Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

SKU: 9781259270918-SOLUTIONS

Chapter 2 Adapting to Audiences

1. DESCRIPTION OF BCN 4E CHAPTER 2

This chapter introduces students to audience analysis. In addition to identifying five types of audiences, it discusses ways to analyze individuals, organizations, and groups as well as six questions that help adapt messages to different types of audiences. In addition to explaining how to identify and develop reader benefits, it also discusses ways to make messages friendlier, more persuasive, and more humane, focusing on you-attitude, positive emphasis, and bias-free language. All will help writers achieve their purposes, and suggest that they care not just about money but also about their readers, their needs and interests. Students should return to this chapter throughout the semester as they analyze audiences for the messages they write and the presentations they give.

2. ESSENTIALS TO COVER FOR CHAPTER 2

Stress the following points:

- There are five kinds of audiences:

    1. The **initial audience** is the first audience to get the message. Sometimes the initial audience assigns the message.

    2. A **gatekeeper** has the power to stop a message instead of sending it on to other audiences. A gatekeeper therefore controls whether a message even gets to the primary audience. Sometimes the supervisor who assigns the message is also the gatekeeper; sometimes the gatekeeper is higher in the organization. In some cases, gatekeepers may exist outside the organization.

    3. The **primary audience** will decide whether to accept your recommendations or will act on the basis of your message. You must reach the primary audience to fulfill your purposes in any message.

    4. The **secondary audience** may be asked to comment on your message or to implement your ideas after they've been approved. Secondary audiences also include lawyers who may use your message—perhaps years later—as evidence of your organization's culture and practices.

    5. A **watchdog audience**, though it does not have the power to stop the message and will not act directly on it, has political, social, or economic power. The watchdog (board members or regulatory bodies, for instance) pays close attention to the transaction between you and the primary audience and may base future actions on its evaluation of your message.

    When a document will go to multiple audiences, the writer should use the primary audience to determine level of detail, organization, level of formality, and use of technical terms and theory.

    - **Empathy** is crucial to good audience analysis. Communicators can analyze an audience's geographic, demographic, psychographic, and behavioural characteristics, as well as organizational culture, discourse community, and community of practice.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Chapter 2 Adapting to Audiences

- An **organization's culture** is its values, attitudes, and philosophies. An organization's culture is revealed verbally in the organization's myths, stories, and heroes and nonverbally in the allocation of space, money, and power—as well as in the clothes people wear.
- **A discourse community** is a group of people who share assumptions about what channels, formats, and styles to use for communication, what topics to discuss and how to discuss them, and what constitutes evidence.

- A **community of practice** is a group of people who work together, share a sense of purpose, learn together, develop identities, and add value to the organization.

- The following six questions help you adapt messages to audiences.
  1. How will the audience react to the message?
  2. How much information does the audience need?
  3. What obstacles must you overcome?
  4. What positive aspects can you emphasize?
  5. What are the audience's expectations about style and format?
  6. How will the audience use the document?

- **Reader benefits** allow readers to see the benefits or advantages of using your (the writer's) services, buying your products, following your policies, or adopting your ideas. Good reader benefits should be based on intrinsic as well as extrinsic motivators.

- **You-attitude** is a style of writing that considers the reader's needs and protects the reader's ego. It involves more than substituting "you" for "I" or "we"; it makes the reader's needs a primary consideration in any message.

- **Positive emphasis** means focusing on the positive rather than the negative aspects of a situation.

- **Tone** is the implied attitude of the writer toward the reader. Tone is tricky because it interacts with power. Norms for politeness are cultural and generational.

- **Bias-free language** does not discriminate against people on the basis of gender, abilities, race, age, or any other category. It is fair and friendly; it includes all readers and helps sustain goodwill.

These concepts are more than just a "word game." They arise out of a philosophy of management that puts customers, colleagues, subordinates, and superiors first.

For specific suggestions on ways to use this material, see the lesson plans in Section 6.

3. ANSWERS AND ANALYSES FOR EXERCISES AND PROBLEMS

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Chapter 2 Adapting to Audiences

Answers and analyses for each exercise and problem in Chapter 2 of BCN 4E are given below.

GETTING STARTED

2.1 Identifying Audiences

1. Maria is seeking venture capital so that she can expand her business of offering soccer camps to youngsters. She's met an investment banker whose clients regularly hear presentations from business people seeking capital. The investment banker decides who will get a slot on the program, based on a comprehensive audit of each company's records and business plan.

Primary audience:	Clients of the investment banker, who will decide where to invest
Gatekeeper:	Investment banker
Secondary audiences:	Parents of children who might attend the camp Managers and marketers for the camps Sellers of soccer equipment

2. Russell has created a Web page for his travel agency. He hopes to sell tickets for both leisure and business travel.

Primary audiences:	Individuals and corporate travel agents who might buy tickets
Initial audiences:	Surfers who may tell decision-makers about the site

3. Paul works for the mayor's office in a big city. As part of a citywide cost-cutting measure, a blue-ribbon panel has recommended requiring employees who work more than 40 hours in a week to take compensatory time off rather than being paid overtime. The only exceptions will be the police and fire departments. The mayor asks Paul to prepare a proposal for the city council, which will vote on whether to implement the change. Before they vote, council members will hear from (1) citizens, who will have an opportunity to read and comment on the proposal; (2) mayors' offices in other cities, who may be asked about their experiences; (3) union representatives, who may be concerned about the reduction in income if the proposal is implemented; (4) department heads, whose ability to schedule work might be limited if the proposal passes; and (5) the blue-ribbon panel and good-government lobbying groups. Council members face re-election in six months.

Primary audience:	Council members who will vote
Secondary audience	Citizens, mayors, union representatives, department heads, the blue-ribbon panel, and lobbying groups who will comment on the proposal; city workers who will be affected by it if it passes.
Initial audience	His boss, the mayor
Watchdog audiences:	Voters and any other individuals or groups that have economic, social, or political power over the mayor and the council

2.2 Identifying and Developing Reader Benefits

1. **Use less paper.**
   Security: saving money; conserving environmental resources.
   Belonging: promoting welfare of organization.
   Recognition: having a good personal and corporate reputation.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Chapter 2 Adapting to Audiences

2. **Attend a brown-bag lunch to discuss improving products or services.**
   Security: satisfying curiosity; building groundwork for improving working relationships.
   Recognition: pride in performing job well; possible basis for promotion.
   Self-actualization: putting talents, abilities to better use.

3. **Become more physically fit.**
   Physiological: satisfying need to use muscles; becoming more attractive, enjoying better health.
   Belonging: belonging to a group; interacting with other people who also participate.
   Recognition: (if one does well in the sport).
   Self-actualization: using talents, abilities.

4. **Volunteer for community organizations.**
   Security: pride in helping others.
   Recognition: pride in achievement.
   Self-actualization: desire to use talents.

5. **Ease a new hire's transition into the unit.**
   Belonging: cooperating with someone else on a project.
   Recognition: having a good personal, unit reputation.
   Self-actualization: using talents to teach, solve problems.

2.3 Sending a Question to a Website

Answers will vary considerably, depending on the website chosen. Thoughtful answers will show that the writer considered how well he or she matched the query to the organization.

2.4 Improving You-Attitude and Positive Emphasis

Many different revisions are possible. Acceptable answers include the following.

"Straight Talk with Professors?"

> Hi, I have concerns about my report, presentation, grades, and basically everything in the class. Is there a time we can meet before tomorrow's exam to talk about it?
>
> > Dear Professor Findlay:
> >
> > I would appreciate your feedback on my performance in the class so that I can be better prepared for the final examination. Would you have time to meet with me over the next few days to review my performance?
>
> Hello, I was just wondering how we can be expected to include evidence in the exam answers. Thank you for your time.
>
> > Dear Professor Findlay:

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

I am preparing for the final examination and would appreciate if you could clarify expectations on evidence and its documentation. Are we, for instance, expected to quote and document our sources according to APA convention?

Hi, Are you marking grammar and spelling in the exam? Let me know.

Dear Professor Findlay:

I have been studying hard so that I can perform well in the final examination, but am anxious about my grammar and spelling. Could you please confirm whether we are permitted to use dictionaries and writing manuals in the final?

Hi Mrs. Smith, I am writing at 2:00 today, so hopefully you can let me know what format to use for report answers in the final.

Dear Professor Smith:

I am preparing for next week's final and am unsure what format is expected in our report answers. Could you please confirm expectations?

Hi, I missed the last class, I'm unsure how to do the assignment. How do you propose I deal with this?

Dear Professor Smith:

Because I was too ill to attend the last class, I missed your instructions on the next assignment. I would be grateful if you could advise me on assignment length and format requirements so that I can submit on time.

1. We cannot provide vegetarian meals unless you let us know at least three days in advance.
   You can now receive vegetarian meals by letting us know three days in advance.

2. We are pleased to provide free e-mail accounts to students.
   You can now receive a free e-mail account from the university.

3. You'll be happy to know that we have installed an ATM for your convenience.
   You can now use the new ATM located in the main lobby of the Student Union.

4. We're swamped. We won't be able to get your order out to you until Friday morning.
   Your order will be processed Friday morning.

5. If the above information is unclear, or if further information on this or any other topic is necessary, please do not hesitate to contact me.
   Call me at extension 4345 if you have questions about the enrollment forms.
   OR—Omit the sentence.
   OR—Call the ITS Help Desk at extension 4345 when you need advice about using your computer or any of the software provided.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

6. I am anxious to discuss this problem with you.
   I wish to discuss our opportunity to improve the performance of the business advisory unit.

7. I had a difficult time evaluating the website. The sheer size of the site made it difficult to browse. After considerable time, I decided that, although it is huge, the site is thorough and well designed.

   This excellent website is thorough and well designed. The sheer volume of fine content will keep even a knowledgeable visitor happily occupied for a long time.

8. We cannot process your request for a reservation because some information is missing.

   Your reservation will be processed as soon as you provide the information described below.

2.5 Eliminating Biased Language

1. We recommend hiring Jim Ryan and Elizabeth Shuman. Both were very successful summer interns. Jim drafted the report on using rap music in ads, and Elizabeth really improved the looks of the office. (Unless Elizabeth is an interior decorator, the third sentence does not highlight her personal strengths, as it does for Jim.)

   Revision: We recommend hiring Jim Ryan and Elizabeth Shuman. Both were very successful summer interns. Jim drafted the report on using rap music in ads, and Elizabeth designed a marketing campaign for our winter line.

2. All sales associates and their wives are invited to the picnic. (This statement implies that all sales associates are heterosexual, married men.)

   Revision: All sales associates and their spouses or partners are invited to the picnic.

3. Although he is blind, Mr. Morin is an excellent group leader. (Mr. Morin's leadership abilities are not dependent on his blindness.)

   Revision: Mr. Morin is an excellent group leader.

4. Unlike many blacks, Yvonne has extensive experience designing web pages. (The phrase "unlike many blacks" implies that people of colour are not capable of developing technical skills.)

   Revision: Yvonne has extensive experience designing web pages.

5. Chris Renker
   Pacific Perspectives
   Centennial Square
   Victoria, BC

   Gentlemen: (The salutation "Gentlemen" is obsolete and sexist.)

   Revision: Dear Mr. Renker: (if we know Chris is male)
   Dear Ms. Renker: (if we know Chris is female)
   Dear Chris Renker: (if we don't know Chris's gender)

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

6. Serge Dagenais has very good people skills for a man. (The condescending "for a man" suggests that most men do not have good people skills.)

   Revision: Serge Dagenais has very good people skills.

7. *Parenting 2017* shows you how to persuade your husband to do his share of the childcare chores. (This statement implies that all parents are married and that caring for children is the wife's responsibility. Many men share equally in childcare; many are sole caregivers to children.)

   Revision: *Parenting 2017* shows you how to share childcare chores with a spouse or partner.

8. Mr. Paez, Mr. O'Connor, and Tonya will represent our office at the convention. (Referring to the woman as "Tonya" instead of using a courtesy title and her last name is condescending and implies that the woman is of not of equal status.)

   Revision: Mr. Paez, Mr. O'Connor, and Ms. Rubinski will represent our office at the convention.

9. Sue Corcoran celebrates her 50th birthday today. Stop by her cubicle at noon to get a piece of cake and to help us sing "The Old Grey Mare Just Ain't What She Used to Be." (The choice of song is sexist, ageist, and reinforces the stereotype that once women reach a certain age they are no longer useful. A chorus of "Happy Birthday" will do.)

   Revision: Sue Corcoran celebrates her 50th birthday today. Stop by her cubicle at noon to help us sing "Happy Birthday" and to share Sue's birthday cake.

10. Because older customers tend to be really picky, we will need to give a lot of details in our ads. (The sentence is ageist.)

    Revision: We will need to give a lot of details in our ads.

EMAIL MESSAGES
2.6 Responding to a Complaint

Difficulty level: Medium

A good answer will take the issue seriously. The memo to the staff should note that biased language makes people feel unwanted and unappreciated—hardly the way to encourage people to do their best.

COMMUNICATING AT WORK
2.7 Evaluating Bias in Visuals

Difficulty level: Moderately Challenging
Answers will vary depending upon whether students evaluate a magazine, annual report, or website. Whether students share findings in a small group, email, blog, or memo, class presentation, or report, all responses should discuss whether the material is non-sexist, non-ageist, and non-racist and also how the material portrays individuals with disabilities.

2.8 Revising a Form Letter

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

The form letter is weak. The letters should be personalized and should indicate whether the customer purchased an item or had one appraised. Words about the vendor's feelings should all be removed. Many different revisions are possible, but they should correct the following problems:

Problems with building goodwill include:

- "We are most happy" in the first sentence and "We feel" in the second sentence focuses on the company's feelings, not the reader.
- The "sold or appraised" should be in brackets or otherwise show that the letter is tailored to the actual customer.
- "We trust you will" purports to know how the reader will feel. That language should be removed.

4. CHOOSING ASSIGNMENTS FOR CHAPTER 2

Exercises **2.1**, through **2.8** all make good in-class exercises. To give your students a lot of practice at the sentence level, consider assigning **2.4** as an ungraded assignment and then **2.8** as a graded one. Problem **2.8** is designed for students who receive written communication at work. To practice using bias-free language, use **2.5** in class. Problems **2.7** and **2.8** can be used as out-of-class writing assignments.

5. STRATEGIES FOR INCREASING STUDENT LEARNING

Students usually understand the concepts in this chapter but need lots of practice before they can successfully apply them. You are likely to find the following:

- Students understand what the terms "initial," "gatekeeper," "primary," "secondary," and "watchdog" mean, and in a situation with multiple audiences they can usually identify which person or group would be classified as which kind of audience.
- Students often need help
  - When one person can be viewed as two types of audience, such as one's boss being both the initial and the primary audience
  - When the same person is sometimes one type, and at other times another type (e.g., if sometimes your boss is both primary and initial because she both assigns a report and is the one who will act on it, but sometimes she is just the primary, and sometimes just the initial).
- Students who have a clear understanding of all audience types still have a great deal of trouble analyzing them.
- Similarly, students usually can identify benefits easily but they have difficulty developing them.
- To a lesser extent, students usually can identify discourse communities and communities of practice and describe an organization's culture, but they do not see how this affects their writing.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Chapter 2 Adapting to Audiences

What does all this mean to you as a teacher of business communication? First, expect a fair amount of frustration as students who have never thought of audience beyond "the general reader" struggle to come to terms with the complexities of audience analysis. For example, students who discern intrinsic and extrinsic motivators immediately may not understand why a paper comes back marked "Develop reader benefits." The student may think, "The benefit is in there; why isn't that enough?" Or, students may say, "I wrote down the right audiences for the audience analysis questions; how can you say that I don't meet the audience's needs?"

To combat these tendencies, try these strategies:

1. Model good audience analysis and good development of reader benefits by sharing as many examples with your class as time permits.

2. Give students plenty of practice. Short in-class activities, particularly group activities where they can compare notes with their peers, work well. If students practise audience analysis and developing reader benefits only on messages they write for a grade, they will probably not do well. It takes time to develop these skills.

3. Be patient. Your students may not "get it" the first time around, but if you come back to the concepts presented in Chapter 2 for each assignment, they *will* improve. When you return a set of papers, always point out good solutions that show attention to audience and that develop benefits (if appropriate).

Though the concepts of you-attitude, positive emphasis, and bias-free language are easy to understand, they are also often difficult to put into practice.

Students typically find you-attitude the most confusing aspect of goodwill. Despite your best efforts, many students will think that as long as they throw in the word "you" now and then they have created you-attitude, or that you-attitude is an issue only when the situation is clearly negative. It's also common to have students resist using you-attitude because "this is not the way they write where I work," or because they mistakenly believe that you-attitude automatically creates wordiness.

All these issues are addressed in BCN 4E, yet even experienced teachers of business communication find that students have difficulty with goodwill. Consequently, you may be tempted to stay with this topic until everyone "gets it." We urge you not to do this! Though you want to give students a good introduction to the concepts of goodwill, many will not understand completely until they start writing different types of documents on their own. Most students need time to assimilate themselves to writing in a business context.

Anticipating these difficulties can help alleviate them. In addition, you might try the following strategies:

- Introduce methods of conveying goodwill very early in the course, preferably within the context of ways that business-writing differs from other kinds of writing.

- Use both sentence exercises and complete documents to teach these concepts, especially you-attitude.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Chapter 2 Adapting to Audiences

- Examine goodwill in positive, negative, and persuasive situations, even if touching only briefly on different examples, to demonstrate that goodwill is important in all situations, although the strategies differ according to the situation.

- Whenever possible, look at goodwill in the students' own writing. For example, focus on goodwill during peer review of students' drafts. Do a mini-lesson on improving goodwill by showcasing student examples. When returning graded papers, point out a few that are particularly strong in goodwill.

- Return to the subject of goodwill for each assignment.

6. POSSIBLE LESSON PLANS FOR CHAPTER 2

Covering audience analysis as a separate topic can be done in less than an hour, but you will come back to this topic informally every time you and your students begin to analyze a problem.

Introducing Audience Analysis (30 to 50 minutes). Some professors like to introduce audience analysis by giving an introductory lecture that touches on all the main points of the chapter. Your students will understand the principles you discuss much better if you have them apply them instead of lecturing the entire class period. For example, after identifying the types of audience and how to analyze them, give your students practice, such as Exercise **2.1**, and then discuss actual documents.

To illustrate how audiences differ, talk about persuasive messages you may need to write, identifying the different audiences and their concerns. You could involve students by asking them to remember a situation in which they had to consider the needs of different audiences. Were they successful? How did they do it? You might enrich the class discussion by sharing your own experiences in communicating with multiple audiences.

Discussing Organizational Culture, Discourse Communities, and Communities of Practice (10 to 30 minutes). Spend at least ten minutes defining and explaining organizational culture, discourse communities, and communities of practice and how they affect both spoken and written messages. Use this terminology throughout your discussion of audience analysis both in your initial discussions of Chapter 2 and throughout the course as you discuss assignments students will write. The concept of discourse communities is crucial: It explains why some documents "succeed" on the job even though they would not get high grades in your course. Students often get it when asked to discuss their experience of classroom culture (what written and unwritten rules affect participation, for instance) and their experiences of different disciplines and colleges (conventions, formats, etc.).

Adapting Messages for Different Audiences (45 minutes). To emphasize how audience analysis shapes a message, you may want to ask your students to spend 15 minutes responding to the following prompt:

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Chapter 2 Adapting to Audiences

You are the supervisor of the loading dock at Sweet Treats Candy Company. Three of your workers spent two hours loading a truck only to realize that there were two boxes missing from the customer's order. The entire truck had to be unloaded (taking another hour), and the workers had to check the order against the invoice to figure out that two boxes of Yummy Treats were missing. It took two more hours to reload the truck with the entire order.

Send a memo to all your loading dock workers reminding them to double-check the orders against the invoices before loading the trucks.

After your students have finished writing their memos, ask them to use the same information to write to their boss, the Shipping Unit Manager, explaining why three hours of valuable time were wasted unloading and reloading a truck.

Allow the students another 15 minutes to write this message and then ask for volunteers to read their memos to the class. As students share their work, point out the differences in content, organization, style, and tone in the messages to the loading dock workers and the messages to the Shipping Unit Manager.

Practising Audience Analysis (45 minutes). Focus on the six audience analysis questions. Then put students in small groups to analyze a specific audience for a specific purpose. You could use one of the problems in this chapter, an audience for an assignment students will be writing later in the term, or the audience suggested by concerns in your campus and city. You may want to have each group work with the same audience, or have different groups focus on different parts of an assignment. After about 20 minutes, ask each group to share its conclusions with the rest of the class.

Introducing Reader Benefits (10 to 25 minutes). Presenting reader benefits in a lecture with lots of examples will help students become familiar with the concept; but for them to learn to *develop* reader benefits, they will still need to do a lot of practicing. Stress the distinction between intrinsic and extrinsic motivators. Discuss how determining motives leads to identifying reader benefits. Emphasize that determining readers' motives helps in developing benefits fully.

Developing Reader Benefits for Specific Audiences (45 minutes). To help students learn to develop reader benefits, spend a full class period on the following problem to give students experience in identifying motives, focusing benefits, and adapting them to specific audience needs.

Assume that you want to encourage people to do one of the activities listed below.

1. Becoming more physically fit.

Audiences: Community college or university students on the job market.
Workers whose jobs require heavy lifting.
Sedentary workers.
People diagnosed as having high blood pressure.
Managers who travel frequently on business.
Older workers.

2. Getting advice about interior decorating.

Audiences: Young people with little money to spend.
Parents with small children.
People upgrading or adding to their furnishings.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Older people moving from single-family homes into smaller apartments or condominiums.
Builders furnishing model homes.

First, explain the assignment completely. Students should identify needs that they could meet for the audiences listed here. In addition to needs that several audiences share, they should identify at least one need that would be particularly important to each group. They should identify a product or service that could meet each need. Using you-attitude, they should discuss reader benefits for each product or service.

The options here work well, or your students might focus on something that relates to their academic major or other interests.

You might brainstorm as a class or have students work in collaborative groups, brainstorming together for 15 minutes. Let each group choose one specific audience and ask them to

- Identify the needs of the audience (minimum of three).
- Identify at least one reader benefit that could meet each need.
- Prepare a brief explanation of the needs and benefits.
- Write one need and one benefit (in you-attitude) on the board.

After 15 minutes, bring the class together again. As a class, discuss the differences in the reader benefits and how they are adapted to meet the needs of the audiences. Have them evaluate the basis of the benefit (intrinsic vs. extrinsic motivator). Have a student summarize the key points about reader benefits (15 minutes).

If students are working on different services or products, ask them to complete the same steps as above, and let each group informally present its work to the class in the final 15 or 20 minutes of the session.

Some possible answers follow:

1. **Becoming More Physically Fit**
   Audiences: Community college or university students on the job market
   Workers whose jobs require heavy lifting
   Sedentary workers
   People diagnosed as having high blood pressure
   Managers who travel frequently on business
   Older workers

   For all groups:
   Need: use muscles
   Benefit: feel, look better; control weight

   Benefits for job hunters
   Sports are something to talk about during interview
   Look their best

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Release stress

Workers whose jobs require heavy lifting
Reduce injuries

Sedentary workers
Become stronger
Control weight
Reduce stress

Benefits for people diagnosed as having high blood pressure
Reduce or eliminate need for medication
Live longer, feel better

Benefits for managers who travel
Look fit
Conduct business at social events (e.g., golf)
Release stress from work
Workout offers something fun to do in the evening in a strange city

Benefits for older men and women
Retain flexibility, strength
Reduce dependence on medication
Live longer, feel better

2. Getting Advice about Interior Decorating

Needs that many will share.

- Need advice about decorating basics: colours, fabrics, room arrangement, etc.
- Have personal tastes to be satisfied.
- Need advice about which stores have best quality, whether it's worth waiting for sales, etc.
- Need help with special needs: architectural features, how to display a collection, how to maximize storage space in an apartment or small house.

Audience: Young people with little money to spend
Needs:

- Have almost no furniture--need lots of things.
- Furniture they do have is hand-me-down, bought at garage sales.
- Have little money.
- Need furniture that they can use a long time (in living room today, in family room ten years from now).

Benefits:

- Advice about how to buy furniture now that will fit into plans (and rooms) as needs change and furnishings grow.
- Advice about multi-purpose furniture.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

- How-to workshops on recycling and refinishing furniture, making drapes, hanging wallpaper, painting walls, etc.
- Payment plans that allow customers to buy only the decorating help needed—on credit.

Audience: People upgrading or adding to their furnishings.

Needs:

- New pieces to fit with old furniture, pictures, mementoes, etc. Can wait for right piece at right price.
- Probably in permanent home to which they can make changes: new flooring, built-in bookcases, new wall coverings, etc.
- May or may not want to do the work themselves.

Benefits:

- Information about furniture features that spell quality and durability.
- Help with planning to upgrade furniture gradually.
- Furniture displayed in room settings to give ideas about accessories, paintings, furniture placement, etc.
- Advice about where to find unusual knickknacks, paintings, and so forth: Decorator who tracks down accessories for client.
- Services of trained decorators.

Audience: Older people moving from single-family homes into smaller apartments or condominiums.

Needs:

- Too much furniture for new place; need to discard (or sell) some pieces.
- Have mementoes and collectibles that will need storage or display.
- Have children and grandchildren coming to visit.
- Need smaller-scale furniture to fit new place and/or new pieces for storage and multi-purpose use.
- May be ready for new furniture (old may be worn).
- Feelings about move may be positive, negative, or mixed.

Benefits

- Advice about storage pieces, multi-purpose furniture (e.g., sofa beds or trundle beds).
- Advice about combining current furniture with new storage pieces and/or smaller furniture.
- Bulletin Board or Buy-Back Service to allow customers to sell furniture they no longer need.

Audience: Builders furnishing model homes.

Needs:

- Personal preferences don't matter (not going to live in house). Want to appeal to a wide audience.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Chapter 2 Adapting to Audiences

- Want furnishings that will show the house to advantage: make it seem light, airy, roomy, inviting
- Care more about appearance than about quality, durability, and flexibility.
- Pay for everything on credit (no current income until house is sold).

Benefits

- Advice about latest trends in decorating and which traditional styles are still popular.
- Advice about how to make rooms look more spacious, how color affects mood, etc.
- *Everything under one roof*: staff decorators who will choose carpets, draperies, accessories as well as furniture.
- Quantity discounts and delayed payment plans.

Developing Reader Benefits for a Specific Product (45 minutes). You could spend the next class hour working on benefits for a specific product. You may want to talk about psychological description, which is discussed in Chapter 9.

One approach is to ask your students to collect examples of advertisements for a specific kind of product (suntan lotion, athletic shoes, or whatever). Ask students to compare their ads and to identify what reader benefits are implicitly and explicitly being emphasized in these ads. Then ask the students to spend 20 minutes writing a reader benefit for that kind of product to an audience they choose. Ask for volunteers to read their benefits aloud, and encourage a dialogue among the students about their reactions to the language, you-attitude, and positive emphasis in each benefit.

Discussing Multiple Audiences (15 minutes). Most workplace messages must satisfy several audiences. If your students have had work experience, you may want to ask if their bosses have served as gatekeepers as well as initial audiences and which audiences they find easiest and hardest to write to. Be sure to discuss the potential impact of watchdog audiences as well. Note that one must focus on gatekeepers and primary audience when audiences have many different needs.

Though the concepts of **you-attitude**, positive emphasis, and **bias-free language** are easy to understand, they are often difficult to put into practice. You can introduce the stylistic matters with sentence exercises, but you will need to teach these concepts within the context of a specific message whenever possible. Emphasize them throughout the course.

Introductory Lecture/Discussion (40-50 minutes). Define you-attitude, positive emphasis, and bias-free language, and to illustrate these concepts with simple examples.

Practising You-Attitude and Positive Emphasis (40-50 minutes). Use examples to introduce goodwill and the use of you-attitude, positive emphasis, and reader benefits to create it. To reinforce teaching, use contrasting examples that lack goodwill. Discuss and illustrate the five ways to create positive emphasis.

Problem **2.4** can give students quick in-class practice applying the techniques used to create you-attitude and positive emphasis. You could go over these in class.

Discussing You-Attitude and Positive Emphasis beyond the Sentence Level (10-20 minutes) Spend some class time on the practical application of you-attitude beyond the sentence level by discussing full-length messages.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Discussing You-Attitude and Positive Emphasis in Real-World Messages (20-25 minutes). Ask students to bring in examples of letters they have received and evaluate whether the messages use you-attitude and positive emphasis. Student can usually supply acceptance and rejection letters for credit cards or correspondence about student loans and scholarships. Divide the students into groups of four or five to discuss their examples, and encourage them to discuss their reactions to the letters. Do the letters or memos build goodwill? What sort of mental picture do they create of the writer? This is also a chance to summarize what they have learned about effective communication and audience awareness.

Introducing Bias-Free Language (40 minutes). In discussing examples chosen from advertisements, credit letters, or other examples students share, encourage students to see that using bias-free language is a good idea because it promotes an image of an organization as fair and friendly. You could assign Problem **2.5** as an out-of-class assignment and spend 25-30 minutes discussing ways to revise the sentences, or you could transfer the sentences to a PowerPoint slide and ask students to revise the sentences as you go along.

Some students resist the changes suggested to achieve bias-free language. They may claim that attempts to eliminate biased language destroy language, making it awkward. You can help students become more comfortable with bias-free language by showing them that there are a number of ways to eliminate discriminatory prose, and by reinforcing the importance of you-attitude and audience analysis in building goodwill in professional communication.

You may want to point out that the suggestions for reducing gender bias do not explain what to do with sexist quotations. Sometimes it's possible to paraphrase, but what does one do when one wants the credibility or the exact words of a quotation? Quotations from historical figures should be given accurately, reflecting the sexism prevalent in their times, but writers of newsletters or reports may legitimately edit the comments of executives they interview to create bias-free language even if the speaker used traditional terms. Let your students know if you think this compromise is acceptable.

Show students that bias-free language changes as people's preferences change and as connotations change. For example, some universities are now using the term "first-year student" instead of "freshman." It is possible that some of the terms suggested in BCN 4E may have been replaced by other phrases by the time you teach this section. That's OK; terms change as we become more sensitive and more creative in ways to demonstrate our sensitivity.

7. QUESTION OF THE DAY

To encourage students to read assignments, you may want to begin the class period with a quick quiz question. Having a quiz at the very beginning of class also encourages students to be on time and eliminates separate time needed to call the roll. To save grading time, you can have students switch papers and grade each other's; this doubles the class time needed but saves you time later.

An appropriate question for Chapter 2: List three ways to create you-attitude at the sentence level.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Chapter 2 Adapting to Audiences

Any three of the following statements make an acceptable answer:

1. Talk about the reader, not about yourself.

2. Refer to the reader's request or order specifically.

3. Don't talk about feelings, except to congratulate or offer sympathy.

4. In positive situations, use *you* more often than *I*. Use *we* when it includes the reader.

5. In negative situations, avoid the word *you*. Protect the reader's ego. Use impersonal expressions and passive verbs to avoid assigning blame.

Additional questions can be found in the *Computerized Test Bank* that accompanies BCN 4E.

8. KEY CONCEPTS QUIZ

A key concepts quiz on Chapter 2 follows. This quiz gives you a quick way to assess your students' understanding of the most important concepts in this chapter. **Here are the answers:**

1. a.

2. Any two of the following are acceptable:
   - What will the audience react to the message?
   - How much information does the audience need?
   - What obstacles must you overcome?
   - What positive aspects can you emphasize?
   - What are the audience expectations about style and format?
   - How will the audience use the document?

3. This sentence violates the principles of you-attitude because it focuses on what the writer is going to do rather than on how the reader will benefit, and it also mentions the feelings of the writer. Students are likely to recognize that the sentence does not convey you-attitude, but may have difficulty explaining *why* it doesn't.

4. This sentence violates the principles of positive emphasis because it uses unnecessarily negative language to express a straightforward idea: To qualify for the employee discount, simply get your supervisor's signature in advance.

5. Terms such as "victim" are too negative to be appropriate in the workplace. "AIDS victim" emphasizes the disease more than the person, suggesting that the disease defines the person. Someone can have a disease without being victimized by it. Instead, use "people-first" language such as "person with AIDS," if the disease truly is pertinent and warrants mentioning.

6. The question is phrased generally to allow some latitude in acceptable answers. When evaluating answers, take into account the following: (1) No explicit apology is needed if the error is small and if it has already been corrected. (2) Don't apologize if you're not at fault—if you did all you

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

could in the situation, and circumstances are beyond your control. (3) If you truly are at fault, apologizing can build goodwill. Do so early in the message, briefly, and sincerely. Then, go on to something more positive.

7. Tone is the implied attitude of the writer toward the reader. Tone interacts with power because words that might seem friendly from a superior to a subordinate may seem uppity if used by the subordinate to the superior. Tone is a difficult issue because norms for politeness are cultural and generational. Language that is acceptable within one group may be unacceptable if used by someone outside the group.

8. Writing that truly treats women and men neutrally must be free from sexism in four areas: words and phrases, job titles, courtesy titles, and pronouns.

9. Any two of the following ways are acceptable: (1) Talk about the reader, not about yourself. (2) Refer to the reader's request or order specifically. (3) Don't talk about feelings, except to congratulate or offer sympathy. (4) In positive situations, use "you" more than "I." Use "we" when it includes the reader. (5) In negative situations, avoid the word "you." Use passive verbs and impersonal expressions to avoid assigning blame and to protect the reader's ego.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Chapter 2 Adapting to Audiences

_____ of 10 points Name _____

Key Concepts Quiz for Chapter 2

Instructions: Answer each of the following questions below, specifically and concisely. Use the terminology used in Chapter 2 of BCN 4E. Each question is worth one point unless otherwise indicated.

1. Which of the following is NOT a gatekeeper?

   a. An administrator who opens the mail for a small business and passes it on to its owner.

   b. The Director of Human Resources at a large company who screens all internal applicants for eligibility before sending the most promising ones on to department heads for a specific position.

   c. A program director at the Ontario Arts Council who screens all grant applications to ensure conformity to the application criteria before forwarding them to the review board.

   d. A manager who chooses the best employee suggestion from her unit to submit to the company-wide competition.

2. List two of the six questions for audience analysis that are given in Chapter 2.

3. Does the following sentence convey you-attitude? Explain why or why not.

   "We are pleased to inform our loyal customers that we will be able to provide you with an extraordinary dining experience by serving our special 'Ring in the New Year' dinner through midnight on New Year's Eve."

4. Does the following sentence employ positive emphasis? Explain why or why not.

   "You cannot be reimbursed unless you get your supervisor's signature in advance."

5. Why can the term "AIDS victim" be considered biased language?

6. What is the best way to handle an apology?

7. Explain how *tone* can interact with *power* in a business and administrative document.

8. Identify one of the four areas mentioned in Chapter 2 in which language must be free from sexism.

9. List two techniques described in Chapter 2 for conveying you-attitude. (2 pts.)

9. ADDITIONAL PROBLEMS FOR CHAPTER 2

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Chapter 2 Adapting to Audiences

The following problems from earlier editions do not appear in BCN 4E.

2.A Identifying Audiences

Elizabeth owns a company that writes software to prepare tax returns for individuals and small businesses. The company has just updated its software not only to comply with changes in the tax law but also to make it easier to use. Elizabeth writes a press release about the new software to send to the local paper, where she hopes it will be run as a news story in the Business section. If this story is run, it will cost nothing and be more credible than a paid ad.

Primary: Individuals and small business owners who may hire her to prepare their taxes.

Gatekeeper: Local paper editor (Business section) who decides whether to print the press release.

2.B Guess the Winner

Each ad asked for an order. The number of orders for each version (listed in parentheses) thus indicates which central selling point works better.

1. *Reader's Digest* subscriptions
   a. Now at 25% Reduced Holiday Rates (61)
   b. **How to Do Christmas Shopping in One Minute** (104)
   Saving time is a more powerful benefit than saving money during the busy holiday season.

2. Cushiontone Sound-absorbing Material
   a. Your home is often as noisy as a busy street
   b. **How to cut down noise in your kitchen for as little as $30** (47% more replies)
   Benefit brings in more responses than problem.

3. Rybutol Vitamins
   a. **Why Rybutol Can Make You Feel Peppier** (151)
   b. Worn Out? Nervous? Run Down? (45)
   Benefit brings in more responses than problem.

4. Wynn's Friction-Proofing Automobile Oil
   a. **Car Owners! Save One Gallon of Gas in Every Ten** (twice as many)
   Focuses on saving money; identifies audience; easy to understand
   b. Add This Product to Any Motor Oil for More Power with Less Gas

5. Anahist tablets
   a. Quick relief for miseries of HAY FEVER (297)
   b. **How to DRY UP nasal miseries of HAY FEVER** (380)
   Benefit/cure is more specific.

6. Gypsom wallboard
   a. Build Your Own Darkroom

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

b. **Build an Extra Attic Room** (twice as many)

Broader benefit that appeals to more people

7. An office air conditioner
   a. Don't Swelter This Summer
   b. **Now You Can Afford Summer Cooling** (outpulled the first headline three to one)

   People want cooling but fear that air-conditioning is too expensive.

8. Raincoats
   a. The Old-Fashioned Metal Hook & Eye Slicker at An Old-Fashioned Price: $8.50
   b. **Can't Lose This Raincoat 'Cause It Has Their Name On It** (outsold the first 5 to one, even though the second cost $20)

   Parents are more concerned about identifying their child's raincoat quickly from a pile of identical yellow slickers than they are about price.

9. Electrolux vacuum cleaner
   a. Now . . . **a cleaner that Pops Out the Dirt** . . . **all wrapped, sealed** (92% more)

      Clear, specific benefit
   b. Now . . . a cleaner that keeps its efficiency automatically

10. Cyclone fence
    a. Cyclone fence is lasting protection for children, pets, and lawns
    b. **How to fence your home--FREE BOOK** (74% more)

    "Free" is one of the most powerful words in advertising. The winner is also more inclusive--doesn't specify the reason for the fence. (Some people might think they wanted privacy, not protection.)

Generalizations:

- Focus on solutions and benefits, not on problems.
- Make benefits detailed.
- Adapt benefits to audience, time of year.
- Apply benefits to a wide audience.
- Use sound patterns to emphasize words.
- Stress anything that's free.

2.C Eliminating Negative Words and Words with Negative Connotations

1. You will lose customer goodwill if you are slow in handling returns and issuing refunds. **Revision:** Customer goodwill can be increased by quick handling of returns and prompt issuing of refunds. (Better, but lacks you-attitude.)

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Revision: You can build customer goodwill by quickly handling returns and promptly issuing refunds. (Uses positive you-attitude.)

2. Do not put any paper in this box that is not recyclable.

   Revision: Please place only recyclable paper in this box. (Clarifies that the paper, not the box, is recyclable.)

   Revision: Please place only your recyclable paper, in this box. (Uses you-attitude, asks for compliance.)

3. When you write a report, do not make claims that you cannot support with evidence.

   Revision: When writing a report, you should make only those claims you can support with evidence. (Restates as positive.)

4. Do not fail to back up your hard drive every day.

   Revision: Back up your hard drive every day. (Positive and more direct.)

5. I am anxious to discuss my qualifications in an interview.

   Revision: I wish to discuss my qualifications with you during an interview. (Positive emphasis.)

2.D Using Passives and Impersonal Constructions to Improve You-Attitude and Positive Emphasis

1. You did not supply all of the information necessary to process your claim.

   Passive: The information necessary to process your claim was not sent. (Still implies fault on reader's part.)

   Active: The information necessary to process your claim did not arrive. (Better.)

2. The credit card number you supplied has expired.

   Passive: The card number supplied to us has expired. (Lacks positive emphasis.)

   Active: The applicable credit card number has expired. (Better.)

3. You did not send us your cheque.

   Passive: The cheque was not sent. (Still attacks the reader.)

   Active: The cheque did not arrive. (Better.)

4. You did not include all the necessary information in your letter.

   Passive: Some essential information was omitted. (Raises the question, "Who omitted it?"--again attacking the reader.)

   Active: The letter did not give us all of the necessary information. (Better.)

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

5. By failing to build a fence around your pool, you have allowed your property to violate city regulations against health hazards.

   Passive: Since a fence has not been built around your pool, your property has been allowed to violate city regulations against health hazards.

   Active: Since it does not have a fence, your pool violates city regulations against health hazards. (Better. "Is in violation of" would be even less negative.)

2.E Focusing on the Positive

Many different revisions are possible. Acceptable answers include the following.

1. Housing applications that arrive December 1 or later cannot be processed.

   Your housing applications arriving on or before November 30 will be processed.

2. You cannot use flextime unless you have the consent of your supervisor.

   Flextime is available if you have the consent of your supervisor.
   (OR, With the consent of your supervisor, you may use our flextime program.)

3. As a first-year employee, you are not eligible for dental insurance.

   You will be eligible for dental insurance when you complete your first year of employment.

4. I will be out of the country October 25-November 10 and will not be able to meet with you then.

   I will be able to meet with you any time after I return from London on November 11.
   OR, Let's meet on November 12 at 1 p.m.)

5. You will not get your first magazine for at least four weeks.

   Your first issue of *PC World* will arrive in four to six weeks.

2.F Identifying Hidden Negatives

Many different revisions are possible. Acceptable answers include the following.

1. The seminar will help you become a better manager. (Could be read to imply that the reader is not a good manager.)

   This seminar can help anyone become a better manager.

2. Thank you for the confidence you have shown in us by ordering one of our products. It will be shipped to you soon. (Implies that there has been a lack of confidence in the past. Also, might imply lack of knowledge about when the item will ship.)

   We appreciate your order. We will ship the product by UPS Ground on Jan. 12th.

3. This publication is designed to explain how your company can start a recycling program. (Implies that the company has been negligent about recycling or that it was incapable of devising its own program.)

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

This publication provides step-by-step guidelines to help companies start their own recycling programs.

4. I hope you find the information in this brochure beneficial to you and a valuable reference as you plan your move. ("I hope" makes the writer seem unsure that the information truly is helpful and valuable.)

   The enclosed brochure "Planning Your Move" offers advice about packing, handling utilities, and dealing with kids and pets.

5. In thinking about your role in our group, I remember two occasions where you contributed something. (Implies that the person only contributed twice.)

   Two specific incidents illustrate the excellent work you've been doing all semester.

2-G. Improving You-Attitude and Positive Emphasis

Revise these sentences to improve you-attitude and positive emphasis. Eliminate any awkward phrasing. In some cases, you may need to add information to revise the sentence effectively.
Many different revisions are possible. Acceptable answers include the following.

1. It will be necessary for you to submit Form PR-47 before you can be reimbursed for your travel expenses.

   You will be reimbursed for your travel expenses after you submit Form PR-47.

2. Starting next month, the company will offer you a choice of three cell phone service providers.

   Starting next month, you will have your choice of three cell phone service providers.

3. I'm sorry you were worried. I'm happy to tell you that your request to change health plans arrived by the deadline.

   Your request to change health plans arrived by the deadline.
   OR You've been changed to Blue Cross Health Plan as you requested.

4. A penalty of $100 in addition to the annual fee is automatically assessed for late applications postmarked March 2 or later. No penalty will be charged if you bring the application and fee to our office by March 1.

   You can save $100 if you pay on or before March 1.
   OR (if ethics require making the negative clears: Make sure that your application is in our office or postmarked by March 1 to avoid a $100 late fee.

5. After hours of hard work, I have negotiated a new employee benefit for you.

   You are now eligible for a new dental plan.

6. I was Treasurer of the Accounting Club. Of course, we didn't have much money so I didn't have much responsibility, but I was able to put into practice principles I learned in the classroom.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

As Treasurer of the Accounting Club, I was able to put into practice principles I learned in the classroom.

7. In this workshop, you will learn how to manage subordinates more effectively.

   In this workshop, you will learn new management techniques.

   In this workshop, you will learn how to manage subordinates even more effectively. (This revision is OK only if the readers are all good managers. If someone is weak, it should not be used, since it could create legal liability for the company.)

8. We are pleased to send you a copy of "Investing in Stocks," which you requested. We hope you call us when you are ready for more information or to purchase stocks.

   Here is the copy of "Investing in Stocks" that you requested. When you're ready to purchase stocks, just call the toll-free number listed in the booklet.

9. If you have any problems using your e-mail account, I will be glad to explain it so that you can understand.

   If you have questions about your e-mail account, just ask.

10. If you submitted a travel request, as you claim, we have failed to receive it.

    We don't have a record of your travel request. So that the request can be processed, please turn in another copy. (The word "another" is needed to acknowledge the reader's assertion that the request has already been submitted.)

2-H Improving You-Attitude and Positive Emphasis

Many different revisions are possible. Acceptable answers include the following.

1. No subcontractor shall be employed without the previous consent of the Director.

   Subcontractors can be employed after receiving the consent of the Director.

2. I am delighted to tell you that we have chosen you as one of our summer interns. We hope you will like working here.

   You have been chosen as one of our summer interns.

3. I have worked each summer for the last six years in my family's business. Perhaps because the owners were my parents, I was given some real assignments—not just the usual gofer and clerical work that most high school and university students do.

   While working for my family's business during the last six summers, I gained valuable experience in bookkeeping, accounting, marketing, and purchasing.

4. After the performance review, Jane Ross from Human Resources will meet individually with you and with other managers to help you identify ways to work on two or three of your major shortcomings.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

After the performance review, you can discuss ways to strengthen your management skills with Jane Ross from Human Resources.

5. Your comments on the survey are completely confidential. Nothing you write can ever be used against you in any way.

   Your comments on the survey are completely confidential.

6. Don't worry about getting your story in the next newsletter. It isn't filled up, so I didn't have to delay your story till next month.

   Your story will be in the next newsletter. (Even better: specify the title of the story and the issue in which it will appear.)

7. You will pay $30 more if you wait till after October 1 to register for the conference.

   You can save $30 when you register for the conference by October 1.

8. If you have any problems doing double-sided printing, I will be happy to try to help you.

   Omit the sentence.

   OR Instructions for double-sided printing are posted on the copier.

9. Since the questionnaire is lengthy and time-consuming, you may not want to complete it right now. It is OK to set it aside and even take it home, as long as you don't keep it more than two weeks.

   You have two weeks to answer the questionnaire, and you may take it home.

10. If you sent in a cheque with your order, as you claim, we have failed to receive it.

    Just send a photocopy of your cancelled cheque for order #68309.

2-I Revising Sexist Job Titles

cleaning lady	cleaning person, janitor
chairman	Chair
garbage man	sanitation worker
male nurse	Nurse
mail boy	Courier
mailman	mail carrier, letter carrier
night watchman	guard, security guard
repairman	repair expert, repair worker
salesman	sales person, sales clerk, sales representative
waitress	Server

2-J Answering an Inquiry about Visuals

Difficulty Level: Moderately Challenging

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

Chapter 2 Adapting to Audiences

You have just been named Vice President for Diversity, the first person in your organization to hold this position. Today, you receive this memo from Sheila Lathan, who edits the employee newsletter.

As your Professor directs,

a. Work in a small group with other students to come up with a recommendation for Sheila.
b. Write a memo responding to her.
c. Write an article for the employee newsletter about the photo policy you recommend and how it relates to the company's concern for diversity.

MEMO

Subject: Photos in the Employee Newsletter

Please tell me what to do about photos in the monthly employee newsletter. I'm concerned that almost no single issue represents the diversity of employees we have here.

As you know, our layout allows two visuals each month. One of those is always the employee of the month (EM). In the last year, most of those have been male and all but two have been white. What makes it worse is that people want photos that make them look good. You may remember that Ron Olmos was the EM two months ago; in the photo he wanted me to use, you can't tell he's in a wheelchair. Often the EM is the only photo; the other visual is often a graph of sales or something relating to quality.

Even if the second visual is another photo, it may not look balanced in terms of gender and race. After all, 62% of our employees are men, and 78% are white. Should the pictures try to represent those percentages? The leadership positions (both in the management and in the union) are even more heavily male and white. Should we run pictures of people doing important things, and risk continuing the imbalance?

I guess I could use more visuals, but then there wouldn't be room for as many stories—and people really like to see their names in print. Plus, giving people information about company activities and sales is important to maintaining goodwill. A bigger newsletter would be one way to have more visuals and keep the content, but with the cost-cutting measures we're under, that doesn't look likely.

What should I do?

Analysis of Problem 2-J Answering an Inquiry about Photos

This problem requires students to think about issues of diversity and balance. It raises questions such as whether a company that is not diverse is misrepresenting itself, if, in its publications, its photos suggest more diversity than really exists and that the effect on "minorities" of never seeing themselves as represented as part of an organization.

A good solution will include points like the following:

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual

- In most organizations, making the newsletter longer simply to allow more photos would not be approved.

- Replacing the chart with a photo is not a good idea. The newsletter has several purposes, and information about orders, sales, and profits is important to share.

- You-attitude is important. So, if someone in a wheelchair wants a photo that doesn't show the wheelchair, meeting that person's wishes is more important than showing the wheelchair just for the sake of being "inclusive."

- Having every single issue "represent the diversity of employees" is not a necessary goal. Rather, issues over several months should portray diversity.

- In organizations where the "important people" are heavily male and white, the newsletter editor needs to seek out diversity: picturing the people who make a product that's being introduced, the people who deliver it, the people who process the orders, etc. Volunteer and sports activities offer other opportunities to picture diversity.

- At least once a quarter (every three issues, for a monthly newsletter), the editor should try to picture diversity. If that means adding an extra photo and sacrificing text, that's OK. Pictures do speak louder than words, since they're assimilated more quickly.

- The reason to picture diversity is not to be "politically correct." Rather, organizational reasons to picture diversity include making all employees feel valued and part of the team, reminding managers to be sensitive to diversity, and making readers outside the organization (such as family members, friends, and potential employees) see the organization as one which recognizes excellence and sees diversity as a resource and an opportunity.

Business Communication NOW (Canadian) 4th edition Findlay Solutions Manual