Business Communication 13th edition Locker Solutions Manual

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Chapter 2: Using Goodwill for Effective Communication

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Description of the Chapter

This chapter discusses selecting an appropriate channel for message; making messages friendlier, more persuasive, and more compassionate by focusing on *you*-attitude; positive emphasis; tone; and bias-free language. All these topics will help your students achieve their communication purposes and show that effective communicators care about their audiences and their needs and interests.

Learning Objectives

LO 3-1 Select an appropriate channel for your message.

A communication channel is the means by which you convey your message. You should select an appropriate channel in order to optimize your communication. Using a well-chosen channel to share messages will help you meet audience expectations, reach your target audience, shorten response time, and make a broader impact.

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The best channel for your business message depends on its size, purposes, circumstances, needs, and budget. Choices include face-to-face conversations, phone calls, websites, email, memos, text messages, social media, applications (i.e. apps), and web conferences.

LO 2-2 Create *you*-attitude.

You-attitude is a style of communication that looks at things from the audience's point of view, emphasizing what the audience wants to know, respecting the audience's intelligence, and protecting the audience's ego. To create *you*-attitude:

- Talk about the audience not about yourself.
- Refer to the audience'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 audience.
- In negative situations, avoid the word *you*. Protect the audience's ego. Use passive verbs and impersonal expressions to avoid assigning blame.
- Apply *you*-attitude beyond the sentence level by using organization and content as well as style to build goodwill.

LO 2-3 Create positive emphasis.

Positive emphasis means focusing on the positive rather than the negative aspects of a situation. To create positive tone:

- Avoid negative words and words with negative connotations.
- Beware of hidden negatives.
- Focus on what the audience can do rather than on limitations.
- Justify negative information by giving a reason or linking it to an audience benefit.
- Put the negative information in the middle and present it compactly.
- Check to see that your positive emphasis is appropriate, sincere, and clear.

LO 2-4 Improve tone in business communications.

The desirable tone for business communication is businesslike but not stiff, friendly but not phony, confident but not arrogant, polite but not groveling.

LO 2-5 Create inclusive business communications.

Inclusive language is fair and friendly, it complies with the law, it includes all members of your audience, and it helps sustain goodwill.

Check to be sure your language is nonoppressive.

Communication should be nongendered; pay special attention to job titles, courtesy titles and names, pronouns, and other words and phrases.

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Ms. is the default courtesy title for women. Use *Ms.* unless the woman has a professional title or unless you know she prefers a traditional title.

Three ways to make pronouns nongendered are to use plural pronouns, to use *you*, and to revise the sentence to omit the pronoun.

When you talk about people with disabilities or diseases, use the term they prefer.

When you produce documents with photos and illustrations, include in the image a sampling of the whole population, not just part of it.

LO 2-6 Employ platform-specific best practices for creating goodwill.

When making phone calls, writing emails, or managing social media accounts on Facebook, Twitter, or Instagram, you should consider best practices specific to the medium.

Phone calls: Speak clearly; repeat key information; keep your message concise; do not multitask.

Emails: Use specific subject lines; keep your message concise; clearly state expectations.

Facebook: Interact with clients; respond promptly; use your personal page responsibly.

Twitter: Make your message clear and concise; reinforce your company's desired narrative.

Instagram: Illustrate your company's narrative; interact with followers; cross-reference with hashtags.

Where Students Get Frustrated

There are several business communication concepts that frustrate students.

Accepting that Goodwill and You-Attitude Are Important

If you are teaching students who are currently working in business or professional situations, you will probably not need to convince them that goodwill and *you*-attitude are important. However, sometimes students do not readily accept the importance of creating goodwill and *you*-attitude in their writing.

Getting Motivated to Develop Ability to Write with Goodwill and You-Attitude

Goodwill and *you*-attitude at the global, paragraph, sentence, and word choice levels can be difficult to master, and students can get frustrated and give up.

Putting Themselves in Their Audience's Shoes

Students can often repeat back the purpose of goodwill and *you*-attitude, but they struggle to fully realize what that means for them in the writing process. It is easy for students to say, "I'm writing this message so my audience understands the (*insert bad news*) and will accept it yet still like me and my organization," but it is difficult for them to actually produce the message's organization and content with *you*-attitude and goodwill.

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In addition, context is difficult for students both as a concept and in application. It is difficult for them to imagine or envision the context in which their audience will actually read the message and to accept that, as communicators, they are responsible for contextualizing factors *even if they didn't know about them* (e.g. the message uses a phrase or word that has negative/racist/sexist/ableist/agist connotations, history, or undertones).

Not Writing for the Instructor

Most of our students spend their later elementary, middle school, and high school years—the last seven to nine years—writing to show their instructor how much they know about the subject. It is a significant developmental leap for student to go from writing-to-show-what-they-know to creating business communication documents that illustrate critical thought and anticipate audience needs.

Accepting that There Is No Universal Template—They Must Make Decisions Themselves

Many of our students have become accustomed to being told exactly what to do when writing papers.

- Design (margin sizes, font and font size, double-spacing, etc.)
- Organization (number of paragraphs per document, the specifics on numbers of sentences per paragraph and what each sentence should contain)
- Content (the content of each paragraph can be prescribed)
- And so on

These students have been writing for years following prescribed sets of rules for how to write papers without making their own decisions about the number of paragraphs, the content and organization of paragraphs, and/or the overall design of the documents. Making those decisions independently is a scary, and sometimes debilitating, thing to have to do.

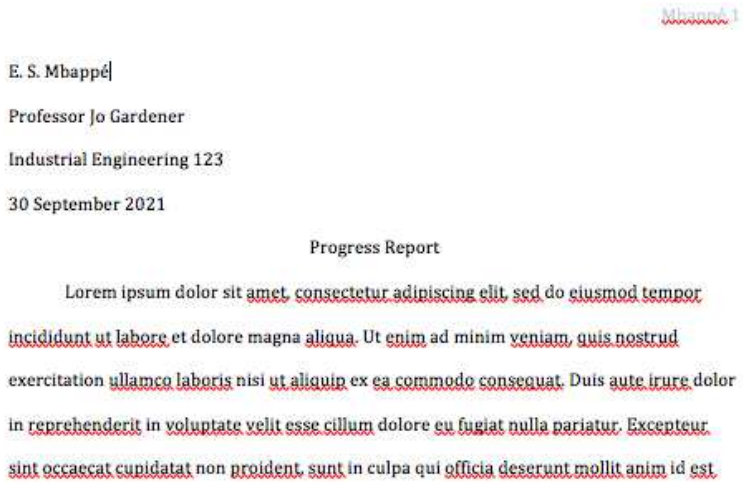
Letting go of MLA (Modern Languages Association) Documentation Format

Additionally, most of our students spend their later elementary, middle school, and high school years—their most recent seven to nine years—perfecting, and maybe even memorizing, MLA format and documentation style whenever they have written a paper.[1] If you have assigned a progress report, a memo, a research report, or some other genre and received a paper formatted like the following, your student is paying attention to what they have been taught to do in the past:

[1] American Psychological Association (APA) is another common documentation style. This one has a complete title page and running header with the title of the document in the upper right-hand corner.

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Mbappé 1

E. S. Mbappé

Professor Jo Gardener

Industrial Engineering 123

30 September 2021

Progress Report

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Beyond the task of writing, our students have moved outside of their comfort zone at almost all levels (especially first-year students). They have moved to a new place, have surrounded themselves by new people, taking classes from new instructors with different expectations, are learning entirely new subjects, and more. One thing they think they have mastered is paper formatting—but then we say, nope, that must change, too.

Accepting that Every Audience Needs Something Different

Some students really struggle to accept that every audience wants something different. Every time they create a document and every time they communicate, they need to determine two things:

1. What they are required to do (by the scenario, supervisor, etc.)
2. What they need to do for the audience (how do they get the desired result?)

There is no formula or prescription for ensuring that they fulfill all assignment requirements while effectively making the document easy for the audience to read, understand, and accept. Students must learn to identify audience and purpose for themselves.

Every Sentence Builds or Destroys Your Credibility

Students often fail to realize that every sentence and every word choice matter—every sentence or word choice is a chance to illustrate that they are knowledgeable and trustworthy. The reverse is also true—every sentence and word choice are a chance to illustrate that they do the minimum work necessary, that they do not research but take the "trust me" approach, and that they do not respect the audience's time or intelligence.

Helping Students Master the Material

Stress that Goodwill and You-Attitude Are Important

While the importance of effective goodwill and *you*-attitude is obvious to us, students are skeptical. Share examples of effective and ineffective goodwill and *you*-attitude from your own

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experiences or reports that you have seen in the news. Discuss the consequences of those examples. Share in lectures, discuss with students before and after class, in office hours, in assignment scenarios—basically any time it is appropriate throughout the course.

Remind Students that They Are Not Writing for You

When you introduce writing assignments and refer to writing assignments, remind students that they are not writing to show you how much they know. Make it clear that students will have to alter their writing style to do well in this course. For example, if you're teaching at a university, the writing that students have done in other courses (and back in high school) will likely not be effective in business communications. Whether it is a first-year composition or a history or a biology course, the students' main purpose was to display knowledge to their instructor.

Remind Them that There Is No One Way to Do Things

When you introduce writing assignments and refer to writing assignments, remind students that you will not be giving them specifications for the assignment. You will give them the requirements (genre) and situation (audience, purpose, and context), but they will have to decide how to fulfill the requirements for that specific situation.

Let Go of MLA (Modern Languages Association) Documentation Style

When you introduce writing assignments and refer to writing assignments, remind students the document's design depends on the requirements (genre) and situation (audience, purpose, and context). No MLA/APA format. The documents should be formatted to look like they would in the workplace.

Share Actual Documents

We have found that students benefit from seeing actual business documents early in the course and having immediate experiences writing. Bring in examples or have your students bring in examples of professional documents that you can analyze together with your students. Ask them to identify the quality of the goodwill and *you*-attitude in the documents. Moreover, to help them come to terms with the different demands of writing in a business setting, consider giving some short writing exercises for which you give feedback but not a letter grade. Starting in this way can give students a solid foundation on which to build for the rest of the semester.

Note that examples of miscommunication having negative effects on business are sometimes more memorable than positive examples.

Practice, Practice, Practice

The ability to create effective *you*-attitude, positive emphasis, tone, and inclusivity is an acquired skill. Students need to practice repeatedly and get feedback. Consider including small activities throughout the semester—not just when reading and discussing this chapter—and include discussions of goodwill for all genres and assignments. Include goodwill as a requirement whenever they submit assignments, so they get multiple chances to create goodwill and receive feedback about how they are doing.

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Hold Students Accountable

If you expect students to write effectively with goodwill and *you*-attitude, hold them accountable for it. Expect it and assess their word accordingly.

Use Chapter 2 PowerPoint

Use the chapter's PowerPoint—as is, whole, in parts, adapted with your own materials and examples—and incorporate into lectures, or perhaps even make a video for students to watch outside of class.

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

The application exercises can be used in several ways. They can be used as:

- **A quiz** at the end of all activities coming from Chapter 2.
- **A review** after lecture and discussion.
- **Preparation** for an in-class exercise.
- **Homework** after in-class work.

Choosing an Appropriate Channel for Your Message

LO: *2-1*
AACSB: *Communication*
Blooms: *Understand*
Difficulty Level: *Medium*

This matching exercise helps students select an appropriate channel to optimize their communication. Students are asked to drag communication scenarios into the appropriate channel category.

Replying to an Interview Scheduling an Email

LO: *2-2*, *2-3*, *2-4*
AACSB: *Communication*
Blooms: *Apply*
Difficulty Level: *Medium*

This case analysis exercise with multiple-choice questions asks students to demonstrate their ability to apply the learning objectives from Chapter 2 to choosing the phrases and sentences that employ *you*-attitude, positive emphasis and tone, and are free from bias.

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Creating *You*-Attitude and Positive Emphasis

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

This matching exercise asks Students to identify effective and ineffective *you*-attitude and positive emphasis in business communication.

Using Inclusive Language

LO: *2-5*
AACSB: *Communication*
Blooms: *Understand*
Difficulty Level: *Medium*

This matching exercise helps Students recognize different types of biased language in business communication.

Creating Goodwill Outside an Organization

LO: *2-2*, *2-4*
AACSB: *Communication*
Blooms: *Analyze*
Difficulty Level: *Hard*

This case analysis exercise with multiple-choice questions demonstrates students' understanding of how to create goodwill in communication outside an organization.

Emailing a Colleague for Help

LO: *2-2*
AACSB: *Communication*
Blooms: *Analyze*
Difficulty Level: *Medium*

This case analysis exercise with multiple-choice questions demonstrates students' ability to understanding of how to create goodwill in communication within an organization.

Chapter 2 Quiz

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

LearnSmart Achieve®

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.

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SmartBook®

SmartBook® is an adaptive reading experience that tests students' understanding of the textbook book content.

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

Answers for the end-of-chapter exercises and cases in Chapter 1 are given below.

2.1 Reviewing the Chapter

LO: *2-1–2-6*
Difficulty Level: *Easy*

General answers are provided below. Ideally, we want students to be able to relate these ideas to specific instances to show that they understand and can apply the concepts.

1. Why might you choose a phone call, an email, a memo, a text message, or a particular social media for a given business message? (LO 2-1)

   - Using a well-chosen channel to share messages will help you meet audience expectations, reach your target audience, shorten response time, and make a broader impact.

2. What are five ways to create *you*-attitude? (LO 2-2)

   - Talk about the audience not about yourself.
   - Refer to the audience'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 audience.
   - In negative situations, avoid the word *you*. Protect the audience's ego. Use passive verbs and impersonal expressions to avoid assigning blame.

3. What are five ways to create positive emphasis? (LO 2-3)

   - Avoid negative words and words with negative connotations.
   - Beware of hidden negatives.
   - Focus on what the audience can do rather than on limitations.
   - Justify negative information by giving a reason or linking it to an audience benefit.
   - Put the negative information in the middle and present it compactly.

4. How can you improve the tone of business messages? (LO 2-4)

   The desirable tone for business communication is businesslike but not stiff, friendly but not phony, confidence but not arrogant, polite but not groveling. Using courtesy titles for people you do not know well and be aware of the power implication of word choice.

5. What are the different categories to keep in mind when you are trying to increase inclusivity in business messages? (LO 2-5)

   - Gender
   - Race and Ethnicity
   - Age

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- People-First Language

6. What are some platform-specific best practices for building goodwill? (LO 2-6)
   - Twitter, or Instagram, you should consider best practices specific to the medium.
   - Phone calls: Speak clearly; repeat key information; keep your message concise; do not multitask.
   - Emails: Use specific subject lines; keep your message concise; clearly state expectations.
   - Facebook: Interact with clients; respond promptly; use your personal page responsibly.
   - Twitter: Make your message clear and concise; reinforce your company's desired narrative.
   - Instagram: Illustrate your company's narrative; interact with followers; cross-reference with hashtags.

2.2 Choosing a Channel to Reach a Specific Audience

***LO*: 2-2**

***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 Students 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 Students
   - Send email notification to all Students

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- 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

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 improve
- 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

2.3 Evaluating a New Channel

LO: *2-2*
Difficulty Level: *Easy*

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

2.4 Evaluating the Ethics of Positive Emphasis

LO: *2-3*
Difficulty Level: *Medium*

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The first term in each pair is negative; the second is a positive term that is sometimes substituted for it. Which of the positive terms seem ethical? Which seem unethical. Briefly explain your choices.

People of goodwill may differ in their responses. Here are some possible answers:

cost/investment

Investment is the more positive term. However, investment can be unethical if used as a synonym for expenditure.

second mortgage/home equity loan

Home equity loan seems acceptable, though it certainly is more positive than the first term.

tax/user fee

Tax seems more honest. *User fee* may be acceptable if it is something that only a minority of the population use (e.g. yachts); it seems unacceptable if it is something many people use (e.g. parks).

nervousness/adrenaline

Adrenaline seems to have appropriate positive emphasis. Adrenaline is natural; it has good as well as bad effects.

problem/challenge

Challenge seems to have appropriate positive emphasis; it focuses on the opportunity that may arise from the situation and seems to imply that the situation may come to an acceptable resolution. *Problem* stresses the drawbacks of the situation.

price increase/price change

Price increase seems more honest; *price change* seems designed to keep people from realizing that they will have to pay more.

for-profit hospital/tax-paying hospital

For-profit seems more honest. In an era of general concern about health care costs, *taxpaying hospital* may be designed to disguise the hospital's concern with the bottom line.

used car/pre-owned car

Pre-owned car is the current term for used car. For some car buyers, this change in connotation seems to have a more positive emphasis.

credit card fees/usage charges

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Credit card fees is the more positive term because it's usually only an annual charge. Usage charges happen every time you use a card for some purposes.

2.5 Eliminating Negative Words and Words that Have Negative Connotations

LO: *2-3*
Difficulty Level: *Medium*

Revise each of the following sentences to replace negative words with positive ones. Be sure to keep the meaning of the original sentence.

1. You will lose the account if you make a mistake and the customer is dissatisfied.

   Possible Revision: *Customer accounts can be maintained by processing claims efficiently. (Better but lacks you-attitude.)*

   Possible Revision: *You can maintain customer accounts by processing claims efficiently. (Uses positive you-attitude.)*

2. Avoid errors on customer reports by carefully proofreading.

   Possible Revision: *Please proofread carefully to ensure accuracy in customer reports.*

3. Your account, #82654, is delinquent. If you neglect to pay this balance, your account will be sent to collections.

   Possible Revision: *Your account #82654 currently has an outstanding balance. Please pay this amount in order to bring your account into good standing.*

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

   Possible Revision: *When writing a report*, *you should make only claims you can support with evidence.*

5. Don't drop in without an appointment. Your counselor or case worker may be unavailable.

   Possible Revision: *Make an appointment with your case worker to assure they are available. (Positive and more direct.)*

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

   Possible Revision: *I wish to discuss my qualifications with you during an interview.*

2.6 Focusing on the Positives

LO: *2-3*
Difficulty Level: *Easy*

Revise each of the following sentences to focus on the options that remain, not those that are closed off.

1. Applications that are postmarked after January 15 will not be accepted.

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Possible Revision: *Your application postmarked before or on January 15 will be processed.*

2. All new employees will not be able to receive health benefits for 90 days.

   Possible Revision: *You will be eligible for health insurance when you complete your first 90 days of employment.*

3. I will not be available by phone on Saturdays and Sundays.

   Possible Revision: *I will be available by phone anytime between Monday through Friday.*

4. Overtime cannot be processed without the supervisor's signature.

   Possible Revision: *Overtime is available if you have the consent of your supervisor.*

5. Travel reimbursement forms will only be processed at the end of the month.

   Possible Revision: *Travel reimbursement forms will be processed at the end of each month.*

2.7 Identifying Hidden Negatives

LO: *2-3*
Difficulty Level: *Medium*

Identify the hidden negatives in the following sentences and revise to eliminate them. In some cases, you may need to add information to revise the sentence effectively.

1. The seminar will help you become a better manager.

   (Could be read to imply that the reader is not a good manager.)

   Possible Revision: *This seminar can help everyone improve their management style.*

2. Thank you for the confidence you have shown in us by ordering one of our products. It will be shipped to you soon.

   (Implies that there has been a lack of confidence in the past. Also might imply lack of knowledge about when the item will ship.)

   Possible Revision: *Thank you for your order. Your shipment will arrive by UPS Ground on January 12th.*

3. This publication is designed to explain how your company can start a recycling program.

   (Implies that the company has been negligent about recycling or that it was incapable of devising its own program.)

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

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4. I hope you find the information in this brochure beneficial to you and a valuable reference as you plan your move.

   ("I hope" makes the writer seem unsure that the information truly is helpful and valuable.)

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

5. In thinking about your role in our group, I remember two occasions where you contributed something.

   (Implies that the person only contributed twice.)

   Possible Revision: *Two specific incidents illustrate the excellent work you've been doing all semester.*

6. [In job letter] This job in customer service is so good for me; I am so ready to take on responsibility.

   Possible Revision: *From my previous employment opportunities, I have had extensive experience interacting with customers from various cultures. This experience makes me uniquely situated to fill the customer service position you have advertised.*

2.8 Improving You-*Attitude and Positive Emphasis*

LO: *2-2*, *2-3*
Difficulty Level: *Medium*

Revise these sentences to improve you-attitude and positive emphasis. Eliminate any awkward phrasing. In some cases, you may need to add information to revise the sentence effectively.

1. You'll be happy to learn that the cost of tuition will not rise next year.

   Possible Revision: *The tuition will remain exactly the same next year.*

2. Although I was only an intern and didn't actually make presentations to major clients, I was required to prepare PowerPoint slides for the meetings and to answer some of the clients' questions.

   Possible Revision: *As an intern, I prepared PowerPoint slides for meetings with clients and provided answers to their questions.*

3. At DiYanni Homes we have more than 30 plans that we will personalize just for you.

   Possible Revision: *You can choose from 30 plans at DiYanni Homes and customize it your way.*

   Possible Revision: *You can have DiYanni's professional staff personalize a home design for you after you select from our wide choice of over 30 basic plans.*

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4. Please notify HR of your bank change as soon as possible to prevent a disruption of your direct deposit.

   Possible Revision: *To make sure you get your paycheck on time, just send your bank change information one week before pay day.*

   Possible Revision: *You can ensure uninterrupted paychecks by simply providing HR with one week advanced notice of a bank change.*

5. I'm sorry you were worried. You did not miss the deadline for signing up for a flexible *medical spending account.*

   Possible Revision: *Your flexible medical spending account is open and ready for your use.*

   Possible Revision: *You can sign up for a flexible medical spending account by bringing me the form prior to 5:00 p.m. Friday.*

6. You will be happy to hear that our cell phone plan does not charge you for incoming calls.

   Possible Revision: *You pay 0.00 for all incoming calls with the Supra Cell Phone plan.*

   Possible Revision: *You will be able to receive incoming calls for free under our new cell phone plan.*

7. The employee discount may only be used for purchases for your own use or for gifts; you may not buy items for resale. To prevent any abuse of the discount privilege, you may be asked to justify your purchase.

   Possible Revision: *The employee discount may be used to purchase any items for your use or as gifts.*

   Possible Revision: *Upon verifying that your purchase is for your own use or for gifts, you may use your employee discount for any item in the store.*

8. I apologize for my delay in answering your inquiry. The problem was that I had to check with our suppliers to see whether we could provide the item in the quantity you say you want. We can.

   Possible Revision: *Just this morning, our suppliers verified that the quantity you need is available.*

   Possible Revision: *We can provide the requested item in the quantity you desire.*

9. If you mailed a check with your order, as you claim, we failed to receive it.

   Possible Revision: *Your order will ship within 24 hours after your check comes in, and you will have your merchandise within seven to ten business days.*

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Possible Revision: *A check was not received with your order.*

10. This job sounds perfect for me.

    Possible Revision: *Your open position aligns perfectly with my previous experiences working abroad and the skill set I have to offer in international relations.*

2.9 Creating Inclusive Language

LO: *2-5*
Difficulty Level: *Medium*

Explain the source of bias in each of the following and revise to remove the bias.

1. Mr. Brady, Mr. Barnes, and the new intern, Jodi, will represent our office at the job fair.

   (Referring to the woman as "Jodi" instead of using a courtesy title and her last name is condescending and implies that the woman is of not of equal status.)

   Possible Revision: *Mr. Brady*, *Mr. Barnes*, *and Ms. Wiskel will represent our office at the job fair.*

2. Although he is blind, Mr. Morin is an excellent group leader.

   (Mr. Morin's leadership abilities are not dependent on his blindness.)

   Possible Revision: *Mr. Morin is an excellent group leader.*

3. Please join us for the company potluck! Ladies, please bring a main dish. Men, please bring chips and dip (store bought is fine).

   (Sexist and suggests men cannot cook.)

   Possible Revision: *Please join us for the company potluck by bringing a main dish or snack to share!*

4. Lee Torsad

   Pacific Perspectives
   6300 West Coronado Blvd.
   Los Angeles, CA

   Dear Sir:

   (The salutation "Sir" is sexist.)

   Possible Revision: *Mr. Torsad*: *(if we know Lee is male)*

   Possible Revision: *Ms. Torsad*: *(if we know Lee is female)*

   Possible Revision: *Dear Lee Torsad*: *(if we don't know Lee's gender)*

5. I would prefer if you hired a female secretary; women are typically friendlier than men.

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(This is a sexist statement; men can be equally friendly as women; administrative assistant is a more favorable job title than secretary.)

Possible Revision: *I would prefer if you hired a friendly and outgoing administrative assistant.*

6. Please do not use the side elevator because it is reserved for people who can't walk.

   Possible Revision: *Please use the stairs so that we can reserve the side elevator for disabled customers.*

7. Because older customers tend to be really picky, we will need to give a lot of details in our ads.

   (Ageist.)

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

2.10 Analyzing Goodwill Ethics

LO: *2-2*, *2-3*, *2-4*
Difficulty Level: *Medium*

This exercise works best as an in-class discussion activity. You might ask students to chat about the situation in small groups first and then bring them together for a class discussion. Answers will vary based on Student beliefs.

2.11 Advising a Hasty Subordinate

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

A good answer will not only advise the subordinate to apologize, but also point out that (1) regional humor—like sexist, racist, or ethnic humor—has no place in business. Indeed, email messages like the one the subordinate has sent could be used as evidence of a hostile working environment. (2) Email is not private. People should be as careful what they say in an email as they would in choosing words for paper documents.

2.12 Responding to a Complaint

LO: *2-2*, *2-5*
Difficulty Level: *Hard*

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

2.13 Dealing with Negative Clients

LO: *2-3*, *2-4*
Difficulty Level: *Hard*

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Students may have difficulty with this exercise if they have not had work experience. You may ask them to first conduct an audience analysis and develop audience benefits (review Chapter 2) before discussing the ways to handle the bully. Try to emphasize that you-attitude, positive emphasis, and effective tone will be important for handling Mr. Bully.

2.14 Responding to a Complaint

LO: *2-3*, *2-4*
Difficulty Level: *Hard*

Students should draft their thank-you notes with a specific organization in mind. Answers will vary based on the business the students select. Nonetheless, the thank-you notes should focus on the business relationship. It's important to use you-attitude in thank-you notes; though, most college students spend more time talking about themselves. The memo to the instructor should clearly explain their choices and show they have a grasp of their audience.

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Chapter 1: Succeeding in Business Communication

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Description of the Chapter

This chapter is the foundational chapter. It explains the needs for effective communication skills in workplaces, discusses the costs of poor communication, stresses benefits of improving communication, outlines criteria for effective messages, introduces the importance of following conventions, explains why ethics is so important in business communication, explains how corporate culture affects the business environment, and demonstrates how to analyze and solve business communication problems. Students should return to the concepts in Chapter 1 throughout the semester as they analyze audiences for the messages they write and the presentations they deliver.

Learning Objectives

LO 1-1 Describe the benefits of good communication.

Communication helps organizations and the people in them achieve their goals. People put things in writing to create a record, to convey complex data, to make things convenient for the reader, to save money, and to convey their own messages more effectively.

LO 1-2 Explain why you need to be able to communicate well.

The three basic purposes of business and administrative communication are to inform, to request or persuade, and to build goodwill. Most messages have more than one purpose.

The ability to write and speak well becomes increasingly important as you rise in an organization.

LO 1-3 Describe the costs of poor communication.

Poor writing wastes time, wastes effort, and jeopardizes goodwill.

LO 1-4 Describe what communication on the job can look like.

Communication—oral, nonverbal, and written—goes to both internal and external audiences.

People in organizations produce a large variety of documents.

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LO 1-5 Explain the basic criteria for effective messages.

Good business and administrative writing meets seven basic criteria: it's clear, complete, and correct; it follows conventions; it saves the reader's time; it builds goodwill; and it's ethical.

LO 1-6 Analyze a business communication situation.

1. What is your purpose in communicating?
2. Who is your audience?
3. How will the audience initially react to the message?
4. What information must your message include?
5. What benefits will your audience find convincing?
6. How can you ensure that you communicate ethically?

Where Students Get Frustrated

There are several business communication concepts that frustrate students.

Getting Motivated to Develop Business Communication Skills

If you are teaching students who are currently working in business or professional situations you will probably not need to convince them that business communication skills are important. Students tend to have difficulty primarily when they resist taking the course, either because they do not believe writing and communication will be important to their careers or because they have already had other writing courses. There are several things that can be done to motivate students to develop their communication skills.

Not Writing for the Instructor

Most of our students spend their later elementary, middle school, and high school years—the last seven to nine years—writing to show their instructor how much they know about the subject. It is a significant developmental leap for student to go from writing-to-show-what-they-know to creating business communication documents that illustrate critical thought and anticipate audience needs.

Accepting That There Is No Universal Template—They Have to Make Decisions Themselves

Many of our students have become accustomed to being told exactly what to do when writing papers.

- Design (margin sizes, font and font size, double-spacing, etc.)
- Organization (number of paragraphs per document, the specifics on numbers of sentences per paragraph, and what each sentence should contain)
- Content (the content of each paragraph can be prescribed)
- And so on

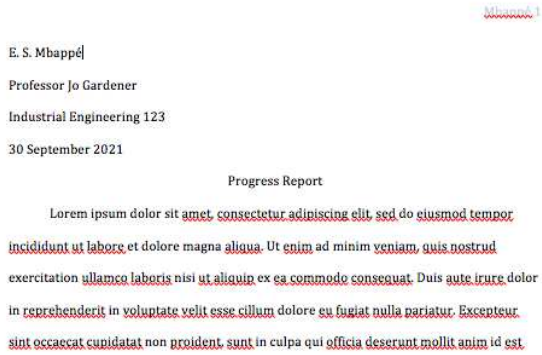
These students have been writing for years by following a prescribed set of rules on how to write papers, and they have not been making their own decisions about the number of paragraphs, the content and organization of paragraphs, the overall design of a document. Making all of those decisions on their own is a scary, and sometimes debilitating, thing to have to do.

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Letting Go of MLA (Modern Languages Association) Documentation Style

In addition, most of our students have spent the last seven to nine years perfecting, and maybe even memorizing, MLA format and documentation style for whenever they need to write a paper.[1] If you have assigned a message, progress report, memo, proposal, or some other genre and received a paper formatted like the one in the figure to the right, your student is paying attention to what they have been taught to do in the past.



E. S. Mbappé

Professor Jo Gardener

Industrial Engineering 123

30 September 2021

Progress Report

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est

Our students have moved outside of their comfort zone at almost all levels (especially first-year students). They have moved to a new place, are surrounded by new people, taking classes from new instructors with different expectations, learning entirely new subjects, and more. One thing that they think they have complete knowledge of is the formatting of their writing papers—but then we say, nope, that needs to change too.

Accepting That Every Audience (and Instructor) Wants Something Different

Some students really struggle to accept that every audience wants something different and that every communication situation is unique. Every time they create a document and every time they communicate, they need to negotiate two things:

1. What they are required to do.
2. What they need to do for the audience.

There is no formula or prescription for making sure that they fulfill all of the assignment requirements in a manner that is effective for making the content of the document easy for the audience to read, understand, and accept. The negotiation is what students need to do for themselves.

Stepping into Their Audience's Shoes

Students can often repeat the purpose of a negative message, but they struggle to fully realize what that means for them in the writing process. It is easy for students to say, "I'm writing this message so my audience understands the [*insert bad news*] and will accept it yet still like me and my organization," but it is difficult for them to actually produce the message's organization and content with *you*-attitude and goodwill.

In addition, context is difficult for students both as a concept and in application. It is difficult for them to imagine or envision the context in which their audience will actually read the message and to accept that, as communicators, they are responsible for contextualizing factors *even if they didn't know about them* (e.g. the message uses a phrase or word that has negative/racist/sexist/ableist/agist connotations, history, or undertones).

[1] APA (American Psychological Association) is another common documentation style. This one has a complete title page and running header with the title of the document in the upper right-hand corner.

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Helping Students Master the Material

Stress Importance of Communication as a Desired Skill

While the importance of communication skills on the job is obvious to us, students are skeptical. Share examples of how students will need to communicate on the job in lectures, discussions with students before and after class, in office hours, in assignment scenarios—basically any time it is appropriate throughout the course. Encourage students to share their work experiences, share your own work examples, and pull examples of business communication from the news, whether that communication helped or adversely affected business.

Remind Students That They Are Not Writing for You

When you introduce writing assignments and refer to writing assignments, remind students that they are not writing to who you how much they know. Make it clear that students will have to alter their writing style to do well in this course. For example, if you're teaching at a university, the writing that students have done in other courses (and back in high school) will likely not be effective in business communications. Whether it's first-year composition or a history or a biology course, the students' main purpose was to display knowledge to their instructor.

Remind Them That There Is No One Way to Do Things

When you introduce writing assignments and refer to writing assignments, remind students that you will not be giving them specifications for the assignment. You will give them the requirements (genre) and situation (audience, purpose, and context), but they will have to decide how to fulfill the requirements for that specific situation.

Let Go of MLA (Modern Languages Association) Documentation Style

When you introduce writing assignments and refer to writing assignments, remind students the document's design depends on the requirements (genre) and situation (audience, purpose, and context). No MLA/APA format. The documents should be formatted to look like they would in the workplace.

Share Actual Documents

We have found that students benefit from seeing actual business documents early in the course and having immediate experiences writing. Bring in examples, or have your students bring in examples of professional documents that you can analyze together with your students. Ask them to identify purposes, audiences, and contexts of the documents. Moreover, to help them come to terms with the different demands of writing in a business setting, consider giving some short writing exercises for which you give feedback but not a letter grade. Starting in this way can give students a solid foundation on which to build for the rest of the semester.

Note that examples of miscommunication having negative effects on business are sometimes more memorable than positive examples.

Use Chapter 1 PowerPoint

Use the chapter's PowerPoint—as is, whole, in parts, adapted with your own materials and examples—and incorporate into lectures, or perhaps even make a video for students to watch outside of class.

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.

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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

The application exercises can be used in several ways. They can be used as:

- **A quiz** at the end of all activities coming from Chapter 1.
- **A review** after lecture and discussion.
- **Homework** after in-class work

Costs of Poor Communication

LO: *1-3*
AACSB: *Communication*
Blooms: *Understand*
Difficulty Level: *Medium*

This matching exercise helps students recognize different ways that poor communication can cost them and their organization. The **Determining Costs of Poor Communication** activity is helpful if your students are skeptical about the need to develop or hone their communication skills.

Stale Cookies

LO: *1-5*, *1-9*
AACSB: *Communication*
Blooms: *Apply*
Difficulty Level: *Hard*

This case analysis exercise with multiple-choice questions demonstrates students' ability to apply the learning outcomes from Chapter 1 that focus on crafting effective business messages, using conventions appropriately, and considering the context in which they're communicating.

Communicating Lab Results

LO: *1-3*, *1-4*, *1-5*, *1-6*
AACSB: *Communication*
Blooms: *Apply*
Difficulty Level: *Medium*

This case analysis exercise with multiple-choice questions demonstrates students' ability to identify the thinking process needed for analyzing and addressing the issues of potential ethics breaches. This assignment asks only about the thinking process and does not ask students to discuss what is ethical or unethical, nor does the assignment ask students what they would do in the scenario.

Communicating Problems with a Learning Management System (LMS)

LO: *1-5*
AACSB: *Communication*
Blooms: *Analyze*

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Difficulty Level: *Hard*

This case analysis exercise with multiple-choice questions demonstrates students' ability to analyze a scenario about a technical issue with multiple stakeholders and make decisions about planning a message.

Chapter 1 Quiz
The multiple-choice quiz tests students' understanding of the chapter's content.

Chapter 1 Test Bank
The question bank utilizes true/false, multiple-choice, and short-answer questions to thoroughly test the students' understanding of the chapter's content.

LearnSmart Achieve®
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 an adaptive reading experience that tests students' understanding of the textbook content.

Answers and Analysis for End-of-Chapter Exercises and Cases
Answers for the end-of-chapter exercises and cases in Chapter 1 are given below.

1.1 Reviewing the Chapter
LO: *1-1–1-7*
Difficulty Level: *Easy*

General answers are provided below. Ideally, we want students to be able to relate these ideas to specific instances to show that they understand and can apply the concepts.

1. Why do businesses need to be able to communicate well? (LO 1-1)

   Communication helps organizations and the people in them achieve their goals. People put things in writing to create a record, convey complex data, make things convenient for the reader, save money, and convey their own messages more effectively. In addition, employees with effective communication skills are highly valued.

   Employers rely on their employees to communicate with internal and external audiences to get work done. Employees spend a great deal of time, if not most, writing and speaking in the workplace. Being a good communicator will increase your chances of raises and promotions.

2. What are some flawed assumptions about workplace communication? What is the reality for each myth? (LO 1-2)

   Myth: "An administrative assistant will do all of my writing."

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Reality: Because of automation and restructuring, job responsibilities in offices have changed. Today, many offices do not have typing pools. Most secretaries have become administrative assistants with their own complex tasks such as training, research, and database management for several managers. Managers are likely to take care of their own writing, data entry, and phone calls.

Myth: "I'll use form letters or templates when I need to write."

Reality: Form letters only cover routine situations, many of which are computerized or outsourced. The higher students rise, the more frequently they'll face situations that aren't routine and demand creative solutions.

Myth: "I'm being hired as an accountant, not a writer."

Reality: Almost every entry-level professional or managerial job requires you to write email messages, speak to small teams, write documents, and present your work for annual reviews. Workers who do these things well are likely to be promoted beyond the entry level.

Myth: "I'll just pick up the phone."

Reality: Important phone calls require follow-up letters, memos, or email messages. People in organizations put information in writing to make themselves visible, create a record, convey complex data, make things convenient for the reader, save money, and convey their own messages more effectively.

3. What are the costs of poor communication? (LO 1-3)

   Some costs can include wasted time, wasted effort, jeopardizing goodwill, and legal problems.

4. What is the difference between internal and external audiences? (LO 1-4)

   Internal audiences are other people in the same organization: subordinates, superiors, and peers. **External audiences** are people outside the organization: customers, suppliers, distributors, unions, stockholders, potential employees, trade associations, special interest groups, government agencies, the press, and the general public.

5. What are the basic criteria for effective messages? (LO 1-5)

   Good business and administrative writing meets five basic criteria: it's clear, complete, and correct; it follows conventions; it saves the reader's time; it builds goodwill; and it's ethical.

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6. What are the questions for analyzing a business communication situation? (LO 1-6)

   - What is your purpose in communicating?
   - Who is your audience?
   - How will the audience initially react to the message?
   - What information must your message include?
   - What benefits will your audience find convincing?
   - How can you ensure that you communicate ethically?

7. What are the five different audiences your message may need to address? (LO 1-6)

   - Gatekeeper
   - Primary
   - Secondary
   - Auxiliary
   - Watchdog

8. What are the five characteristics of good audience benefits? (LO 1-6)

   - Adapt benefits to the audience
   - Stress intrinsic as well as extrinsic motivators
   - Prove benefits with clear logic and explain them in adequate detail
   - Overcome potential obstacles
   - Phrase benefits in *You*-Attitude

1.2 Assessing Your Punctuation and Grammar Skills

Difficulty Level: *Easy to Hard (depending on students' knowledge)*

The answers to the Diagnostic Test, B.1, from Appendix B can be found in the Appendix B Instructor's Manual file.

1.3 Messages for Discussion I—Asking for a Class

LO: *1-5*, *1-6*

Difficulty Level: *Medium*

Message 1

- Salutation is too informal. The message is to a professional that the writer does not know personally.
- Message lacks *you*-attitude.
- Message lacks goodwill by stating the student didn't take it last year "cuz I really didn't want to."
- There is no incentive for the audience to act on the message.
- Grammar and spelling need to be improved.

Message 2

- The salutation is better than the first message but still not effective enough.

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- The writer blames other people instead of the student taking responsibility.
- The tone is too informal overall.
- The writer dismisses their program and the audience's expertise ("I shouldn't have to take this class anyway, but whatever").
- The writer is too demanding.
- There is no incentive for the audience to act on the message.
- The message lacks *you*-attitude. The emphasis is on the writer not the reader.

Message 3

- The salutation is good.
- The tone is much better than the previous two.
- The student takes responsibility and politely asks to be put on a waiting list in case a seat opens, something that the instructor can do without adding to their workload (reflects understanding of audience needs, values, and attitudes).
- The student builds goodwill by stating their interest in the course.
- The closing is professional by thanking the reader for her time.

Message 4

- The salutation is good.
- The spelling and grammar need attention and lose goodwill for the writer in the current state.
- The tone is too informal.
- The writer seems to be uninformed and offers little reason for the reader to act.
- The writer doesn't explain his need for taking this course.
- The closing is insincere and not appropriate.

1.4 Messages for Discussion II—Responding to Rumors

LO: *1-5*, *1-6*
Difficulty Level: *Medium*

Message 1

- The subject line is vague and overly positive (could be perceived as insincere).
- The first paragraph emphasizes the writer's role, rather than stating what readers need and want to know: how they will be affected by the merger.
- The second paragraph contains negative references and blames readers for the rumors that are circulating.
- Even the last paragraph sheds no new light on the effects of the merger on employees. As a result, rumors are likely to increase rather than decrease.

Message 2

- This memo gives too little information.
- The subject line is not specific.

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- The body of the memo offers no details to make "no lay-offs" seem credible. For the rumors to stop employees must be reassured—by hard information from someone they trust—that their jobs are not in jeopardy.
- The writer dismisses rumors and implies blame on anyone not in HR.

Message 3

- The subject line does not inform readers.
- The first paragraph gives too many details too soon, de-emphasizing the main point: no lay-offs. It's unfriendly. Placing the supporting details in a second paragraph and omitting the sarcastic "if you do the math" would improve the message considerably.
- The second paragraph gives readers two reading assignments without explaining why or what employees are to derive from the assignments. The writer might have cited passages of Acme's mission statement and goals to reinforce his no-lay-offs message.

Message 4

- The subject line sets a negative tone for the message.
- The first paragraph has a harsh tone. It lacks information designed to reassure employees and quell rumors about lay-offs.
- The second paragraph lacks *you*-attitude. It, belatedly, contains the main message: ". . . we won't be laying-off employees after the merger." But the extremely negative, disrespectful tone makes the statement seem insincere. The paragraph shows ill will toward employees, rather than goodwill.
- The third paragraph continues to scold employees and undercut any trust between them and the writer.

Message 5

- The subject line is acceptable, though "Layoffs—the True Story" would be better in case the readers' screen displays fewer than the 28 characters in this line.
- The first paragraph has an understanding, neutral tone, but since the main message (no plans to lay-off any of our valued people) is positive, it should appear here instead of in the second paragraph.
- In the second paragraph, although the writer wants to reassure employees, "Have no fear!" is inappropriate. Much of this paragraph belongs in Paragraph 1. The writer could have increased *you*-attitude by writing himself out of the picture and by stressing that updates will appear in the newsletter and on the intranet at regular, predictable intervals.
- The third paragraph could be more positive and forward-looking. "Our people" is patronizing. And, the writer issued an open invitation to bombard him with all sorts of questions.

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1.5 Understanding the Role of Communication in Your Organization

LO: *1-1*
Difficulty Level: *Medium*

This exercise works well for students with either part-time or full-time jobs. If your students are not currently working, ask them to interview one of their professors or someone in their chosen career field.

Discuss the questions at some length before directing students to begin. Most students will need guidance on conducting an interview. Specifically, discuss what to do before, during, and after an interview (e.g. knowing purpose, setting up interview, organizing questions, bringing proper materials, writing a thank-you). If you discuss these steps ahead of time with students, their interview experiences will be more fulfilling, and they won't lose goodwill with their interviewees.

1.6 Making Ethical Choices

LO: *1-4*
Difficulty Level: *Medium*

Discussions will vary by student teams and their individual perspectives and experiences. Try to get students to think about specific scenarios. For example:

- Is it OK to take home office supplies for personal use if you work at a large company? A family-run business? Is there a difference? Why or why not?
- Is it OK to update your personal LinkedIn site at work? What if you're a salaried worker? Hired by the hour? Is there a difference? Why or why not?

Whenever possible, refer to recent examples from the news.

1-7 Identifying Audiences

LO: *1-6*
Difficulty Level: *Hard*

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

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- **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

1.8 Analyzing Multiple Audiences

LO: *1-6*
Difficulty Level: *Medium*

This exercise works best as an in-class activity where you can hold a large class discussion. Some students 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 students how complex audiences can be and how messages need to be tailored for each.

1.9 Identifying Objections and Audience Benefits

LO: *1-6*
Difficulty Level: *Medium*

This exercise works best as an in-class activity where you can hold a large class discussion. Some students who are not familiar with how organizations work may have more difficulty analyzing the different types of audience involved. At a minimum, this exercise should help to demonstrate to students how complex audiences can be and how messages need to be tailored for each. Consider using this exercise as a means of demonstrating how to research benefits for a variety of audiences.

1.10 Identifying and Developing Audience Benefits

LO: *1-5, 1-6*

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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.

1.11 Analyzing Benefits for Multiple Audiences

LO: *1-6*
Difficulty Level: *Easy*

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.

1.12 Banking on Multiple Audiences

LO: *1-6*
Difficulty Level: *Medium*

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

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