and answer sessions after student presentations are concluded.

SESSION 4B—SKYWAY/PIER

“How to Respond When Organizations Cause You Harm: A Case Study of Mismanagement Involving Duke Eye Hospital Billing Officer”

BETSY STEVENS**Elon University*****bstevens@elon.edu***

One of the impacts of current trends in communication media on business has been to reduce direct communication with customers and clients, construct barriers to communication, and respond to complaints with silence because it is the easiest and most efficient way for the organization to address a problem. With this case study I argue that we need to teach our students a new genre of business letter writing ---a forceful, no-nonsense, assertive letter that says –in my case—I believe you are in violation of the Fair Credit Report Act and I am planning to hold you accountable for this.

It is time we extend business communication practices and marry them with some of the concepts taught in business law. Our past approach has been too nice—we need to prepare our business students for a world that might ignore their well-written business letters and teach them how to fight back in appropriate and effective ways.

“The Impact of Globalization and Technology on Teaching Business Communication: Reframing World View, Methods and Content”

PRISCILLA BERRY

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This paper will explore the current paradigm shift in the use of technology in the classroom which is occurring as the result of the technology explosion in society and the impact of globalization. The business world is challenging us to change the way we teach business communication and not to just teach the use of technology tools for communication, but to teach the ethics of using these tools. This paper addresses how content and methods must be reframed and rethought, and how professors must explore and adopt a world view adapting to a culturally diverse audience. The power and force of the technology, and specifically social media communication, to alter the course of lives, communities, corporations and countries is seen as an integral part of the business classroom.

FRIDAY AFTERNOON, MARCH 9, 2012

2:55-3:10 PM

Coffee Break – Harborview Foyer

Sponsored by The Citadel School of Business Administration, Dr. Ronald F. Green, Dean

3:15-4:45 PM

TeamUp Session

“Putting the “I” and “U” in “Virtual Classroom”: What the Best Online Teachers (and Learners) Do!”

DR. ANN WOLF

Prior to joining Cengage Learning, Ann was a literacy professor in teacher education. As a professor of literacy, she has over 20 years of experience teaching at both the K-12 level and institutions of higher education. She also taught College Success courses at both two year and four year institutions.

She has presented at many state, regional and international conferences on engagement strategies for reading, content area reading and using multicultural materials for reading and has publications in many peer reviewed journals. Ann is on the editorial board of the Journal of College Literacy and Learning. She is currently the President of the College Reading and Learning Association.

Ann has earned her B.A. in Sociology at Rutgers University, her M.S. in Literacy from Syracuse University and her Ed. D. in Literacy from the University of Northern Colorado. Her research interests are strategies to support reading comprehension of academic text and reading online materials.

5:30 PM-7:30 PM

Optional Sunset Cruise and Dinner

Columbia Restaurant on the pier

SATURDAY MORNING, MARCH 10, 2012

7:00-8:30 AM **Breakfast** (*on your own*)

8:40-9:30 AM **Concurrent Sessions**

SESSION 5A HARBORVIEW

“Mobile Devices in the Classroom”

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Mobile devices represent a new class of technologies that have revolutionized the way we teach and learn because they allow for information access and a variety of communication options on a single device (Barnhart & Pierce, 2011). The emerging field of study referred to as mobile learning (M-learning) integrates knowledge of electronic learning with the capabilities of mobile computing. The most important element of M-learning is constructing a learning environment in which anyone is able to learn any place and anytime. Inherent to the model is the incorporation of adaptations that provide participants with a learning environment that not only moves with them but accommodates individual preferences and needs (Boyinbode, Bagula, & Ngambi, 2011). The purpose of this study is to (1) present information about how mobile devices can be used in educational settings, and (2) stimulate interest in further personal research related to M-learning.

“Smartphones as a Resource for News among Saudi Students in the US”

ALI D. ALANAZI

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Decades ago people used to receive news through what we now call traditional media, e.g., print, radio, and TV, with limited choices and high cost of setup. It was hard for people to get news rapidly from other sources except if they worked for a news agency. Nowadays, news consumers have several news sources at their disposal through several types of media. The revolution of smartphones provides a never-ending source of news following the era of the computers and the Internet. This study will survey the use of smartphones as a resource for news among Saudi students in the United States (US), exploring whether they prefer news with videos and images more than news with text only.

SESSION 5B—SKYWAY/PIER

“Social Media Use for Successful Employment Communication: Strategies to Help Students Enhance Their Job Search”

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Although recent employment data suggest that the job outlook is improving in the U.S. (Lee, 2012), students still need to be competitive to obtain the best job available job opportunities. In years past, the prerequisites to a good job offer included a decent grade point average, a targeted and fine-tuned resume and cover letter, and well-practiced interviewing skills. Today, additional employment communication strategies are needed to set students apart from their competition. This presentation describes how employers use social media tools to make hiring decisions and offers several strategies to help students enhance their job search.

“Who is the Better Listener in the Workplace—A Man or a Woman?”

DEBORAH ROEBUCK

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Although verbal communication comprises a large portion of managers’ and employees’ work days, listening comprises a more important portion. “More than 35 business studies indicate that listening is a top skill needed for success in business” (“Is Anybody Listening?,” 2010). With global expansion and increasing technological complexities, listening and thus comprehension play a big role in the business world. Based on this fact, employers and employees alike should work on active listening, where they pay attention to what someone says instead of thinking ahead to their response. Heightened interest in the subject of listening has started organizations developing self-tests that will help their managers identify the barriers impacting their individual listening performance, which will lead to improved listening skills (Glenn and Pood, 1989). Therefore, this study will explore the listening skills of managers and non-managers

9:35-10:25 AM Concurrent Sessions

SESSION 6A—HARBORVIEW

“Technology, Critical Thinking, and the Plight of the Writing Convention”

ANNA HANEY-WITHROW

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Rapidly evolving technology has translated in to rapidly evolving writing conventions. How do we teach students workplace writing conventions when we may not be familiar with all of them ourselves or when we do not feel confident predicting what conventions will look like even in the near future? How do we spare them from the embarrassment of sending employers the types of messages they sometimes send to their professors? In short, how do we teach them to write for the digital age without killing the written language?

One simple approach might be to avoid teaching conventions per se and instead teach students how to recognize and apply conventions in their workplaces. This presentation will include the merits of such an approach as well as a discussion of the major skills students would need in order to do this type of critical thinking and application. Specifically, we will explore what type of foundation students must have in writing, what students may assume about efficiency, and how people learn conventions. Finally, we will discuss one simple formula that has the potential to change how students see conventions and significantly improve their professionalism and workplace readiness.

“Integrating the Communication Preference Profile into MBA Students’ Blogs”

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FIONA BARNES

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The Communication Preference Profile (CPP) is a newly developed 20-item self assessment that identifies four different communication preferences: People, Action, Content, and Technology. Discover how Business Communication faculty members are using the inventory in the classroom to help students understand their strengths and challenges as communicators and even more importantly, adapt to different communication styles in their work settings.

SESSION 6B SKYWAY/PIER

“Solutions for Closing the Grammar Gap for the Digital Generation”

CAROLYN CASEY HAWLEY

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Are students arriving in your business communication classes unequipped with basic skills in grammar and mechanics? Recruitment programs that admit students with weak language skills, the influx of English as a Second Language students, and the reduction in grammar instruction at the secondary level are all factors in creating a student population with developmental needs in English. Instructors of business communication cannot close the gap entirely, nor do they want to reduce the time in teaching business topics in order to teach more grammar. What is the instructor to do? The presenter shows how you can offer your students a variety of resources to help them bring their language skills up to the level of standard English. The exciting news about these tools is that most are online and highly interactive. These online tools often customize automatically to the students’ needs as the student participates. These are digital solutions for the digital generation.

“Communication Technology: The Key to Educating Culturally Intelligent Business Persons”

SYDEL SOKUVITZ

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This paper argues that communication technology is at the heart of any culturally intelligent organization. This notion is explored through an original study situated in an MBA course. By simulating the challenges faced by geographically-dispersed worksites and culturally-diverse employees, graduate business students will experience the technological “groundswell” that characterizes today’s global organizations.

10:30-11:00 AM Closing Meeting

ACKNOWLEDGMENTS

A great deal of time, effort, and financial support go into making a conference a success, and we could not have done this without the gracious help of the following people:

OUR GENEROUS SPONSORS:

Reception co-sponsor, with ABC: **Hough Graduate School of Business, the University of Florida**

Luncheon Sponsor: **Cengage Learning**

Coffee Break, Friday morning: **Shirley Kuiper and Dorinda Clippinger, authors of *Contemporary Business Reports***

Coffee Break, Friday afternoon: **The Citadel School of Business Administration, Dr. Ronald F. Green, Dean**

OUR SUPPORTERS:

Lisa Murray, our capable Proceedings Editor.

Dorothy McCawley & Sarah Bleakney, who created our Facebook group and staff our registration table.

Jason Williams, Warrington College of Business's talented graphic designer, who designed this program.

Marilyn Buerkens, ABC's wonderfully patient and organized office manager, who oversaw all the conference arrangements and kept the program chair on track.

Barbara D'Angelo, ABC's Web editor, for setting up the conference website and our Facebook page.

Jim Dubinsky, ABC's Executive Director, who stepped in to take the reins, balance the budget, and make the tough decisions.

UPCOMING ABC CONFERENCE:

***2012 Association for Business Communication
77th Annual International Convention***

October 24-27, 2012

Honolulu, Hawaii

Call for Papers Deadline: **May1, 2012**

Conference Contacts: **Roger Conaway and Oliver Laasch, Program Co-Chairs**



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