Business and Administrative Communication 12th edition Locker Solutions Manual

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Chapter 2

Adapting Your Message to Your Audience

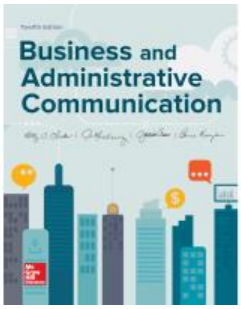


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Description of the Chapter

This chapter introduces learners to audience analysis and channels of communication to reach audiences. In addition to identifying five layers of audiences, the chapter discusses specific strategies for adapting messages to different types of audiences and how to identify and develop audience benefits. Learners should return to the concepts in Chapter 2 throughout the semester as they analyze audiences for the messages they write and the presentations they deliver.

The learning objectives include:

- LO 2-1 How to identify your audience.
- LO 2-2 How to analyze different kinds of audiences.
- LO 2-3 How to choose channels to reach your audience.
- LO 2-4 How to adapt your message to your audience.
- LO 2-5 How to characterize good audience benefits.
- LO 2-6 How to create audience benefits.
- LO 2-7 How to communicate with multiple audiences.

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Essentials to Cover

LO 2-1 How to identify your audience.

There are five kinds of audiences:

- 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 the gatekeeper; sometimes the gatekeeper is higher in the organization. In some cases, gatekeepers may exist outside the organization.
- The **primary audience** decides whether to accept your recommendations or acts on the basis of your message. You must reach the primary audience to fulfill your purposes in any message.
- 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.
- The **auxiliary audience** may encounter the message but will not have to interact with it. This audience includes the “read only” people.
- 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 pays close attention to the transaction between you and the primary audience and may base future actions on its evaluation of your message.

LO 2-2 How to analyze different kinds of audiences.

The most important tools in audience analysis are common sense and empathy.

The Myers-Briggs Type Indicator can help you analyze individuals.

Demographic and psychographic characteristics can help you analyze groups.

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.

LO 2-3 How to choose channels to reach your audience.

A **communication channel** is the means by which you convey your message to an audience.

Different channels have different strengths and weaknesses, which need to be matched to the audience and your purpose in communicating with that audience.

LO 2-4 How to adapt your message to your audience.

The following questions provide a framework for audience analysis:

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- What will the audience's initial reaction be to the message?
- How much information does the audience need?
- What obstacles must you overcome?
- What positive aspects can you emphasize?
- What expectations does the audience have about the appropriate language, content, and organization of messages?
- How will the audience use the document?

LO 2-5 How to characterize good audience benefits.

Audience benefits are advantages that the reader gets by using your services, buying your products, following your policies, or adopting your ideas. Benefits can exist for policies and ideas as well as for goods and services.

Good benefits are:

- Adapted to the audience.
- Based on intrinsic rather than extrinsic motivators.
- Supported by clear logic and explained in adequate detail.
- Phrased in you-attitude.

LO 2-6 How to create audience benefits.

To create audience benefits:

- Identify the feelings, fears, and needs that may motivate the audience.
- Identify the features of your product or policy that could meet the needs you've identified.
- Show how the audience can meet their needs with the features of the policy or product.

When written effectively and adapted for the audience, audience benefits work.

LO 2-7 How to communicate with multiple audiences.

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

The **Lesson Plan Ideas** section offers several different ways to approach this material.

Strategies for Increasing Learning

Composing effective communication is difficult and learners may resist conducting in-depth audience analysis, especially when it is perceived a *busy work* that happens before the actual writing. Learners may ask for the one-way-fits-all recipe for communication ("just tell me what I need to do") or go directly to the composing part of communication without thinking about the

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audience, the purpose of the message, and the larger communication context. Learners need to understand and accept the importance of understanding their audience and need to be encouraged to analyze their audience before they begin planning their messages.

While learners usually understand the concepts in this chapter, they typically need a great deal of practice before they can successfully apply them. You are likely to find the following:

- Learners understand what the terms gatekeeper, primary, secondary, auxiliary, 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.
- Learners who have a clear understanding of all audience types still have a great deal of trouble analyzing them.
- Similarly, learners usually can identify benefits easily but they have difficulty developing them.
- To a lesser extent, learners usually can identify discourse communities and describe an organization's culture, but they do not see how this affects their writing.

What does all this mean to you as an instructor of business communication? Expect a fair amount of frustration as learners who have never thought of audience beyond “the general reader” struggle to come to terms with the complexities of audience analysis. For example, learners who discern intrinsic and extrinsic motivators immediately may not understand why an assignment comes back marked, “Develop audience benefits.” The learner may think, “The benefit is in there; why isn’t that enough?” Or, learners 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:

- Model good audience analysis and good development of audience benefits by sharing as many examples with your class as time permits.
- Bring examples of professional documents that have been adapted to their audiences. Advertisements for the same product, but will different advertisement campaigns for different audiences illustrate audience analysis well, especially when the examples come from a local company. Examples of messages given to different levels of audience in the same company are effective illustrators too—a notification of impending layoffs will look different for a board of directors, human resource officers, and employees.
- Give learners plenty of practice. Short in-class activities, particularly group activities where they can compare notes with their peers, work well. If learners practice audience analysis and develop audience benefits only on messages they write for a grade, they will probably not do well. It takes time to develop these skills.
- Be patient. Your learners 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).

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Connect

Connect® Business Communication allows you to enhance the skills of students, and prepare them for the networked world using the latest proven-effective adaptive resources. It offers assignable, auto-graded activities proven to increase test scores, retention rates, and attendance.

Each chapter is available in SmartBook® format and includes LearnSmart Achieve®. In addition, there are numerous chapter-specific activities available in Connect. Activities include a chapter quiz, a Test Bank, and a variety of Application Exercises, containing matching, multiple-choice, and ranking questions; case analysis exercises; and video cases. Below are a list of available assets and suggestions for incorporating them into your course.

Application Exercises

Choosing the Correct Channels

LO: 2-2, 2-3
AACSB: Communication
Blooms: Understand
Difficulty Level: Medium

This matching exercise asks learners to choose the most effective communication channel for a communication situation.

Use as quiz after the reading:

- Assign Chapter 2 for study.
- Assign **Choosing the Correct Channels** as a quiz on the reading.

Use as review after lecture and discussion:

- Give lecture on identifying audiences, analyzing audiences, and choosing the correct channels (PPT slides 2.3–2.13).
    - Begin with an activity that asks learners to identify audiences, like exercise **2.3 Identifying Audiences**, or identify and analyze audiences, like **2.4 Analyzing Multiple Audiences**. Gather together as a large group and ask groups to share their responses. Make sure to emphasize the different expectations, purposes, perspectives of different audiences.
    - Ask learners to think about choosing the most effective channel for a variety of situations (audiences, purposes, and contexts). Consider exercise **2.5 Choosing a Channel to Reach a Specific Audience**.
- Assign **Choosing the Correct Channels** as homework.

Use as a precursor to a class session that begins with a review of audience identification and analysis and choosing the correct channel. Ask learners, in pairs or small groups, to

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complete exercise **2.11 Evaluating a New Channel**. *[This will not take an entire class period.]*

Targeting a New Audience

LO: 2-4, 2-5
AACSB: Communication
Blooms: Apply; Analyze
Difficulty Level: Hard

This case analysis exercise asks learners to apply their knowledge of analyzing audience and developing audience benefits.

Use as quiz after the reading:

- Assign chapter 2 for study.
- Assign **Targeting a New Audience** as a quiz on the reading.

Use as review after lecture and discussion/class activity:

- Give lecture on the questions communicators can use to effectively adapt their message to their audience and create good audience benefits (PPT slides 2.14–2.24).
    - Ask learners to complete exercise **2.6 Identifying and Developing Audience Benefits, 2.7 Identifying Objections and Audience Benefits**, or **2.8 Analyzing Benefits for Multiple Audiences** in small group discussions or, if you have a lab day, type their responses. Come together as a large group and share responses. Connect learners' responses back to the content on the PPT slides and in the textbook.
- Assign **Targeting a New Audience** as homework.

Use as a precursor to a workshop or drafting day. At the beginning of class, ask learners to summarize and review the six questions for adapting a message to an audience and review the assignment they'll be working on and its requirements. Then, have learners begin working on the assignment.

Chapter 2 Quiz

The multiple-choice quiz tests learners' understanding of the chapter's content.

Chapter 2 Test Bank

The question bank utilizes true/false, multiple choice, and short answer questions to thoroughly test the learners' understanding of the chapter's content.

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LearnSmart Achieve® develops and improves editing and business writing skills. This adaptive learning system helps students learn faster, study more efficiently, and retain more knowledge for greater success.

SmartBook®

SmartBook® is the first and only adaptive reading experience designed to change the way students read and learn.

Answers and Analysis for End-of-Chapter Exercises and Cases

Answers for the end-of-chapter exercises and cases in Chapter 2 are given below.

2.1 Reviewing the Chapter

LO: 2-1–2-7
Difficulty Level: Easy

1. Who are the five different audiences your message may need to address? (LO 2-1)

   Gatekeeper—has the power to stop your message instead of sending it on to others.

   Primary—decides whether to accept your recommendation or act on the basis of your message.

   Secondary—may be asked to comment on your message or to implement your ideas after they've been approved.

   Auxiliary—may encounter your message but will not have to interact with it.

   Watchdog—does not have power to stop the message, will not act directly on it, but has political, social, or economic power. Will pay close attention to your interactions with the primary audience and will base its future actions on its perception of your message.

2. What are some characteristics to consider when analyzing individuals? (LO 2-2)

   The four pairs of the dichotomies from the Myers-Briggs Type Indicator will help you understand characteristics of individuals. The four dichotomies include: extraversion-introversion, sensing-intuition, thinking-feeling, and judging-perceiving.

3. What are some characteristics to consider when analyzing groups? (LO 2-2)

   Although generalizations won't be true for all members of group, they can be helpful if you need to appeal to a large group of people with one message. Two characteristics that can be used to analyze groups are demographic and psychological characteristics.

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4. What are some questions to consider when analyzing organizational culture? (LO 2-2)

   An organization's culture is its values, attitudes, and philosophies. To analyze organizational culture, ask the following questions:

   a. Is the organization tall or flat? Are there lots of levels between the CEO and the lowest worker, or only a few?
   b. How do people get ahead? Are the organization's rewards based on seniority, education, being well-liked, saving money, or serving customers? Are rewards available only to a few top people, or is everyone expected to succeed?
   c. Does the organization value diversity or homogeneity? Does it value independence and creativity or being a team player and following orders?
   d. What stories do people tell? Who are the organization's heroes and villains?
   e. How important are friendship and sociability? To what extent do workers agree on goals, and how intently do they pursue them?
   f. How formal are behavior, language, and dress?
   g. What does the work space look like? Do employees work in offices, cubicles, or large rooms?
   h. What are the organization's goals? Making money? Serving customers and clients? Advancing knowledge? Contributing to the community?

   To analyze an organization's discourse community, ask the following questions:

   i. What media, formats, and styles are preferred for communication?
   j. What do people talk about? What topics are not discussed?
   k. What kind of and how much evidence is needed to be convincing?

5. What is a discourse community? Why will discourse communities be important in your career? (LO 2-2)

   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. Understanding discourse communities will be important in your career because you'll be able to effectively communicate within the organizational culture.

6. What are the standard business communication channels? (LO 2-3)

   A communication channel is the means by which you convey your message. Communication channels vary in speed, accuracy of transmission, cost, number of messages carried, number of people reached, efficiency, and ability to promote goodwill.

7. What kinds of electronic channels will seem most useful to you? Why? (LO 2-3)

   The answers will vary based on the learner's career choice.

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8. What are considerations to keep in mind when selecting channels? (LO 2-3)

   Considerations depend on your audience, purpose, and situation.

9. What are 12 questions to ask when considering how to adapt your message to your audience? (LO 2-4)

   The following questions provide a framework for audience analysis:

   a. What will the audience's initial reaction be to the message?
   b. How will the audience see this message as important?
   c. How will the fact that the message is from you affect the audience's reaction?
   d. How much information does the audience need?
   e. How much does the audience already know about the subject?
   f. Does the audience's knowledge need to be updated or corrected?
   g. What aspects of the subject does the audience need to be aware of to appreciate your points?
   h. What obstacles must you overcome?
   i. Is your audience opposed to what you have to say?
   j. Will it be easy for your audience to do as you ask?
   k. What positive aspects can you emphasize?
   l. From the audience's point of view, what are the benefits of your message?
   m. What experiences, interests, goals, and values do you share with the audience?
   n. What expectations does the reader have about the appropriate language, content, and organization of messages?
   o. What style of writing does the audience prefer?
   p. Are there hot buttons or red flag words that may create an immediate negative response?
   q. How much detail does the audience want?
   r. Does the audience prefer the direct or indirect organization?
   s. How will the audience use the document?
   t. Under what physical conditions will the audience use the document?
   u. Will the audience use the document as a general reference? As a specific guide?

10. What are four characteristics of good audience benefits? (LO 2-5)

    Good benefits are:

    - Adapted to the audience.
    - Based on intrinsic rather than extrinsic motivators.
    - Supported by clear logic and explained in adequate detail.
    - Phrased in you-attitude.

11. What are three ways to identify and develop audience benefits? (LO 2-6)

    To develop audience benefits:

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- Identify the feelings, fears, and needs that may motivate the audience.
- Identify the features of your product or policy that could meet the needs you've identified.
- Show how the audience can meet their needs with the features of the policy or product.

12. What are considerations to keep in mind when addressing multiple audiences? (LO 2-7)

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

2.2 Reviewing Grammar

LO: 2-4
Difficulty Level: Easy to Hard (depending on learners' knowledge)

The error(s) in the original sentence are italicized; the corrections are bolded.

I didn't appreciate *him* assuming that he would be the group's leader.

I didn't appreciate **his** assuming that he would be the group's leader.

Myself and Jim made the presentation.

Jim and I made the presentation.

Employees *which* lack experience in dealing with people from other cultures could benefit from seminars in international business communications.

Employees **who** lack experience in dealing with people from other cultures could benefit from seminars in international business communications.

Chandra drew the graphs after *her* and I discussed the ideas for them.

Chandra drew the graphs after **she** and I discussed the ideas for them.

OR

Chandra drew the graphs after **we** discussed the ideas for them.

Please give your revisions to Cindy, Tyrone, or *myself* by noon Friday.

Please give your revisions to Cindy, Tyrone, or **me** by noon Friday.

Let's keep this disagreement between you and *I*.

Let's keep this disagreement between you and **me**.

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2.3 Identifying Audiences

LO: 2-1
Difficulty Level: Medium

Kent, Carol, and José

Primary audience: Financial institutions

Secondary audiences: Employees who will manage the website; employees of the financial institutions who will process the paper work.

Auxiliary: Other people interested in opening a small business website

Watchdog: Lawyers; state/city agencies

Barbara

Gatekeeper: Barbara's boss

Primary audience: Potential customers over 65 years old

Secondary audiences: Workers of the travel agency

Auxiliary: People under 65 years old who may come in contact with the letter

Watchdog: Travel review websites; AARP/Senior advocate groups

Paul

Gatekeeper: Paul's boss, the mayor

Primary audience: Council members who will vote

Secondary audiences: Citizens, mayor's offices in other cities; union representatives; department heads; blue-ribbon panel; lobbying groups who will comment on the proposal City workers who will be affected if it passes

Auxiliary: Anyone else in the city who takes an interest in the proposal

Watchdog: Voters or any other groups that have economic, social, or political power over the mayor and the council

Bigster Corporation

Primary audience: All employees in Sharon's division

Gatekeeper: Sharon, Steve's boss

Secondary audiences: Those who will conduct the training session; HR Department

Auxiliary: Other Bigster employees who may come in contact with the email but are not required to attend the training or have already attended the training session

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2.4 Analyzing Multiple Audiences

LO: 2-2
Difficulty Level: Medium

This exercise works best as an in-class activity where you can hold a large class discussion. Some learners are who not familiar with government agencies, in particular the U.S. Census Bureau, may have more difficulty analyzing the different types of audiences involved. At a minimum, this exercise should help to demonstrate to learners how complex audiences can be and how messages need to be tailored for each.

2.5 Choosing a Channel to Reach a Specific Audience

LO: 2-3
Difficulty Level: Medium

This exercise is effective for in-class brainstorming. Use it to make these key points:

- No channel will reach all the people in that group.
- The best channel depends on budget and purpose. For example, lists of people who take the PSAT, SAT, and ACT will reach learners who definitely plan to go to college, but not those who are still undecided.
- Commercial mailing lists are available from list brokers, but the lists may be too expensive for a local company, government agency, or nonprofit group to use.

There are many possible answers. Below are some possibilities.

1. Parents of autistic children
    - Put notices on website devoted to autism
    - Post announcements in newsletters for parents of autistic children
    - Advertise in day care centers that specialize in autistic care
2. Ballroom dancers
    - Create web banners for websites dedicated to ballroom dancing
    - Make announcements during ballroom dancing competitions
    - Hang fliers in dance studios
3. Nontraditional college learners
    - Send email notification to all learners
    - Post notices around campus
    - Advertise at school sporting events
    - Rent ad space in the university's newspaper
    - Use Instagram, Facebook, Twitter, or similar social networking application

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4. Parents whose children play basketball

    - Send email notification to all parents who enroll their children in basketball camps
    - Post announcement at sports complex
    - Make announcements over loud speakers at basketball games
    - Send notices to organizers of local basketball camps
    - Post notices in sporting goods stores
    - Use Instagram, Facebook, Twitter, or similar social networking application

5. People who are blind

    - Advertise on stations that support closed captioning
    - Contact local assisted living facilities

6. Mothers who are vegan

    - Post announcements at whole food and nutritional stores
    - Advertise in newsletter specific to this target group
    - Use Instagram, Facebook, Twitter, or similar social networking application

7. People who are interested in improvisation

    - Make announcements at theatre venues who showcase improv
    - Sent fliers to comedy clubs
    - Use Instagram, Facebook, Twitter, or similar social networking application

8. Dog owners

    - Distribute notice at veterinarians' offices
    - Post notices in stores that sell pet supplies

2.6 Identifying and Developing Audience Benefits

LO: 2-5, 2-6
Difficulty Level: Medium

Responses to these prompts will vary. It is helpful to go over it as a group. Have the class brainstorm the motives or needs that might be met by one of the activities, and write these on the board. Choose one of the motives or needs and turn it into an audience benefit, and write that benefit in a topic sentence on the board. Ask the class to help turn it into a full paragraph. Then assign the remaining activities to groups (one activity per group). Share with whole class when done.

2.7 Identifying Objections and Audience Benefits

LO: 2-4, 2-5, 2-6
Difficulty Level: Medium

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Think of an organization you know something about, and answer the following questions for it.

1. Your organization is thinking of creating a knowledge management system that requires workers to input their knowledge and experience in their job functions in the organization database. What benefits could the knowledge management system offer your organization? What drawbacks are there? Who would be the easiest to convince? Who would be the hardest?

    - **Drawbacks**: Short-term costs; inconvenient to learn new technology; time needed to create
    - **Benefits**: Long-term cost effectiveness; convenient; easy to train new employees when someone leaves; individual knowledge is stored and available for the masses
    - **Easiest**: Employer; people who are in currently in charge of technology or training new employees
    - **Hardest**: Employees who dislike technology

2. New telephone software would efficiently replace your organization's long-standing human phone operator who has been a perennial welcoming voice to incoming callers. What objections might people in your organization have to replacing the operator? What benefits might your organization receive? Who would be easiest to convince? Who would be the hardest?

    - **Objections**: No longer have a personal connection with organization; loss of employee's job
    - **Benefits**: Multiple lines could be answered simultaneously; better bottom line from eliminating a position
    - **Easiest**: Those looking to save money
    - **Hardest**: Current phone operator

3. Your organization is thinking of outsourcing one of its primary products to a manufacturer in another country where the product can be made more cost-efficiently. What fears or objections might people have? What benefits might your organization receive? Who would be easiest to convince? Who would be hardest?

    - **Objections**: Loss of jobs
    - **Benefits**: Better bottom line
    - **Easiest**: Employer; other country who will get new jobs
    - **Hardest**: Employees who may lose their jobs

2.8 Analyzing Benefits for Multiple Audiences

LO: 2-7
Difficulty Level: Easy

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This activity works best as a quick warm-up activity on the day you're going to discuss audience benefits or the day after you have already discussed them.

2.9 Analyzing Individuals

LO: 2-2
Difficulty Level: Easy

The activity works well if you teach in a computer classroom. Each group's discussion will vary based on the makeup of personality types. Learners may find that identifying personality traits of others is difficult if you use this activity in the beginning of the semester. However, this activity could work at the beginning of the semester as an icebreaker.

2.10 Getting Customer Feedback

LO: 2-7
Difficulty Level: Medium

The activity works well if you teach in a computer lab. You can have learners get into small groups and have each group choose two or three of the sites. They can explore the customer review practices for about 15 minutes. Then, call the class back together and have learners briefly present the findings of their small group. Answers will vary based on the websites that learners select.

This activity could also be conducted individually and learners could write their findings in a memo to their instructor.

2.11 Evaluating a New Channel

LO: 2-3
Difficulty Level: Easy

Answers to the exercise questions will vary by learners and their backgrounds. However, the key with this exercise is to highlight the notion that even within your classroom, learners have different perceptions on what they believe is ethical. Make sure they understand that ethics result from our values, beliefs, and attitudes.

2.12 Discussing Ethics

LO: 2-7
Difficulty Level: Medium

Answers to the exercise questions will vary by learners and their backgrounds. Ask learners to think about their own responses individually before sharing with the larger class. The key with this exercise is to highlight the notion that even within your classroom, learners have different perceptions on what they believe is ethical. Make sure they understand that ethics result from our values, beliefs, and attitudes.

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2.13 Banking on Multiple Audiences

LO: 2-7
Difficulty Level: Medium

Ask learners to form small teams to answer questions from the exercise. Answers will vary based on the businesses that learners select.

2.14 Analyzing a Discourse Community

LO: 2-2
Difficulty Level: Medium

The answers will vary based on the discourse community that learners choose to analyze.

Exercise Planning Table

Learning Objective	Difficulty: Easy	Difficulty: Medium	Difficulty: Hard
2-1 How to identify your audience.	2.1.1	2.3	
2-2 How to analyze different kinds of audiences.	2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.2, 2.9	2.4, 2, 2.14	
2-3 How to choose channels to reach your audience.	2.1.6, 2.17.7, 2.1.8, 2.11	2.5	
2-4 How to adapt your message to your audience.	2.1.9, 2.2	2.2, 2.7	2.2
2-5 How to characterize good audience benefits.	2.1.10	2.6, 2.7	

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2-6 How to create audience benefits.	2.1.11	2.6, 2.7	
2-7 How to communicate with multiple audiences.	2.1.12, 2.8	2.10, 2,12, 2.13	
Exercises with multiple learning objectives	2.1	2.6, 2.7	

In-class exercises: 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.11, 2.12, 2.13, 2.14

Out-of-class exercises: *[Any of the exercises work out-of-class, but learners might not push themselves to develop nuanced responses without some guidance from the instructor.]*

Best if you teach in a computer classroom: 2.4, 2.9, 2.10

PPT Lecture Outline

PPT 2.1–2.2	Title slide and list of the chapter's learning objectives
PPT 2.3	Ways to identify audiences
PPT 2.4–2.11	Ways to analyze audiences before drafting business messages
PPT 2.12–2.13	How to choose communication channels
PPT 2.14–2.20	Six questions to adapt messages for specific audience
PPT 2.21–2.23	The characteristics of good audience benefits, helpful criteria, and ways to identify and develop audience benefits
PPT 2.24	Guidelines when writing to multiple audiences
PPT 2.25	Summary and question slide

Lesson Plan Ideas

Covering audience analysis can be a separate topic, but your learners will acquire a command of the concept better if you come back to this topic informally every time you and your learners begin to analyze a problem.

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Introducing Audience Analysis

50 minutes

You may want to introduce audience analysis by giving an introductory lecture that touches on all the main points of audience analysis. You can do this effectively by using the first half of the PowerPoint presentation for Chapter 2.

Your learners will understand the principles you discuss much better if you have them apply the principles instead of lecturing the entire class period. For example, after identifying the types of audience layers and how to analyze them, give your learners practice, such as exercise **2.3 Identifying Audiences**, and then discuss actual documents.

To illustrate how audiences differ, talk about persuasive messages your learners may need to write and identify the different audiences and their concerns. You could involve learners 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.

Introducing Audience Benefits I

50 minutes

After introducing learners to audience analysis and asking them to apply audience analysis concepts, introduce to audience benefits by giving an introductory. You can do this effectively by using the second half of the PowerPoint presentation for Chapter 2.

After the initial lecture, ask your learners to apply the concepts of audience benefits using exercises such as **2.6 Identifying and Developing Audience Benefits** or **2.7 Identifying Objections and Audience Benefits**.

Introducing Audience Benefits II

10–25 minutes

Presenting audience benefits in a lecture will help learners become familiar with the concept. However, for learners to learn how to develop audience benefits, they will need to look at plenty of examples and do a lot of practicing. Stress the distinction between intrinsic and extrinsic motivators. Discuss how determining motives leads to identifying audience benefits. Emphasize that determining readers' motives helps in developing benefits fully.

Discussing Organization Culture and Discourse Communities

10–30 minutes

Spend at least 10 minutes defining and explaining organizational culture and discourse communities 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

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throughout the course as you discuss assignments learners 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.

Adapting Messages for Different Audiences

45 minutes

To emphasize how audience analysis shapes a message, ask your learners to spend 15–25 minutes responding to the following prompt:

> 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 learners 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 learners another 15 minutes to write this message and then ask for volunteers to read their memos to the class or use the following answers to show one way the messages could be adapted. As learners 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.

1. **Memo to Employees**

   February 5, 2018

   To: Loading Dock Workers

   From: Doug Wilkins

   Subject: Double-Checking the Invoices

   With Valentine's Day just around the corner, we're loading about nine extra trucks a week to keep up with our customers' demands for Cupid's Chocolate Hearts, Sweetie Pies, and all of our other products.

   To keep the trucks rolling out on schedule, please double-check each invoice to make sure the entire order is ready before loading any truck. By checking the invoices and loading only complete orders, we can keep things running smoothly on the docks—and do each job just once. Thanks!

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2. **Memo to the Boss**

February 5, 2018

To: Marcey Dascenzo

From: Doug Wilkins

Subject: Improved Loading Dock Efficiency

Thanks to the new Just-in-Time order-pulling and loading schedule, the loading dock crews have been able to keep up with the increased volume on the docks due to the seasonal rush. We've been loading about nine extra trucks a week without having to pay overtime wages.

The loading dock crews have done remarkably well in adjusting to the new system. We've had only one situation in which three workers did not check the invoice against the order, and the truck had to be reloaded. Attached is a copy of a memo reminding employees to always check the invoice against the order.

Emphasize these points:

- Notice the difference in the subject lines. When Doug writes to the loading dock crews, he wants to make sure crew members recognize that they need to check the invoices. When Doug writes to his boss, he wants to emphasize that things are going well on the loading dock.
- The first paragraph of the memo to the dock employees recognizes the loaders' hard work, and by referring to Valentine's Day, Doug subtly reminds the workers that the extra work is a temporary.
- The word "double-checking" helps protect readers' egos. It implies they are checking once; they just need to check again.
- The first paragraph of the memo to Marcey starts off positively, emphasizing the success of the new scheduling system, presumably a system that Marcey advocated. The last sentence of the first paragraph also appeals to Doug's supervisor by emphasizing that the company is not paying overtime wages.
- In the second paragraph of the memo to dock workers, Doug reminds employees to check the invoices against the orders. He chose not to refer to the incident in which a truck had to be reloaded; he doesn't want to single out and embarrass three of his workers who made an honest mistake. Instead, Doug stresses the benefits of checking the order against the invoices. Since some workers may like earning overtime pay, he doesn't mention that. Instead, he offers as a benefit "just doing a job once."
- In the memo to Marcey, Doug minimizes the negative information by burying it in the middle of the paragraph, and he creates a competent, on-the-ball image of himself by letting Marcey know how he has already addressed the situation.

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Understanding Communication Channels

10–15 minutes

Ask learners to determine an audience based on a channel. Learners may work alone or in groups for this exercise. You may also consider using **2.5 Choosing a Channel to Reach a Specific Audience** or **2.11 Evaluating a New Channel** as additional practice.

Practicing Audience Analysis

45 minutes

Show the six audience analysis questions. Then put learners 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 a problem learners will be writing to 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.

Developing Audience Benefits for Specific Audience

45 minutes

After introducing learners to audience benefits, give learners experience in identifying motives, focusing benefits, and adapting benefits to specific audience needs.

Let your learners pick a product or service they would like to write about. If your learners are working in collaborative groups, the groups can brainstorm 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 audience 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 learner summarize the key points about audience benefits (15 minutes).

If learners 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.

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Developing Audience Benefits for a Specific Product

45 minutes

After introducing audience benefits, you could spend the next class hour working on benefits for a specific product. One approach is to ask your learners to collect examples of advertisements for a specific kind of product (suntan lotion, athletic shoes, etc.). Ask learners to compare their ads and to identify what audience benefits are implicitly and explicitly being emphasized in these ads. Then ask the learners to spend 20 minutes writing an audience 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 learners 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 learners have had work experience, ask them what layers of audience their supervisors have served. In addition, ask your learners to find out their supervisors' perception of which audiences they find easiest and hardest to write to. Be sure to discuss the potential impact of watchdog audiences as well. Help learners understand that they should focus on gatekeepers and the primary audience when dealing with audiences that have many different needs.

Question of the Day

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

An appropriate question for Chapter 2:

> **Question:** Explain how intrinsic and extrinsic motivators differ and why intrinsic motivators typically work better.
>
> **Answer:** Intrinsic motivators come automatically from using a product or doing something; extrinsic motivators are "added on." Intrinsic motivators work better long term because there just aren't enough external awards for everything you want people to do. Research shows that extrinsic rewards can actually make people less satisfied.

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