Business Communication NOW (Canadian) 4th edition Findlay Test Bank

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Chapter 02
Adapting to Audiences

Multiple Choice Questions

1. Which of the following is NOT a criterion for good reader benefits?
A. Based only on extrinsic motivators
B. Adapted to the audience
C. Phrased in you-attitude
D. Explained in adequate detail

Accessibility: Keyboard Navigation
Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-13 Reader Benefits

2. Which of the following is an example of a psychographic characteristic?
A. Income level
B. Race
C. Lifestyle
D. Religion

Accessibility: Keyboard Navigation
Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-04 Analyzing the Organizational Culture and the Discourse Community

3. A gym is advertising with the following statement: "Sign up today for a happier tomorrow!" Which option correctly evaluates this statement?
A. It is likely to be successful because it is catchy.
B. It is likely to be successful because it uses you-attitude.
C. It is unlikely to be successful because its reader benefits are not logical.
D. It is unlikely to be successful because its reader benefits ignore you-attitude.

Accessibility: Keyboard Navigation
Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-16 3. Prove Reader Benefits and Provide Enough Detail

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4. You have to write to the workers' union in your capacity as a manager to attempt to persuade the union members to accept a wage freeze so that the company can save money. You know that the union members dislike the management and that the current union leader you have to write to especially dislikes you. Which technique is LEAST likely to persuade your audience?
A. Develop logic and reader benefits fully.
B. Admit the flaws of your solution, but show that it is the best solution available.
C. Use a direct "no-nonsense" tone.
D. Respond to the specific objections you anticipate from your audience.

Accessibility: Keyboard Navigation
Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-07 1. How Will the Audience React to the Message?

5. Where in a message should good news appear?
A. In the middle, at the heart of the information.
B. In the opening paragraph, where it will be emphasized.
C. In the conclusion, so readers will remember it.
D. In the second paragraph, where readers will spend the most time.

Accessibility: Keyboard Navigation
Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-10 4. What Positive Aspects Can You Emphasize?

6. At a staff meeting, Jill Joyce, your department head, tells you that the CEO has asked each department to submit suggestions for improving company-wide productivity. Jill asks each staff member to write a memo outlining his or her suggestions. Each department head is to pass on no more than 5 suggestions and there are 16 employees in your department, so Jill will have to screen them. The CEO will decide herself whether she will implement any of the suggestions. Before writing your memo you think about your audience. What type of audience is Jill?
A. Your primary audience
B. Your primary audience and your initial audience
C. Your initial audience and the gatekeeper
D. The gatekeeper

Accessibility: Keyboard Navigation
Learning Objective: 02-01 Explain the multiple audiences of organizational messages
Topic: 02-01 Identifying Audiences

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7. "We are happy to inform you that you have been chosen to receive a Platinum VISA." Does this sentence have good you-attitude?
A. Yes, since it is positive.
B. Yes, since it contains a reader benefit.
C. No, since the sentence does not begin with "you."
D. No, since the reader doesn't care about the writer's emotions.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-27 3. Don't Talk about Feelings Except to Congratulate or Offer Sympathy

8. "I have negotiated an agreement that gives you a 10% discount for any domestic flight charged on our company credit card." Indicate the option that both correctly evaluates the sentence and correctly explains the reason for the evaluation.
A. Good you-attitude because it contains a reader benefit.
B. Good you-attitude because the reader is getting something valuable for travelling.
C. Lacks you-attitude because it focuses on what the writer has done.
D. Lacks you-attitude because it does not mention whether the reader travels very much.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-25 1. Talk about the Reader, Not about Yourself

9. You are sending a large factory 2,500 widgets that have been on back order. This factory buys from your supply house several times a month. In your letter that tells when the widgets will arrive, the BEST way to refer to the widgets would be
A. "your order."
B. "your widgets."
C. "your invoice #678."
D. "your invoice dated December 9."

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-26 2. Refer to the Reader's Request or Order Specifically

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10. "This estimate makes no allowance for inflation." The sentence is an example of:
A. A reader benefit.
B. Positive emphasis.
C. A passive description.
D. An impersonal expression.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-29 5. In Negative Situations, Avoid the Word You. Use Passive Verbs and Impersonal Expressions to Avoid Assigning Blame

11. Rocco Stebila, a university professor who specializes in business communications, teaches undergraduate classes, supervises graduate students' independent research, helps out each year with orientation for new business students and their families, and occasionally speaks at the local Chamber of Commerce. How many discourse communities Professor Stebila likely participates in?
A. Impossible to determine without knowing the communication habits and connections among these groups
B. Impossible to determine without knowing the shared meanings and identities of the relevant groups
C. Two, since his university activities form one discourse community and his Chamber of Commerce activities form another
D. Four, since discourse communities never overlap

Accessibility: Keyboard Navigation
Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-04 Analyzing the Organizational Culture and the Discourse Community

12. Reader benefits are advantages that the reader gets by:
A. Using other services
B. Adopting their own ideas
C. Not buying the products
D. Following the policies

Accessibility: Keyboard Navigation
Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-13 Reader Benefits

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13. When you know your audience does not like your organization, your position, or you personally, which of the following should you NOT do?
A. Develop logic and reader benefits fully
B. Use positive emphasis
C. Avoid condescending phrases
D. Emphasize the common ground you have with your audience

Accessibility: Keyboard Navigation
Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-07 1. How Will the Audience React to the Message?

14. "We" is MOST likely to include the reader in a:
A. Memo announcing the fringe benefits that management is giving to hourly workers.
B. Memo to members of your own department.
C. Letter rejecting a job candidate.
D. Sales letter to a customer.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-27 3. Don't Talk about Feelings Except to Congratulate or Offer Sympathy

15. Which of the following options is the MOST compelling reason to avoid relying ONLY on extrinsic motivators?
A. They become costly over time.
B. They can cause jealousy among employees.
C. Customers will expect them to get increasingly better.
D. Customers will be less satisfied with their purchase.

Accessibility: Keyboard Navigation
Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-15 2. Stress Intrinsic as Well as Extrinsic Motivators

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16. Which of the following words is LEAST negative?
A. Cautious
B. Unsure
C. Delay
D. Wait

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-31 1. Avoid Negative Words and Words with Negative Connotations

17. Who is the initial audience for a message?
A. Readers whose needs you need to focus on the most
B. Readers who decide how to act on your message
C. Readers who have the power to stop your message from reaching others
D. Readers who are the first ones to get your message

Accessibility: Keyboard Navigation
Learning Objective: 02-01 Explain the multiple audiences of organizational messages
Topic: 02-01 Identifying Audiences

18. "I was sorry to hear about your mother's death." Indicate the option that both correctly evaluates the sentence and correctly explains the reason for the evaluation.
A. Lacks you-attitude because it begins with the word "I."
B. Lacks you-attitude because it talks about the writer's emotion.
C. Good you-attitude because it offers sympathy.
D. Good you-attitude because it focuses on the writer's emotions.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-27 3. Don't Talk about Feelings Except to Congratulate or Offer Sympathy

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19. "Your order was shipped today." Indicate the option that both correctly evaluates the sentence and correctly explains the reason for the evaluation.
A. Lacks you-attitude because it is passive.
B. Good you-attitude because it focuses on what the reader will receive.
C. Good you-attitude because it stresses what the reader wants to know.
D. Lacks you-attitude because it does not specify what the order is or when it will arrive.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-26 2. Refer to the Reader's Request or Order Specifically

20. "You will be sorry to hear that you can't receive a Home Beautiful credit card until you are 18 years old." Indicate the option that both correctly evaluates the sentence and correctly explains the reason for the evaluation.
A. Good you-attitude because it begins with the word "you."
B. Lacks you-attitude because it talks about the reader's feelings.
C. Lacks you-attitude because it does not thank the reader for shopping at Home Beautiful.
D. Good you-attitude because it focuses on what the reader will (or won't) receive.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-28 4. In Positive Situations, Use You More Often Than I. Use We When It Includes the Reader

21. Choose the option that indicates what's missing, if anything, in the following sentence.
"We at the Department of English are happy to give you this scholarship cheque for $1,000."
A. You-attitude
B. Positive emphasis
C. Bias-free language
D. The original sentence is acceptable.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-27 3. Don't Talk about Feelings Except to Congratulate or Offer Sympathy

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22. Choose the alternative that indicates the characteristic of good business writing that is missing, if any, in the following sentence. "You can see any theatre productions free by showing your student ID card at the door."
A. You-attitude
B. Positive emphasis
C. Bias-free language
D. The original sentence is acceptable.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-27 3. Don't Talk about Feelings Except to Congratulate or Offer Sympathy

23. Which of the following is both grammatically correct and non-sexist?
A. "New accounts managers should explain the procedure to customers."
B. "The new accounts manager should explain the procedure to his customers."
C. "The new accounts manager should explain the procedure to her customers."
D. "The new accounts manager should explain the procedure to their customers."

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-38 Making Language Non-Sexist

24. Cheryl Berry, M.D., has just been named your company physician. In a press release describing her appointment, you should refer to her as:
A. Cheryl
B. Ms. Berry
C. Mrs. Berry
D. Dr. Berry

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-38 Making Language Non-Sexist

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25. What is the BEST reason for addressing a woman as "Mrs."?
A. You do not know her marital status.
B. She uses "Mrs." when she introduces herself.
C. She uses her first and last name with no courtesy title when she writes to you.
D. You know that she is married.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-38 Making Language Non-Sexist

26. Which of the following is sexist?
A. "Our team leaders are Clarke Betz, Brian Earley, and Carole Wagner."
B. "Our new sales reps are Mr. Betz, Mr. Earley, and Ms. Wagner."
C. "Our new sales reps are Mr. Betz, Mr. Earley, and Carole."
D. "Our new sales reps are Clarke, Brian, and Carole."

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-38 Making Language Non-Sexist

27. You are responding to a letter from a potential new client named Pat Fox and do not know if "Pat" is a man or a woman. Which of the following is the LEAST acceptable strategy?
A. Assume that Pat is male, since no title was given, and write "Dear Mr. Fox."
B. Call the company to ask the receptionist whether Pat Fox is male or female.
C. Use the full name in the salutation and write "Dear Pat Fox."
D. Use a letter format that omits the salutation.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-38 Making Language Non-Sexist

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28. In which of the following situations would using the word "you" typically NOT be a good choice?
A. When you must inform a subordinate that she has inadvertently made a costly error
B. When you must inform a subordinate that you have passed her idea on to your superior
C. When you want to focus on what the reader will gain from your new policy
D. When you want to congratulate your subordinate for her promotion

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-27 3. Don't Talk about Feelings Except to Congratulate or Offer Sympathy

29. Which of the following writing strategies is NOT designed to help readers assimilate new information?
A. Making a special effort to be clear
B. Using a vivid anecdote to remind readers of shared experiences
C. Linking new information to material the reader knows
D. Testing your document with a member of your audience

Accessibility: Keyboard Navigation
Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-08 2. How Much Information Does the Audience Need?

30. Which of the following is an example of a demographic characteristic?
A. Goals
B. Writing style
C. Personal interests
D. Education level

Accessibility: Keyboard Navigation
Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-04 Analyzing the Organizational Culture and the Discourse Community

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31. You are writing to alumni of the University of Saskatchewan to raise money for a scholarship. If you cannot personalize the letters, what would be the best salutation?
A. "Dear Brother"
B. "Dear Sir or Madam"
C. "Dear Wealthy Alumnus"
D. "Dear University of Saskatchewan graduate"

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-38 Making Language Non-Sexist

32. Using "people-first language" means:
A. Creating positive emphasis through complimentary, upbeat statements about the people with whom you work.
B. Stating employees' names first, and then giving their titles.
C. Naming the person first, then mentioning any disability or disease that you need to discuss.
D. Emphasizing the goals of the people in an organization rather than the organization's goals.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-40 Talking about People with Disabilities and Diseases

33. Which of the following would be considered ageist language?
A. "Charles Dickens was only 58 years old when he died."
B. "Persons 62 years of age and older are eligible for early retirement benefits."
C. "The premiere was attended by Tina Meinkoth, the producer of Cat's Eyes, and Eddy Filmore, the eighty-year-old filmmaker."
D. "The suspect is a Caucasian male, approximately 183 cm tall, 82 kg, 70 years of age, with brown hair and blue eyes."

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-39 Making Language Non-Racist and Non-Ageist

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34. The sentence "He is a gifted and compassionate Aboriginal physician" is racist because:
A. Aboriginal peoples would rather be called "First Nations."
B. it does not indicate the physician's medical speciality.
C. it implies that the writer does not expect an Aboriginal physician to have positive qualities.
D. there used to be barriers that prevented Aboriginal peoples from becoming physicians.

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-39 Making Language Non-Racist and Non-Ageist

35. Which of the following would be the MOST acceptable way to describe a person with a disability?
A. Blind person
B. AIDS victim
C. Uses a wheel chair
D. Abnormal person

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-40 Talking about People with Disabilities and Diseases

True / False Questions

36. The primary audience of your document always differs from your initial audience.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-01 Explain the multiple audiences of organizational messages
Topic: 02-01 Identifying Audiences

37. Admitting that your solution isn't perfect can be productive.
TRUE

Accessibility: Keyboard Navigation
Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-09 3. What Obstacles Must You Overcome?

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38. Secondary audiences can include lawyers who may use your message, perhaps years later, as evidence of your organization's culture and practices.
TRUE

Accessibility: Keyboard Navigation
Learning Objective: 02-01 Explain the multiple audiences of organizational messages
Topic: 02-01 Identifying Audiences

39. You should expect that both the secondary audience for a message and the watchdog audience may take action based on the message.
TRUE

Accessibility: Keyboard Navigation
Learning Objective: 02-01 Explain the multiple audiences of organizational messages
Topic: 02-01 Identifying Audiences

40. Research shows that most employees are motivated primarily by extrinsic motivators.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-15 2. Stress Intrinsic as Well as Extrinsic Motivators

41. Oral messages answer questions, cause conflicts, and build consensus.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-05 Choosing Channels To Reach Your Audience

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42. Companies need to pay closer attention to building trust, well-being, and social capital, rather than focusing on more traditional understandings of meeting customers' needs.
TRUE

Accessibility: Keyboard Navigation
Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-23 Goodwill

43. "If your suggestion for improving company procedures is accepted, you will receive a monetary award and your picture will be printed in the company newsletter." This sentence is an example of an extrinsic motivator.
TRUE

Accessibility: Keyboard Navigation
Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-15 2. Stress Intrinsic as Well as Extrinsic Motivators

44. If a message is directed at others within your organization, you can safely assume that they have a great deal of prior knowledge about your topic, and do not need lengthy explanations.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-12 6. How Will the Audience Use the Document?

45. An organization never contains more than one discourse community.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-04 Analyzing the Organizational Culture and the Discourse Community

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46. You-attitude revisions are longer and have more information.
TRUE

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-24 You-Attitude

47. "We" should never be used in a business situation because it focuses on the writer not the reader, thus making the reader feel excluded.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-27 3. Don't Talk about Feelings Except to Congratulate or Offer Sympathy

48. Passive verbs should always be eliminated from business writing.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-28 4. In Positive Situations, Use You More Often Than I. Use We When It Includes the Reader

49. For most readers, legal words and phrases have positive connotations.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-31 1. Avoid Negative Words and Words with Negative Connotations

50. Empathy is useful when writing business messages, since it prevents you from thinking everyone sees things the same way you do.
TRUE

Accessibility: Keyboard Navigation
Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-02 Ways To Analyze Your Audience

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51. To make a photograph bias-free, all you have to do is include people of different races.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-41 Choosing Bias-Free Photos and Illustrations

52. Because it has been proven to be unbiased, clip art can be used freely in business situations.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-41 Choosing Bias-Free Photos and Illustrations

53. The courtesy title Ms. is particularly useful when you do not know a woman's marital status.
TRUE

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-38 Making Language Non-Sexist

54. A discourse community can span an entire organization.
TRUE

Accessibility: Keyboard Navigation
Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-04 Analyzing the Organizational Culture and the Discourse Community

55. An organization's culture can be revealed through non-verbal as well as verbal signals.
TRUE

Accessibility: Keyboard Navigation
Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-04 Analyzing the Organizational Culture and the Discourse Community

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56. Courtesy titles must always be used in the salutation of a letter.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-38 Making Language Non-Sexist

57. Avoid the use of "I" in e-mail messages.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-27 3. Don't Talk about Feelings Except to Congratulate or Offer Sympathy

58. Business writers should use the same professional style in all of their documents.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-11 5. What Are the Audience's Expectations about Style and Format?

59. If you must deliver bad news, it is best to cover all aspects of the situation within the same document, so that your reader understands all of them at once.
FALSE

Accessibility: Keyboard Navigation
Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-09 3. What Obstacles Must You Overcome?

60. The reader benefits in persuasive messages give reasons to act and help overcome reader resistance.
TRUE

Accessibility: Keyboard Navigation
Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-13 Reader Benefits

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Fill in the Blank Questions

61. To fulfill your purposes in any message, you must reach the _____ audience.
primary

Learning Objective: 02-01 Explain the multiple audiences of organizational messages
Topic: 02-01 Identifying Audiences

62. Those asked to implement your ideas after they've been approved are classified as the _____ audience.
secondary

Learning Objective: 02-01 Explain the multiple audiences of organizational messages
Topic: 02-01 Identifying Audiences

63. The _____ 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.
watchdog

Learning Objective: 02-01 Explain the multiple audiences of organizational messages
Topic: 02-01 Identifying Audiences

64. _____ characteristics are qualitative rather than quantitative: values, beliefs, goals, and lifestyles.
Psychographic

Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-04 Analyzing the Organizational Culture and the Discourse Community

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65. A _____ 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.
discourse community

Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-04 Analyzing the Organizational Culture and the Discourse Community

66. The benefits or advantages that the reader gets by using your services, buying your products, following your policies, or adopting your ideas are called ____.
reader benefits

Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-13 Reader Benefits

67. _____ motivators come automatically from using a product or doing something; _____ motivators are "added on."
Intrinsic; extrinsic

Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-15 2. Stress Intrinsic as Well as Extrinsic Motivators

68. _____ is a style of writing that looks at things from the reader's point of view, emphasizing what the reader wants to know, respecting the reader's intelligence, and protecting the reader's ego.
You-attitude

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-24 You-Attitude

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69. Language that does not discriminate against people on the basis of gender, abilities, race, age, or any other category is called _____.
bias-free

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-37 Reducing Bias In Business Communication

70. _____ are words that are not negative in themselves but become negative in context.
Hidden negatives

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-31 1. Avoid Negative Words and Words with Negative Connotations

71. Language is _____ when it treats all ages fairly.
non-ageist

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-39 Making Language Non-Racist and Non-Ageist

72. _____ language treats all races fairly, avoiding stereotypes of any group.
Non-racist

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-39 Making Language Non-Racist and Non-Ageist

73. _____ is a non-sexist courtesy title for women.
"Ms"

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-38 Making Language Non-Sexist

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74. An anecdote that reminds the reader of what you share needs to be _____ in order to avoid seeming like a lecture.
vivid

Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-09 3. What Obstacles Must You Overcome?

75. Reader benefits that aren't phrased using _____ will sound selfish and won't be as effective as they could be.
you-attitude

Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-17 4. Phrase Reader Benefits in You-Attitude

Essay Questions

76. Identify three situations in which you need to provide more detail and evidence that there will be a reader benefit, even though the logic of your document is sound. Explain why you have chosen these three situations.

Answers include the following: the reader may not have thought of the benefit before; the benefit depends on the difference between the long run and the short run; the reader may not understand the relationship among efforts, performance, and rewards, and needs to be motivated; the reader will be hard to persuade, and you need detail to make the benefit vivid and emotionally convincing.

Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-16 3. Prove Reader Benefits and Provide Enough Detail

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77. Think of a business document that you have read or created, and that was clearly intended to reach multiple audiences. Identify these audiences, and classify them in terms of initial, gatekeeping, primary, secondary, and watchdog audiences. Did this document reach all these audiences successfully? If so, explain why; if not, explain where it went wrong, and how it could be improved.

Answers will vary, depending on students' experience; however, all answers should discuss the typical needs of the typical kinds of audiences listed in the question.

Learning Objective: 02-01 Explain the multiple audiences of organizational messages
Topic: 02-01 Identifying Audiences

78. List three strategies for addressing a reader who sees your message as unimportant. Explain why these strategies will likely be successful.

Answers include the following: using a subject line or first paragraph that convinces readers that your message is important and relevant; making the action as easy as possible; suggesting a realistic deadline for action; keeping the message as short as possible.

Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-07 1. How Will the Audience React to the Message?

79. List three things that are easier to accomplish using a written message than an oral message. Explain why you have chosen these three things.

Answers include the following: presenting extensive or complex financial data; presenting many specific details of a law, policy, or procedure; minimizing undesirable emotions; providing a record.

Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-05 Choosing Channels To Reach Your Audience

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80. When some of your information is new to the reader, what techniques can you use to present the information effectively? Explain why these techniques will likely be successful.

Answers include the following: making a special effort to be clear, by defining terms, explaining concepts, and using examples; linking new information to old information that the reader already knows; using paragraphs and headings to break up new information into related chunks, so that the information is easier to digest; testing a draft of your document with your readers to see if they can understand and use what you've written.

Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-08 2. How Much Information Does the Audience Need?

81. Explain how reader benefits improve both the attitudes and the behaviours of the people you work with and write to. Discuss how reader benefits make it easier for you to accomplish your goals by being appealing to the reader.

Answers should discuss how people are most motivated to do their best when they believe they can succeed and when they want the rewards of success. Both intrinsic (positive motivation) and extrinsic (rewarded success) motivators are discussed and both are clearly reader benefits.

Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-14 1. Adapt Reader Benefits to the Audience

82. Identify three tactics to try if your readers disagree with what you have to say, and explain why these tactics are effective.

Answers include the following: starting your message with any areas of agreement or common ground that you share with your reader; making a special effort to be clear and unambiguous; limiting your statement or request, and postponing parts of your message if possible; showing that your solution is the best one currently available, even if it isn't perfect.

Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-09 3. What Obstacles Must You Overcome?

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83. List three techniques to use when the reader will use your document outside an office, and explain why these techniques are important.

Answers include the following:

1. Use lots of white space.
2. Make the document small enough to hold in one hand.
3. Number items so the reader can find his or her place after an interruption.

Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-12 6. How Will the Audience Use the Document?

84. List three techniques that you can use to instill a sense of solidarity in a reader. Explain why your choices will be effective.

Answers include the following: using a vivid anecdote to remind the reader of what you share; making a special effort to make your writing style friendly and informal; using a salutation and close that remind readers of their membership in the relevant formal or informal group.

Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-10 4. What Positive Aspects Can You Emphasize?

85. Identify the six questions that provide a framework for audience analysis. For each question, provide one example of how it might influence a writer's decisions.

Answers are as follows: How 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's expectations about appropriate style and format? How will the audience use the document?

Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-06 Using Audience Analysis To Adapt Your Message

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86. List three questions you can ask to begin to analyze an organization's culture, and explain why these questions are useful.

Answers include the following:

1. Is the organization tall or flat?
2. How do people get ahead?
3. Does the organization value diversity or homogeneity?
4. How important are friendship and sociability?
5. How formal are behaviour, language, and dress?
6. What are the organization's goals?

Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-04 Analyzing the Organizational Culture and the Discourse Community

87. List three guidelines for analyzing an organization's discourse community, and explain why these guidelines are relevant to this analysis.

Answers include the following: What channels, formats, and styles are preferred for communication? What do people talk about? What kind of and how much evidence is needed to be convincing?

Learning Objective: 02-02 Illustrate ways to analyze individuals; organizations; and groups
Topic: 02-04 Analyzing the Organizational Culture and the Discourse Community

88. Why is it important for reader benefits to be phrased in you-attitude?

Answers should emphasize the following: If reader benefits aren't in you-attitude, they'll sound selfish and won't be as effective as they could be.

Learning Objective: 02-04 Explain four criteria for reader benefits
Topic: 02-17 4. Phrase Reader Benefits in You-Attitude

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89. Identify five techniques that should be followed to convey you-attitude in your writing, and explain why they convey you-attitude.

Answers include the following: talk about the reader, not about yourself; refer to the reader's request or order specifically; don't talk about feelings, except to congratulate or offer sympathy; in positive situations, use "you" more often than "I"; use "we" when it includes the reader; in negative situations, avoid the word "you"; in negative situations, use passive verbs and impersonal expressions to avoid assigning blame.

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-24 You-Attitude

90. List five techniques that will help you to create positive emphasis, and provide an example for each one.

Answers include the following:

1. Avoid negative words and words with negative connotations.
2. Focus on what the reader can do rather than on limitations.
3. Justify negative information by giving a reason or linking it to a reader benefit.
4. If the negative is truly unimportant, omit it.
5. Put the negative information in the middle and present it compactly.

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-30 Positive Emphasis

91. Give two guidelines to follow when discussing people with disabilities or diseases, and explain the importance of these guidelines.

Answers should discuss the following: When you discuss people with disabilities or diseases, use people-first language to focus on the person, not the condition, and avoid negative terms, such as "afflicted," "suffering from," and "struck down."

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-40 Talking about People with Disabilities and Diseases

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92. Identify four areas to check to be sure that your writing is free from sexism, and explain how these areas are often the source of sexist language.

Answers should discuss words and phrases, job titles, courtesy titles, and pronouns.

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-38 Making Language Non-Sexist

93. Why do readers tend to dislike it when writers discuss emotions in their documents?

Answers should discuss how emphasis on the writer's emotions does not display you-attitude, while documents that essentially tell a reader how to feel are typically viewed as obnoxious

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-27 3. Don't Talk about Feelings Except to Congratulate or Offer Sympathy

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94. Jeff decided to attend a professional writing seminar held at his local community college. As a new manager, he found himself having to write more and more on the job, and he felt the needed to polish his skills. It was taking him way too long to complete even the most routine correspondence. Everything was going along fine until the instructor began discussing audience analysis. Jeff became confused. "I understand that you should have a firm grasp of your purposes before writing," he said, "but I don't quite follow you on the benefits of doing the same thing with audience. Sure, if you're writing to a person you actually KNOW, I can see the value; but in my work I usually write to people I've never met and probably never will. I'm not sure all this would be worth my time—I spend too much time on writing as it is. Wouldn't I just be guessing?" Jeff brings up an important point. Can you effectively analyze your audience if you're writing to someone you've never met? Drawing on the principles outlined in your text and perhaps your own experience, discuss ways that audience analysis techniques might be applied to Jeff's situation and what the results of not analyzing his audience might be. Use specific examples that illustrate the main points you make.

Answers will vary considerably, particularly if students do draw on their own experiences in writing. But even so, good answers should refer specifically to several of the six questions for audience analysis outlined in the text. Any discussion that does so and shows an understanding of how to apply the principles should be basically acceptable. There are two angles in particular that students may want to address. First, the problem contains one important hint: twice it refers to Jeff's feeling that he's spending too much time on his writing. Someone in that position would naturally be reluctant to do something that looks like it will take him even more time. Students could point out that though formal audience analysis may slow him down at first, eventually it will become almost second nature to him. Audience analysis can have the additional advantage of making his messages more effective, thereby saving time in the long run: he'll be able to spend less time clearing up misunderstandings or writing additional letters. Second, students could emphasize that when Jeff is writing to someone he's never met he should focus on those things he DOES know about the situation or can easily figure out. For example, if he's turning down a client's request, common sense will tell him the answer to the first question (how will the audience react): obviously, the client would rather have his or her request fulfilled. Just knowing whether a reader's reaction will be generally positive or negative could help him decide what details to stress and what pattern of organization to use. Or, if he wants to convince a client to spend a lot of money, he can probably figure out the obstacles he'll have to overcome. In most cases, at least, Jeff will also be able to determine how a document is likely to be used, which will give him insight into how the document should be designed and whether or not he's likely to be writing to multiple audiences. In summary, one of the unexpected benefits of formally analyzing your audience is that you find out you know much more than you thought you did, and can therefore persuade your audience more effectively. That alone can give people much more confidence about their writing.

Learning Objective: 02-03 List six questions that help you adapt messages to audiences
Topic: 02-06 Using Audience Analysis To Adapt Your Message

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95. The president of a local community college is concerned that the majority of the new students this year are Caucasian males between the ages of 18 and 20; there are fewer international students, and virtually no students who have disabilities of any sort. In contrast, many other colleges in the province are attracting increasing numbers of students from diverse ethnic and racial backgrounds, and a growing number of students over the age of 25. After discussing the problem with top administrators of the college, particularly the head of public relations, the president issues a statement announcing a new policy on the use of bias-free language and visuals. The president calls on you to draft this policy. Create the college's draft, and make sure it contains not just guidelines, but also supporting reasoning that identifies why these guidelines are important Also, provide a few suggestions for how the college could implement the guidelines.

Acceptable answers will explain both the advantages of bias-free language and visuals and what criteria they should fulfill. Bias-free language is language that does not discriminate against people on the basis of sex, physical condition, race, age, or any other category. Language and visuals both reflect and reveal an organization's understanding of the world. Therefore, if the college truly does see itself as an organization that welcomes all people and treats them fairly, it should ensure that its printed materials reflect that image. The college catalogue is a good example to illustrate this idea. If the catalogue uses biased language, then women, minorities, and people with disabilities may feel excluded. Photos that exclude people in wheelchairs or ethnic minorities may make it difficult for those people to imagine themselves as part of the college community. When an official document is biased, it sends the message that the college condones this type of attitude--even if it's unintentional. If the college wants its student population to reflect the population at large, it should be sure that photos in the catalogue include a sampling of that population and that its language is not distancing.

Learning Objective: 02-05 Illustrate the importance of you-attitude; positive emphasis; and bias-free language
Topic: 02-37 Reducing Bias In Business Communication

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