SOLUTIONS MANUAL

TENTH EDITION

Business and
Administrative
Communication

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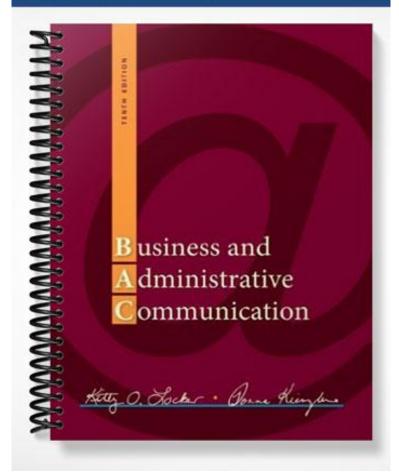
CHAPTER 2: ADAPTING YOUR MESSAGE TO YOUR AUDIENCE

1. Description of *BAC* Chapter 2

This chapter introduces students 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. Students 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 student learning objectives include:
- Understanding ways to analyze different kinds of audiences (e.g., individuals, groups, organizations).
- Choosing channels to reach audiences.
- Analyzing audiences and adapting messages to them.
- Identifying and developing audience benefits.

2. Essentials to Cover for Chapter 2

Stress the following points:

- 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.

- 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.

- A **discourse community** is a group of people who share assumptions about what channels, formats, and styles to use for communication, what topics to discuss and how to discuss them, and what constitutes evidence.

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

- The following questions provide a framework for audience analysis:
    1. What will the audience's initial reaction be to the message?
    2. How much information does the audience need?
    3. What obstacles must you overcome?
    4. What positive aspects can you emphasize?
    5. What expectations does the audience have about the appropriate language, content, and organization of messages?
    6. How will the audience use the document?

- **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
    o adapted to the audience.
    o based on intrinsic rather than extrinsic motivators.
    o supported by clear logic and explained in adequate detail.
    o phrased in you-attitude.

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

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

3. Answers and Analyses for Exercises and Problems for Chapter 2

Answers for each problem in Chapter 2 of *BAC* are given below.

2.1 Reviewing the Chapter

Difficulty Level: Easy

1. Who are the five different audiences your message may need to address?
    *   Gatekeeper
    *   Primary
    *   Secondary
    *   Auxiliary
    *   Watchdog

2. What are some characteristics to consider when analyzing individuals?
    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?
    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.

4. What are some questions to consider when analyzing organizational culture?
    An organization's culture is its values, attitudes, and philosophies. To analyze organizational culture, ask the following questions:
    *   Is the organization tall or flat? Are there lots of levels between the CEO and the lowest worker, or only a few?
    *   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?
    *   Does the organization value diversity or homogeneity? Does it value independence and creativity or being a team player and following orders?
    *   What stories do people tell? Who are the organization's heroes and villains?
    *   How important are friendship and sociability? To what extent do workers agree on goals, and how intently do they pursue them?
    *   How formal are behavior, language, and dress?
    *   What are the organization's goals? Making money? Serving customers and clients? Advancing knowledge? Contributing to the community?
    *   What media, formats, and styles are preferred for communication?
    *   What do people talk about? What topics are not discussed?
    *   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?
    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?
> 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?
> The answers will vary based on the student's career choice.

8. What are considerations to keep in mind when selecting channels?
> Considerations depend on your audience, purpose and situation.

9. What are six questions to ask when analyzing your audience?
> The following questions provide a framework for audience analysis.
- 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 reader have about the appropriate language, content, and organization of messages?
- How will the audience use the document?

10. What are four characteristics of good audience benefits?
> 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?
> To develop 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.

12. What are considerations to keep in mind when addressing 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.

2.2 Reviewing Grammar

Difficulty Level: Easy

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

1. 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.

2. *Myself and Jim* made the presentation.

    Jim and I made the presentation.

3. 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.

4. 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.

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

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

2.3 Identifying Audiences

Difficulty Level: Medium

1. Kent, Carol, and Jose

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

2. Barbara

Gatekeeper:	Barbara's boss
Primary audience:	Potential customers over 65 years old
Secondary audiences:	Workers of the travel agency
Auxiliary:	People less than 65 years old who may come in contact with the letter
Watchdog:	Travel review websites
	AARP/Senior advocate groups

3. 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

4. Bigster Corporation

Primary audience:	All employee's 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

2.4 Analyzing Multiple Audiences

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.

2.5 Choosing a Channel to Reach a Specific Audience

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 here. Below are some possibilities.

a. Stay-at-home-mothers
- Put notices on daytime TV commercial
- Post announcements in day care centers, grocery stores, and/or laundromats
- Advertise in parenting magazines and other similar publications

b. Vegetarians
- Ask to make an announcement in local food cooperatives.
- Ask the Chamber of Commerce whether there is a formal networking group of people who grow their own food
- Hang notices in the vegetable aisle of grocery stores

c. Full-time students at a university
- Send email notification to all students
- Post notices around campus
- Advertise at school sporting events
- Rent ad space in the university's newspaper
- Use Facebook or similar social networking application

d. Part time students at a community college
- Send email notification to all students
- Post notices around campus
- Use Facebook or similar social networking application

e. Non-English speakers
- Post announcements at ethnic grocery stores
- Talk to ethnic community organizations

f. People who use hearing aids
- Post notices in doctor's offices
- Advertise on stations that support closed captioning
- Contact local assisted living facilities

g. Parents whose children play softball or baseball
- Post announcements at sports complex
- Make announcements over loud speakers at ball games
- Post notices in sports equipment stores

h. Attorneys
- Start with listings in the Yellow Pages
- Get a list of certified attorneys in the area and send out a mailing
- Post notices in government buildings
- Post signs in local bars

i. Female owners of small businesses
- Advertise in women's restrooms of local restaurants/bars/businesses

j. Pet owners
- Distribute notice at veterinarian's offices
- Post notices in stores that sell pet supplies.

2.6 Identifying and Developing Audience Benefits

Difficulty Level: Medium

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

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

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

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

5. Write fewer emails
    Security: increase productivity on more meaningful projects
    Belonging: cooperating with coworkers face-to-face
    Self-actualization: using talents in more meaningful ways, solve problems

2.7 Identifying Objections and Audience Benefits

Difficulty Level: Medium

Possible answers are included for each scenario; however, student responses may vary.

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? What 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 fears or objections might people have? What benefits might your organization receive? Who would be easiest to convince?

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

Difficulty Level: Easy

This activity works best 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 Addressing Your Audience's Need for Information

Difficulty Level: Easy

Students will learn about themselves and targeting audiences by answering these questions. Answers will vary considerably based on a student's personality, major/career choice, and audience. However, the formality and length of each written response will be the biggest difference for each of the selected audiences.

2.10 Analyzing Individuals

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. Students may find that identifying personality traits of others 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 ice-breaker.

2.11 Getting Customer Feedback

Difficulty Level: Medium

The activity works well if you teach in a computer lab. You can have students 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 students briefly present the findings of their small group. Answers will vary based on the websites that students select.

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

2.12 Identifying International Audience Benefits

Difficulty Level: Hard

Answers will vary based on the country that students select. This activity works well if you teach in a computer lab where students can quickly do some additional research on a chosen country and its marketing practices. You can conclude the activity by asking students to present their findings to the rest of the class.

2.13 Evaluating a New Channel

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.

2.14 Discussing Ethics

Difficulty Level: Easy

Answers to the exercise questions will vary by students and their backgrounds. Ask students 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, students have different perceptions on what they believe is ethical. Make sure they understand that ethics result from our values, beliefs, and attitudes.

2.14 Banking on Multiple Audiences

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.

2.16 Announcing a New Employee Benefit

Difficulty Level: Medium

Answers will vary considerably depending upon the organization the students select and the amount of information available about the employees' volunteer habits.

2.17 Announcing a Tuition Reimbursement Program

Difficulty Level: Difficult

You may want to use this exercise as a take-home quiz. Answers will vary based on the organizations that students select. This activity will be more valuable for students if they choose a real organization as opposed to a fictitious one.

2.18 Crafting a Memo for a Particular Audience

Difficulty Level: Medium

Make sure students go through the process of brainstorming audience benefits before they start drafting. You may consider asking them to come up with two or three audience benefits in addition to those that are listed in the exercise.

The letters should be well-written and also address concerns that each of the three audiences—retirees, college students, and working professionals—may have about joining the fitness center. Successful letters will clearly indicate benefits for each of these audiences.

2.19 Analyzing Your Co-Workers

Difficulty Level: Medium

You may want to use this exercise as a take-home quiz. However, this assignment will work much better if students have had full or part time employment. They also need to be a position where they have co-workers and are aware of their work processes.

If you use team projects throughout the semester, you may ask students to complete this exercise at the completion of the project. Their "co-worker" would be someone from their team, which they will evaluate. You may want to return to this problem several times during the semester.

2.20 Analyzing the Audiences of Non-Commercial Web Pages

Difficulty Level: Medium

This assignment will vary considerably according to the two organizations chosen, how similar or different their Web sites are, and which option the instructor chooses. This assignment would work best in a computer classroom or as an out-of-class assignment.

2.21 Analyzing a Discourse Community

Difficulty Level: Hard

This problem works well as a short report due near the end of the term. The answers will vary based on the discourse community that students choose to analyze.

An example memo that analyzes a softball team follows. You may consider showing this example to your students so they understand exactly what this assignment asks them to do.

Discourse Community Memo

May 21, 2010

To: Maria Barth

From: Gary Griffith

Subject: Pickerington Church of the Nazarene Softball Team as a Discourse
                Community

This past softball season was very successful for the softball team sponsored by the Pickerington Church of the Nazarene. With a record of twelve wins and three losses, we finished third in our league. The team consists of fourteen male players between the ages of 14 and 48, all who attend the church (a requirement for membership on the team).

Kinds of Communication on the Team

Communication on the team serves three functions: administrative, practical, and social. Administrative discourse organizes the team to play and includes announcements of the dates and times of games and practice sessions, who the opponent is, what positions people will play, and the order in which players will bat. Practical discourse directly relates to techniques and strategy. It includes communication between players on the field or comments from the coach to the players on how to play. Social communication is any communication that doesn't serve an administrative or practical function. Social communication is the most common kind.

Specialized Terms Used by the Team

Baseball terms can be used in softball since the rules and games are so similar. Many of the terms used by sportscasters and writers refer to statistical information about a game, an individual's performance, or a team's performance, such as batting average, slugging percentage, and perfect game. Fans use less technical terms such as KO, hit, and strike. Our team uses more technical terms than our fans do.

Fans use the term double play. Our team uses turn two to describe a particular kind of double play. The turn in turn two denotes the act of getting the lead runner (the base runner farthest along the bases). To make double play you don't have to get the lead runner out, but to turn two you do. Sports writers are more specific. They might refer to a 4-6-3 double play, which describes who fielded the ball, whom the ball was thrown to for the first out, and whom the ball was thrown to for the second out.

Another difference in terminology pertains to a type of base hit (hitting the ball and safely making it to base). The current buzz word among sports writers for this is fleer, denoting a softly hit ball that falls between the infield and the outfield where neither player can reach the ball. I recently saw a stat on the number of fleers that a team gave up during a season. Our coach uses the term hitting the seam when he wants us to hit a ball between the infield and the outfield. Our fans just call that a hit.

Topics Discussed by the Team

In games, topics focus on the team and how we are doing. Even here, detail is spared:

Coach:	"Come on guys; we need some hits."
Shortstop:	"Hey, what am I doing wrong when I'm up there swinging?"
Me:	"You're not extending your arms over the plate."

I could tell him about the mechanics of swinging the bat; discuss the strategy of moving back from the plate; and explain why people don't extend their arms and why they need to. However, there isn't time in a game to go into this sort of detail.

Some topics come up in practice but not in games. Loses are never discussed during games. Most social communication occurs during practices. For example, the Reds' successes and failures were discussed at almost every practice.
"Did you see the Reds' game last night? It was great."
"I thought the crowd would go crazy when the game went into double overtime."

Other comments deal with current events.
"What do you think about the situation in Yugoslavia? Should the U.S. send in troops?"
"No. What's happening there is awful, but it's not our job to fix it."

Sometimes we even talk about softball.
"All right, let's take some infield. We had a hard time with turning two the other night."

Some topics would be inappropriate both in games and in practices. Cursing is another form of language that doesn't occur on this team.

Most Christians believe that curse words are inappropriate if not immoral. This team doesn't gossip. The Church of the Nazarene feels that gossiping is inappropriate, but this team adheres more closely to church doctrine than other teams I've played for in the same denomination. The following conversation occurred on another Church of the Nazarene softball team in town; it wouldn't have occurred on the Pickerington team.

Larry:	"Did you hear about Larry W.?"
John:	"About him checking himself into a mental institution?"
Someone:	"He did what? I thought he was having some problems after getting laid off, but I never realized he was having that sort of problem."

My current team would see this conversation as offensive; Larry W.'s action is nobody's business but his own.

Even when a topic is not seen as immoral or offensive, it may be inappropriate if few players would be interested in it or if not everyone is educated enough to discuss it. For example, I had an Astronomy class last quarter which taught the Pauli theory. This theory would be inappropriate to discuss since not everyone is interested in or understands nuclear physics and chemistry.

Communication Channels and Messages

Face-to-face oral communication is the most widely used channel. In practices, one person (usually the coach) often speaks to many people at a time, telling the team what to do in certain situations or instructing the team in the best way to swing a bat. During games, many people may simultaneously tell a player where to throw the ball. Both these channels carry authoritarian messages, with no expectation of verbal feedback. Those doing the telling aren't giving suggestions or emotional support; they are giving the person with the ball an order.

Cheering may be designed to elicit nonverbal, not verbal, feedback, but its messages are supportive and motivational, not informational or directive. Social communication usually

has more people speaking. People are expected to respond in words to what other people say; everyone has the opportunity to speak.

Nonverbal communication is common. In administrative and social communication, nonverbal usually augments verbal channels, but it can substitute for verbal cues during practical communication during a game or practice. For example, when the coach at third base wants to signal a base runner to keep going, he waves his arms in a circle. When he wants the runner to stop, he puts both hands out in front of him.

These channels differ from other discourse communities of which the same people are a part. For example, the church finance committee uses written reports and letters, and many members of the softball team are on the finance committee. Perhaps the difference is that the softball team is less formal. From the church's point of view, it is less important to keep a record of the discourse. Even team documents that are written—such as the roster, the batting lineup for a game, the schedule, or even the won-loss record—may not be saved when the season is over.

Authority, Facts, and Credibility in This Community

Authority during games is divided between the coach and the umpire. The coach assigns positions, determines the batting order, and tells a base runner whether to keep running. The umpire has the final say on whether a pitch is a ball or strike and whether a runner is safe or out.

Team members rarely challenge a decision openly during a game. Semanticists believe that only observations are facts. However, on our team, a "fact" can be anything the majority of players believe to be true, even though this belief is based on what someone says. If some one who knows a great deal about the game says that a base runner was safe when the umpire called him out, most of the teammates would agree that the runner was indeed safe but that the umpire made the wrong call. Semantics would say that the team's theory that the runner was safe was an inference, not a fact.

In semantics, inferences are things that individuals can prove to be true. An inference for this softball team is a belief or theory about something based on observations. For example, if a player pops up every time he bats, he is probably dropping his back shoulder. However, the person inferring the cause hasn't consciously observed the dropped shoulder; instead, the inference could be based on knowledge of the game and reading. Making valid inferences is one way to gain credibility.

The Role of the Team for the Church and the Players

Pickerington Church of the Nazarene sees softball as recreation. It's not surprising that most of the team's communication serves a social function. Baseball is America's pastime, and softball is our church's pastime. It's fun for the whole family. People don't get beer spilled on them, nor do they have to sit far away from the field. All they do is come and watch grown men relive their youth. For the men on the team, it's like playing on the majors. Well, almost. The season is over now; the softball bats need to be stored away for next year. Winter will

soon be here. Then one warm spring day, the team will decide to have practice. That's when the fun begins.

2.19 All-Weather Case: Implementing a Web-Based Performance Appraisal System

Difficulty Level: Medium

Students should begin this assignment by determining the primary and secondary audience. They should then answer the six questions for audience analysis found in the chapter. Students should then use the guidelines for creating audience benefits. You may want to ask them to do some additional research about Web-based performance appraisal systems. This research may help them when developing benefits for Linda and Miguel.

4. Choosing Assignments for Chapter 2

The following exercises make good in-class exercises: **2.1** through **2.7, 2.8, 2.9, 2.11** through **2.15**. Some activities would work well as either in- or out-of-class actives. However, many of the following activities would be well-suited if you teach in a computer classroom. They are as follows: **2.9, 2.10, 2.11, 2.14, 2.16,** and **2.17, 2.20**.

Problems **2.12, 2.13**, **2.18** and **2.21** make good out-of-class assignments. Memos based on **2.21** tend to be long, so you might want to use them in a course in which you do not assign reports. Give students considerable lead time to work on this memo.

5. Strategies for Increasing Student Learning

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

- Students understand what the terms 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.

- Students who have a clear understanding of all audience types still have a great deal of trouble analyzing them.

- Similarly, students usually can identify benefits easily but they have difficulty developing them.

- To a lesser extent, students usually can identify discourse communities and 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? First, expect a fair amount of frustration as students who have never thought of audience beyond "the general reader" struggle to come to terms with the complexities of audience analysis. For example, students who

discern intrinsic and extrinsic motivators immediately may not understand why a paper comes back marked, "Develop audience benefits." The student may think, "The benefit is in there; why isn't that enough?" Or, students may say, "I wrote down the right audiences for the audience analysis questions; how can you say that I don't meet the audience's needs?"

To combat these tendencies, try these strategies:

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

2. Give students plenty of practice. Short in-class activities, particularly group activities where they can compare notes with their peers, work well. If students 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.

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

The lesson plans in the next section offer several different ways to approach this material.

6. Possible Lesson Plans for Chapter 2

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

Introducing Audience Analysis (30 to 50 minutes). Some instructors like to introduce audience analysis by giving an introductory lecture that touches on all the main points of the chapter. You can do this effectively by using the PowerPoint presentation (**PPT**) for Chapter 2.

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

To illustrate how audiences differ, talk about persuasive messages your students may need to write and identify the different audiences and their concerns. Use slides **PPT 2-3** through **PPT 2-9** to enhance your comments. You could involve students by asking them to remember a situation in which they had to consider the needs of different audiences. Were they successful? How did they do it? You might enrich the class discussion by sharing your own experiences in communicating with multiple audiences.

Discussing Organizational Culture and Discourse Communities (10 to 30 minutes). Spend at least ten minutes defining and explaining organizational culture and discourse communities and how they affect both spoken and written messages. Slides **PPT 2-10** through **PPT 2-13** may be used to enhance this discussion. Use this terminology throughout your discussion of audience analysis both in your initial discussions of Chapter 2 and throughout the course as you discuss assignments students will write. The concept of discourse communities is crucial: It explains why some documents "succeed" on the job even though they would not get high grades in your course.

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

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

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

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

Allow the students another 15 minutes to write this message and then ask for volunteers to read their memos to the class or use the following answers to show *one* way the messages could be adapted. As students share their work, point out the differences in content, organization, style, and tone in the messages to the loading dock workers and the messages to the Shipping Unit Manager.

> *Memo to Employees*

> February 5, 2012

> 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 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!

Memo to the Boss

February 5, 2012

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.

Understanding Communication Channels (10-15 minutes). Use **PPT 2-14** and **PPT 2-15** to help students understand communication channels. The slides define the concept. Asks students to determine an audience based on a channel. Students may work alone or in groups for this exercise. You may also consider using Exercise **2.5** as additional practice.

Practicing Audience Analysis (45 minutes). Use **PPT 2-16** through **PPT 2-19** to focus on the six audience analysis questions. Then put students in small groups to analyze a specific audience for a specific purpose. You could use one of the problems in this chapter, an audience for a problem students 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.

Introducing Audience Benefits (10 to 25 minutes). Presenting audience benefits in a lecture, enhanced by **PPT-20** through **PPT-24**, will help students become familiar with the concept. However, for students to learn 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.

Developing Audience Benefits for Specific Audiences (45 minutes). To help students learn to develop audience benefits, spend a full class period on Exercise **3 Online** (below) to give students experience in identifying motives, focusing benefits, and adapting benefits to specific audience needs.

First, explain the assignment completely. Let your students pick which product or service they would like to write about. The options in Exercise **3 Online** are good suggestions, or your students might focus on something that relates to their academic major or other interests.

If your whole class is going to work on the same product or service, brainstorm as a class about the products or services that could be offered. If your students 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 student summarize the key points about audience benefits (15 minutes).

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

Developing Audience Benefits for a Specific Product (45 minutes). You could spend the next class hour working on benefits for a specific product. One approach is to ask your students to collect examples of advertisements for a specific kind of product (suntan lotion, athletic shoes, or whatever). Ask students to compare their ads and to identify what audience benefits are implicitly and explicitly being emphasized in these ads. Then ask the students 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 students about their reactions to the language, you-attitude, and positive emphasis in each benefit.

Discussing Multiple Audiences (15 minutes). Most workplace messages must satisfy several audiences. If your students have had work experience, you may want to ask them what layers of audience their bosses have served. In addition, ask your students to find out their bosses' perception of which audiences they find easiest and hardest to write to. Be sure to discuss the potential impact of watchdog audiences as well. Using **PPT 2-24**, help students understand that they should focus on gatekeepers and the primary audience when dealing with audiences that have many different needs.

7. Question of the Day

To encourage students to read assignments, you may want to begin class with a quick quiz question. Having a quiz at the beginning of class also encourages students to be on time and eliminates separate time needed to call the roll. To save grading time, you can have students switch papers and grade each other's; this doubles the class time needed but saves your time later. An appropriate question for Chapter 2:

Explain how intrinsic and extrinsic motivators differ and why intrinsic motivators typically work better.

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.

Additional questions can be found in the Test Bank that accompanies *BAC*.

8. Key Concepts Quiz

A key concepts quiz on Chapter 2 begins on the next page. This quiz gives you a quick way to assess your students' understanding of the most important concepts in this chapter. Answers are as follows:

1. F	5. C	
2. T	6. A	
3. B	7. Audience Benefits	
4. A	8. Primary Audience	

9. The following questions provide a framework for audience analysis.
- 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?

_____ of 10 points   Name _____

Key Concepts Quiz for Chapter 2

1.   T F   Research shows that extrinsic motivators are the strongest influence on employee behavior. (1 pt.)

2.   T F   There can be multiple discourse communities within one organization. (1 pt.)

3.   Developing logical audience benefits is LEAST necessary when you must write to someone who
   A) is neutral with respect to your position.
   B) agrees with your position.
   C) has negative feelings about your position.
   D) is neutral about your organization.

4.   Which of the following is NOT a gatekeeper? (1 pt.)
A) A secretary who opens the mail for a small business and passes it on to its owner.
B) The Director of Human Resources at a large company who screens all internal applicants for eligibility before sending the most promising ones on to department heads for a specific position.
C) A program director at the Arts Council who screens all grant applications to ensure conformity to the application criteria before forwarding them to the review board.
D) A manager who chooses the best employee suggestion from her unit to submit to the company-wide competition.

5.   Which audience may encounter the message but not have to interact with it? (1 pt.)
A) Primary audience
B) Secondary audience
C) Auxiliary audience
D) Gatekeeper

6.   What audience makes a decision or acts on the basis of your message? (1 pt.)
A) Primary audience
B) Secondary audience
C) Auxiliary audience
D) Gatekeeper

7.   The benefits or advantages that the audience gets by using your services, buying your productions, following your policies, or adopting your ideas are known as_____ _____ (1 pt.)

8.   When you write to multiple audiences, use the _____ _____ to determine the level of detail, organization, level of formality, and use of technical terms and theory. (1 pt.)

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

9. Additional Problems for Chapter 2

The following problems appeared in earlier editions of *BAC* but are not included in the tenth edition.

2.A All-Weather Case: Implementing a Web-Based Performance Appraisal System

Difficulty Level: Medium

Doug is on the phone with the vice president of marketing, pitching to him the benefits of the new Web-based performance appraisal system that HR wants to implement throughout the company. "It will simplify things for you. More importantly, it will further boost your department's performance," Doug says.

The marketing VP leads a department of four managers (residential sales, trade sales, business intelligence, and customer service and installation) and seven executives. The marketing department also controls and directs sales representatives and dealers across the country and internationally.

"What exactly will it do, Doug, that we are unable to do now?" the VP asks.

"Well, let's see," Doug says, browsing the open software on his computer. "The system has a feature called manager's journal, which allows managers to take notes on their subordinates' performance. The system reminds managers and executives of upcoming deadlines to submit appraisals. It provides links to employees' past appraisals, performance goals, and compensation history. It's linked to HR's Web site on the Intranet. Finally, we can customize the system for your department."

"I don't know, Doug," the VP says. "My guys are busy every day increasing revenues and beating the competition. I'd rather they had a simple form to fill out."

"I'm for simplicity, too, but the present system isn't working," Doug says. "Miguel and his team spend a lot of time just organizing the forms. Sometimes, the forms are not there when we need them, and we must get departments and individuals to send them ASAP. Even when forms are there, issues related to promotion and compensation requires a lot of going back and forth between dozens of scattered documents, resulting in slower work and more errors."

"I see your point, Doug," the VP says. "Why don't you send Miguel and his team to give us a small presentation on the new system? I'm already on board, but your presentation will help me get others to accept the system as quickly as possible."

"Sure. We will be glad to come and talk," Doug says. After Doug ends his call, Miguel enters Doug's office.

"How soon can we go and talk to them?" Doug asks Miguel, who was brought up-to-date before the phone call.

"I'll find out when they would like us to come," Miguel says.

As Miguel prepares to call the Marketing Department, Linda is already scouring the administrator's manual accompanying the Web-based performance appraisal system for potential benefits to use.

Based on the information given above and your reading of Chapter 2, perform an audience analysis for Miguel and Linda.

- Begin by determining who their primary and secondary audiences are.
- Next, answer the six "audience-analysis" questions given in the chapter.
- Finally, identify three benefits that meet the criteria of good audience benefits as the chapter explains them.
- To sharpen your analysis, you may want to do a quick Internet research on Web-based performance appraisal systems.
- Present your findings in a memo to Miguel and Linda.

Students should begin this assignment by determining the primary and secondary audience. They should then answer the six questions for audience analysis found in the chapter. Students should then use the guidelines for creating audience benefits. You may want to ask them to do some additional research about Web-based performance appraisal systems. This research may help them when developing benefits for Linda and Miguel.

2.B Evaluating Audience Benefits

Difficulty Level: Easy

The Federal Centers for Disease Control and Prevention report that 32% of all US adults are obese. Some organizations are starting to address this public concern. For example, Pepsi, which spends more than $1 billion on marketing annually and is one of the biggest manufactures of high-calorie, sugary colas and foods, is now producing alternative snacks.

However, critics question Pepsi's new marketing efforts as a ploy to increase their bottom line. The critics' main objection is that the snacks, although low in fat and sugar, are still "junk food." For example, Baked Cheetos are touted as a healthy alternative for chips, even though a two-ounce serving has 260 calories, only 20 less than a Snickers candy bar.

While it is easy for critics to condemn Pepsi, the organization has demonstrated a desire to benefit consumers by giving $1.7 million for an obesity-prevention program. In addition, Pepsi was the first major manufacturer to remove trans-fat from its snacks and reduced sugar in 250 products.

What do you think? How ethically is Pepsi acting when they choose to capitalize on consumers' concerns by offering "healthier" snack options? What are their motivations for donating money to an obesity-prevention program? What other products advertise debatable benefits for their consumers?

Work in small groups to discuss the above questions, then present your answers to the class in a short, informal presentation.

Source: Chad Terhune, "Pepsi Sales Force Tries to Push 'Healthier' Snacks in Inner City," *Wall Street Journal,* October 5, 2006, A1.

Answers to the exercise questions will vary by students and their backgrounds, values, and beliefs. This activity works best as an in-class activity that may take about half your class time. Each group should only present informally for a few minutes to leave time so that all groups have a chance to present on their discussions about Pepsi's practices.

10. Answers to Additional Online Exercises

The following answers and/or short analyses correspond to the additional exercises that appear on the *BAC* website.

Exercise 1: Choosing a Channel to Reach a Specific Audience

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 here. Below is one possibility.

a. Renters
- Put notice in "Apartments for Rent" publications that are distributed free.
- Post announcements in grocery stores and laundromats.
- Identify major rental complexes in town, and mail notices to tenants.

b. African-American owners of small businesses
- Ask to make an announcement in churches.
- Ask the Chamber of Commerce whether there is a formal networking group of African-American business people
- Rent Black Enterprise's list of subscribers

c. People who use wheelchairs
- Post notices in wheelchair-accessible buses and handivans
- Check with the University's Disability Services.
- Contact merchants who rent or sell wheelchairs; ask permission to distribute flyer with rental or purchase.
- Contact doctors who deal with muscular dystrophy, spinal injuries, and other diseases and injuries that might lead someone to need a wheelchair.

d. Teenagers who work part-time while attending school
- Post notices in high schools.
- Hang notices in fast food restaurants and stores which employ many teenagers.

e. Competitive athletes
- Contact coaches and personal trainers.
- Post notices in gyms that serve serious athletes.
- Hang notices in stores that sell athletic equipment and uniforms.

f. Parents whose children play soccer
- Post notices on soccer fields. If soccer is played in the schools, contact coaches.
- Hang notices in stores that sell athletic equipment and uniforms.

g. Hispanics
   • Post announcements at ethnic grocery stores.
   • Contact Universities' Hispanic Student Centers (they'll probably have contacts among people of Hispanic descent in the local community).
   • Rent a list from a list broker of people with Spanish surnames (though this will include people who are not Hispanics).

h. People willing to work part-time
   • Place ad in the "Help Wanted" section of the local and campus papers.
   • Post notices in campus placement offices and government employment bureau.
   • Post signs where people who have the needed skills may see them: grocery stores, street corners, bike shops, and so forth.

i. Financial planners
   • Start with listings in the Yellow Pages.
   • Check with the state attorney general to find whether financial planners must register with the state.
   • See whether a local, state, or national professional association will rent its membership list.

j. Hunters
   • Distribute notice with hunting license.
   • Post notices in stores that sell hunting gear.

Exercise 2: Identifying Objections and Audience Benefits

Difficulty Level: Medium

Possible answers are included for each scenario; however, student responses may vary.

1. Your organization is thinking of creating a training wiki. What objections might people have? What benefits could wikis offer your organization? Who would be the easiest to convince? Who would be the hardest?

Objections:	Short term costs; inconvenient to learn new technology, time needed to Create; not interactive
Benefits:	Long term cost effectiveness; convenient once technology curve is learned
Easiest:	Employer; people who are in currently in-charge of training
Hardest:	Employees who dislike technology

2. The advisory council at Midwest University recommends that business communication students have three-month internships with an organization to get a feel for how communication functions in the workplace. What objections might people in your organization have to bringing in interns? What benefits might your organization receive? Who would be easiest to convince? Who would be the hardest?

Objections:	Working with them is too time-consuming; workers may reveal problems to students and others; they would be a financial drain and not contribute to the bottom line
Benefits:	New perspectives; extra workers for a low price (or even free); could be used a recruiting tool
Easiest:	Varies depending on workplace setting
Hardest:	Varies depending on workplace setting

3. Your organization is thinking of outsourcing its customer service department. Contractors in another country would handle phone calls and e-mail from customers with questions and problems. What fears or objections might people have? What fears or objections might people have? What benefits might your organization receive? Who would be easiest to convince?

Objections:	Loss of jobs;
Benefits:	Available 24 hours a day; can reach people around the world;
Easiest:	Employer; other country who will get customer service department
Hardest:	Employees who may lose their jobs

Exercise 3: Identifying and Developing Audience Benefits for Different Audiences

Difficulty Level: Difficult

The following are possible answers for each scenario. Your students may be creative and come up with other needs/benefits not listed here.

1. Becoming More Physically Fit

Audience:	College students on the job market
Needs:	Appropriate appearance
	Reduce stress
Benefits:	Sports are something to talk about during interview
	Look their best
	Release stress

Audience:	Workers whose jobs require heavy lifting
Needs:	Work muscles not required for job
Benefits:	Build muscle to help with daily job tasks
	Reduce injuries
	Endurance

Audience:	Sedentary workers
Needs:	Exercise
	Maintain muscle mass
Benefits:	Become stronger
	Control weight
	Reduce stress

Audience: People diagnosed as having high blood pressure
Needs: Low blood pressure
               Reduce amount of medications they're taking
               Healthy lifestyle
Benefits: Reduce or eliminate need for medication—lower monthly bills
               Live longer, feel better

Audience: Managers who travel
Needs: Exercise and strength training
               Way to reduce stress
               Consistent activity in foreign cities
Benefits: Look fit
               Conduct business at social events (e.g., golf)
               Release stress from work
               Workout offers something fun to do in the evening in a strange city

Audience: Benefits for older men and women
Needs: Endurance
               Healthy lifestyle
Benefits: Retain flexibility, strength
               Reduce dependence on medication
               Live longer, feel better

2. Getting Advice about Interior Decorating

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

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

Benefits:
- Advice about how to buy furniture now that will fit into plans (and rooms) as needs change and furnishings grow
- Advice about multi-purpose furniture
- How-to workshops on recycling and refinishing furniture, making drapes, hanging wallpaper, painting walls, etc.
- Payment plans that allow customers to buy only the decorating help needed—on credit

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

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

Audience: Older people moving from single-family homes into smaller apartments or condominiums.
Needs:
- Too much furniture for new place; need to discard (or sell) some pieces
- Have mementoes and collectibles that will need storage or display
- Have children and grandchildren coming to visit
- Need smaller-scale furniture to fit new place and/or new pieces for storage and multi-purpose use
- May be ready for new furniture (old may be worn)
- Feelings about move may be positive, negative, or mixed

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

Audience: Builders furnishing model homes.
Needs:
- Personal preferences don't matter (not going to live in house). Want to appeal to a wide audience
- Want furnishings that will show the house to advantage: make it seem light, airy, roomy, inviting
- Care more about appearance than about quality, durability, and flexibility
- Pay for everything on credit (no current income until house is sold)

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

3. Getting Advice on Investment Strategies

Audience:	New college graduates
Needs:	Handle high salaries (for some)
	Pay back student loans
	Save for car, home
Benefits:	Learn to make saving a habit save for car, house

Audience:	People earning over $100,000 annually
Needs:	Cut taxes
	Save for retirement
	Save for luxuries
Benefits:	Learn wide spectrum of investments available
	Make the most on their money

Audience:	People responsible for investing funds for a church or synagogue
Needs:	Safe investments
	Get highest return compatible with safety, liquidity
	May want investments to satisfy other criteria (e.g., companies with non-discriminate)
Benefits:	Make more money for work of church or synagogue
	Make the most prudent investments possible

Audience:	Parents with small children
Needs:	Save for college
	Insurance in case parents' income drops or stops
Benefits:	Advice about low-risk investments

Audience:	People within 10 years of retirement
Needs:	Save for retirement
Benefits:	Workshops on managing retirement smoothly
	Advice about tax strategies for IRA, pensions, etc.
	Advice about low-risk investments

4. Gardening

Audience:	All
Needs:	Food
Benefits:	Fun, control pesticides, home-grown vegetables taste best

Audience:	People with small children
Needs:	Activities to do with children
	Teach children about plants/environment/science
Benefits:	Fun, low-cost family activity
	Quality time with children

Audience:	People in apartments
Needs:	Decorating
	Container plants
	Can't take up a lot of space
Benefits:	Increased oxygen in small space
	Low cost home decor

Audience:	People concerned about reducing pesticides
Needs:	Desire a healthy diet
	Food grown organically
Benefits:	Assurance of pesticide-free food
	Cost effective

Audience:	People on tight budgets
Needs:	Don't have a lot of money
	Plants that will last
Benefits:	Gardening saves money by reducing food bills

Audience:	Retirees
Needs:	Activity to fill free time
	Low impact exercise
Benefits:	Way to retain physical strength

Audience	Teenagers
Needs:	Activity to keep them occupied
Benefit:	Way to use physical strength
	Gain sense of accomplishment

5. Buying a Laptop Computer

Audience:	College students
Needs:	Notetaking device during class
	Write papers
	Calculate homework
	Desire internet connection
Benefits:	Organization system
	Easily accessible
	Access to internet from many locations on and around campus

Audience:	Financial planners who visit clients at home
Needs:	Prepare statements showing clients the future value of various investments
	Easy way to give a presentation/demonstration
Benefits:	Convenient method to organize and keep records

Audience	Sales representatives who travel constantly
Needs:	Write e-mail, letters, access company databases
Benefits:	Convenient connections to work

Audience: People who make slideshow presentations
Needs: Need quick and reliable access to presentations
Benefits: Have a computer they know how to use
              Presentation doesn't have to fit on a disk
              Make last-minute changes

6. Teaching Adults to Read

Audience: Retired workers
Needs: Activity and social interaction
Benefits: Feeling of being needed
              Sense of giving back to society
              Productive use of time

Audience: Business people
Needs: Experience with communication
              Networking
              Community involvement
Benefits: Help people acquire skills needed for productive employment
              Break from stress of work

Audience: Students who want to become teachers
              Needs: Experience in their chosen profession
              Networking opportunities
Benefits: Practice helping someone else learn
              Sensitivity to people from diverse backgrounds
              Help people get skills they need to participate fully in a democracy

Audience: People concerned about poverty
              Needs: Activity to promote cause
Benefits: Help people acquire skills needed for productive employment
              Help parents acquire skills to help their children break the poverty cycle

7. Vacationing at a Luxury Hotel

Audience: Stressed-out people who want to relax
Needs: Relaxation
Benefits: Everything done for you
              Availability of tickets to events
              Pool, Jacuzzi, and massages

Audience: Tourists who like to sightsee and absorb the local culture
Needs: Access to sightseeing
              Walking distance
Benefits: Availability of tickets to tours, events
              Walking distance to public transportation, theatres, and restaurants
              Location in an historic area

Audience: Business people who want to stay in touch with the office even on vacation
Needs: Computer internet access
              Available technology
Benefits: Fax machines in rooms
              Computer connections in rooms
              Business center with computers, printers, scanners, and copiers

Audience   Parents with small children
Needs: Child friendly environment
Benefits: Programs for children
              Kiddie pool
              Restaurants that cater to children

Audience: Weekend athletes who want to have fun
Needs: Indoor and outdoor activities
              Constantly use muscles
Benefits: Tennis courts, Golf courses, and so forth
              Fitness center
              Pro available to give lessons

Exercise 4: Announcing Holiday Diversity

Difficulty Level: Hard

Answers will vary considerably according to the organization chosen. However, preferable responses have at least one source cited in each answer, but many organizations do not have all the requested information.

- The answer should address which various religious and ethnic groups have members working in the chosen organization.
- The answer will often not have hard evidence backing up its conclusion. Anecdotal evidence may have to suffice.
- A cogent discussion of the secondary purpose should include whether tolerance-education is necessary or not.
- The secondary questions offer a chance for the student to show some creativity.

Exercise 5: Sending a Question to a Web Site

Difficulty Level: Medium

This problem can be used during class. Answers will vary considerably, depending on the Web site chosen. Thoughtful answers will show that writer considered how well he or she matched the query to the organization.

Exercise 6: Persuading Students to Use Credit Cards Responsibly

Difficulty Level: Medium

> Having students discuss the answers in small groups will enable them to share information. Some students may simply not be aware, for example, of the resources available locally for people who are overextended financially.

Exercise 7: Analyzing Your Boss

Difficulty Level: Medium

> You may want to use this exercise as a take-home quiz. Invite students to brainstorm other things they need to know to write good memos. You can return to this exercise whenever students write a message directed to their boss.

Exercise 8: Analyzing an Organization's Culture

Difficulty Level: Medium

> This problem works well as a short report due near the end of the term. A memo that illustrates a typical response to the exercise follows. If you show this example to your students, emphasize these points:
>
> o   The introductory paragraph provides a summary of Weight Watchers and defines it as a culture.
> o   In the third paragraph, there could be some confusion about whether the leader gives 40-minute talks at every meeting.
> o   Throughout the memo, the writer includes good specifics about possible meeting topics (dealing with holidays, handling stress) and about booklets (on exercise, dining out).
> o   The numbered list that starts on page 2 would have more visual impact if all four items appeared together on a page.
> o   The success section is nicely introduced by framing the issue as a question often asked by newcomers.
> o   The last two headings follow the problem in the book fairly closely. That's OK, but it's also OK for students to use original headings that cover the material in a section.
> o   Since this isn't a persuasive message, the writer just presents her reasons in the final paragraph.

Organizational Culture Memo Example

    April 14, 2009

    To: Katie Smith

    From: Theresa Davis

    Subject: Organizational Culture of My Weight Watchers Group

Weight Watchers is an international organization of people who have weight problems. Anyone who is overweight can join the program by paying an initial service fee and then a weekly membership fee. The main purpose of Weight Watchers is to help people lose weight safely. To a certain extent, each class is a subculture, since different leaders have different styles. I will analyze the culture of the Wednesday night group in Bexley.

What Happens at a Typical Meeting

The first half hour is taken up with paying the weekly fee and getting "weighed in." The scales are arranged so no one but the member and the leader can see the weight. Members sometimes talk about their problems with the leader at the scales, but since there is usually a line, the leader asks people who have time-consuming concerns to stay after the meeting. After they've weighed in, members sit in chairs arranged in rows. Some people talk to each other; some people read the materials.

After everyone is weighed, the leader gives an inspiring 40-minute talk on our struggle to lose weight. She opens by telling her name and the story of her own weight loss. My leader lost 164 pounds three years ago as a Weight Watchers member. Next, the leader usually asks how the past week went, what went well, and whether people used the strategies from the previous week. Each meeting has a topic: dealing with holidays, handling stress, finding ways to overcome setbacks. Sometimes the lecturer does most of the talking; sometimes members ask a lot of questions and share concerns and strategies with each other.

Learning about the Organization

New members receive a booklet that talks not only about losing weight but also about the Weight Watchers philosophy. Later on, the member will get other booklets--on exercise, dining out, and dealing with eating challenges. Sometimes the leader distributes handouts, either official Weight Watchers information or things she has brought. A free newsletter is distributed once a month. Members can buy cookbooks and subscribe to the *Weight Watchers* magazine.

Oral and interpersonal channels are even more important. Members are encouraged to get to know each other. Although the leader often lectures, questions and discussion are encouraged. There's lots of informal discussion at the scales and after meetings.

Visual channels are also used. Each leader brings a picture of her "before" self. Sometimes leaders bring food to be weighed or measured to discuss portion size.

Success in Weight Watchers

New members often ask, "What does it take to be successful on the Weight Watchers program?" Basically, there are four steps.

1) Admit to yourself that you have a weight problem.
2) Establish the desire to lose weight.
3) Establish the dedication to stick with the program by
   following the diet and attending the meetings.
4) Learn to like yourself.

People who expect immediate success or who have not come to terms with their feelings and their bodies are less likely to be successful, even if they initially lose weight.

Someone who failed the program is a woman who lost 30 pounds in four months and then gained it all back plus 20 additional pounds. She allowed a personal crisis to throw her off course, and she never got back on the program. Now she hates the way she looks. She complains about her weight but does nothing about it. She could have continued to come to meetings and turned to the group for the support she needed to get through a stressful situation. She feels that Weight Watchers failed her, but really she failed Weight Watchers.

If people follow the plan closely, it works. Cheating on the diet defeats the purpose. A woman who joined six weeks ago has only lost half a pound. She is frustrated, but she is not successful because she does not follow the program. She has not established the dedication needed for success.

In contrast, another woman is a good example of overcoming challenges and being in control. This woman obviously loves to eat because she easily weighs over 230 pounds. But a few weeks ago she went to the state fair and instead of eating all the fattening food sold there, she packed her own lunch and stayed on the program.

My group leader is a "hero" to group members. She takes a great interest in our group and her dedication is sincere. She wants to see everyone succeed. Also she is not ashamed of who she was before she lost weight. She passes around photographs of herself when she was fat and inspires others to lose weight.

Rituals and Rewards of Weight Watchers

Weighing in at every meeting is the most obvious ritual. Another ritual is announcing the total weight lost by the group that week.

Rewards are so common they are almost rituals, too. Members who have lost 10 pounds get red ribbons; they get gold stars to put on the ribbon for each additional 10-pound loss. People who are in "new numbers" (down into a lower number in the tens column) get silver stars to put by the weight in the membership book. People also get stickers or coupons for exercising or drinking the full eight glasses of water a day. Often the group claps for people who share specific weight losses with the group--even small ones.

A member who reaches goal weight gets a certificate and a silver pin. When he or she maintains goal weight for six weeks, the member gets a gold pin which together with the silver pin is a stylized "WW" and becomes a lifetime member. Lifetime members attend meetings free as long as they check in once a month and don't go over two pounds over goal weight. Someone who is more than two pounds over pays the weekly fee (not the initial fee) until he or she is back to goal.

Why Choose the Weight Watchers Program?

I joined the program because I know several people who lost weight on it. I did not know of any other weight loss program that has the success that Weight Watchers does. The people in my group and my leader are very supportive. Also, Weight Watchers is affordable. There is a small registration fee and a weekly membership fee. I don't have to buy special food, so the program is economical as well as effective.

11. Sidebar Sampler for Chapter 2

The following sidebars are from earlier editions of *BAC* but do not appear in the tenth edition.

Training Generation Y*

Cold Stone Creamery uses computer simulations. Nike uses an interactive program called "Sports Knowledge Underground." Cisco Systems developed a computer game.

These companies are part of a growing trend to use technology to attract and train Generation Y, a generation known for its enjoyment of and skill with technology. Because this generation is also known for its short attention span, many of the lessons come in short segments.

Many companies are also using vlogs—video blogs—to show prospective hires what jobs entail. For instance, Ernst & Young gave a video camera to a group of their interns. The resulting three-minute video on the firm's Web site offers an intern's perspective.

What do you think about these training programs? What kind of technology would entice you to a new job? What kind of training would give you negative feelings about a new job?

*Adapted from Barbara Rose, "Generation Y: A Learning Experience for Firms," *Chicago Tribune,* March 4, 2007, B1.

*Playing to a Mixed Audience**

MTV Arabia offers viewers popular Western shows like "Cribs" but also has a pop-up that reminds Muslim viewers when it's time for noon prayers. Thus it caters to its dual audiences—Westernized youths seeking more cutting edge content and traditional Muslims looking for conservative and religious programming. Some even want both.

Executives estimate a potential audience of about 190 million people, 65% of whom are under 25. They plan to edit some of the international music videos to show less skin and "accommodate the local culture."

A different channel, Melody Arabia, features only Arabic songs and is seen as conservative and family-oriented, a classification which attracts more advertisers than racier, more Westernized channels. Advertised goods include head scarves and electronic devices to help Muslims keep track of timing for the five daily prayers.

*Adapted from Mariam Fam, "'Cribs' and Calls to Prayer Share Airtime in Mideast," *Wall Street Journal,* November 23, 2007, B1, B2.

*Male Models**

Adapting to your audience is big business when it comes to increasing sales figures. The fashion industry has recently noticed this trend and has developed an approach to targeting "regular" guys.

For the past few years, the trend in male modeling has been to use pale skinny boys or the complete opposite, buffed and tanned masculine men. These men were used to appeal mostly to women who were buying clothes for the men in their lives.

Since more men are shopping for themselves, the fashion industry is trying to target the regular guy. Beginning with 2007 fashion shows, designers such as Versace, Perry Ellis, Dsquared, Duckie Brown, and others used models that were more the down-to-earth guy-next-door look. The trend of "regular" guy models helps make shopping less intimidating for average guys.

Adapted from Ray A. Smith, "You Should Be So 'Average': Male Models Get a New Look as Fashion Targets Regular Guys," *Wall Street Journal,* February 2, 2007, B1.

*Write Your Way into Your New Job**

You can learn a bit about your organization's discourse community by listening to people and reading the documents that other people write. But the best way to learn is to write. The feedback you get from your supervisor will show you how to adapt your writing for the particular organization. To make the feedback most useful, categorize the comments and generalize. Are you being asked to provide specific supporting details? To write so that people can understand what you say without having to reread? To use a more or less formal style? To include lots of charts or none at all?

Learning to adapt your content, structure, and style to the organization will make you a more effective writer and a more effective worker. And that means that more often you'll be able to get what you want in the organization.

Finding Your Niche*

William B. Ziff, Jr., made millions by selling to niche markets rather than the masses. In the 1950s and 1960s, when national magazines like *Life, Time,* and *The Saturday Evening Post* reached millions of households, Ziff decided to take a different route to success. He created magazines for small groups of readers with disposable incomes and specialized interests. Today Ziff's magazines, such as *Car & Driver, Yachting,* and *PC Magazine* are some of the best-known special-interest magazines in the country. Ziff's practice of profiling his readers to fine-tune his magazines has become an industry-wide practice.

Adapted from Stephen Miller, "Finding His Niche: Magazine Empire Built on Specialties," *Wall Street Journal,* September 16, 2006, A4.

Culture: Words and Deeds*

"Culture is more than a value statement on a Web site. A company's true culture is evident in the way people behave. Consider these examples of cultural mismatches:

A major international corporation hung signs in its hallways proclaiming that "trust" was one of its driving principles. Yet that same company searched employee's belongings each time they entered the building.

At one company, Employee Appreciation Day features morning bagels, a blast e-mail of thanks from the company president, and an afternoon gathering with food and refreshments. A flier promoting the event instructed employees to 'please see your supervisor for a ticket. Cost: $15'

A multinational corporation that claimed to be committed to work/life values drew up an excellent plan to help managers incorporate work/life balance into the business. The company gathered its top 80 officers to review the plan—but scheduled the meetings on the weekend."

*Quoted from Pamela Babcock, "Is Your Company Two-Faced?" *HR, Magazine,* January 2004, 42a.

Multiple Audiences for an Industry Report*

A consulting company was hired to write a report on how potential changes would affect manufacturing safety and cost of a consumer product.

The primary audience was the federal government, which would set the regulations for the product. Within this audience were economists, engineers, and policymakers.

The group of manufacturers that hired the consulting firm was both the initial audience and a gatekeeper. If it didn't like the report, it wouldn't send it on to the federal government.

Secondary audiences included the general public, other manufacturers of the product, and competitors and potential clients of the consulting company.

Industry reviewers emerged as a watchdog audience. They read drafts of the report and commented on it. Although they had no direct power over this report, their goodwill was important for the consulting company's image—and its future contracts. Their comments were the ones that the authors took most seriously as they revised their drafts.

*Adapted from Vincent J. Brown, "Facing Multiple Audiences in Engineering and R&D Writing: The Social Context of a Technical Report." *Journal of Technical Writing and Communication* 24, no. 1, (1994): 67-75.

*What Motivates Me?**

"What motivates me is attaining a level of professionalism and a belief in my product and my product's ability to help my clients," says Bill Berenz account executive at the Milwaukee Journal Sentinel, "I get pumped up by helping my clients be successful." . . .

"When I started out, money was important, but once I hit my financial goals, I was motivated more by learning as much as I could about the newspaper, marketing, and advertising businesses so I could advance my career. . .When the money starts coming in, motivating factors change." . . .

"You may have people who have been with a company for 25 years and have more vacation time than they know what to do with. Then you have someone like me, who has only two weeks vacation. Winning a trip with additional days off is a key motivating factor for me."

*Quoted from "What Gets you Going?" *Selling Power*, March 2001, 46.

*Culture Clash**

Kathy Wheeler learned [about corporate culture] the hard way . . . when she left Hewlett-Packard for Apple Computer. . . . Wheeler had left comfortable with . . . HP culture: collaboration, consensus seeking, rock-solid engineering ability. These were the qualities HP prized, and Wheeler had them big. At Apple, she says, everything was different. Suddenly she encountered a culture that exalted heroes and admired slick user interfaces. Those who got ahead were not for the most part the most skilled engineers but rather the "evangelists"—brash marketers of Apple products to the outside world. Before long, Wheeler says, she was deeply unhappy. "When you're used to being valued for one set of accomplishments," she says, "and what's actually being valued are accomplishments you either don't feel comfortable with or just aren't able to deliver on, the discomfort is pretty profound." Fourteen months after arriving at Apple, Wheeler returned to HP, notwithstanding Apple's efforts to

keep her. "I admire Apple to a large extent," she says. "But I wouldn't work there again because of the cultural issues."

*Quoted from Matt Siegel, "The Perios of Culture Conflict," *Fortune*, November 9, 1998, 257-258.

*A Young Manager Adapts to Older Audiences**

When James Ferguson became a manager at the age of 21, he realized he would trigger "conflict right, left, and center" if he came on as a young hotshot.

[H]e was supervising a staff of 12, all of them older. He drew on tactics he had learned as head of his college newspaper, where he had to enlist and motivate a staff of volunteers. . . . [I]nstead of trying to assert control, he talked with each of [his subordinates], asking "what are the good and bad things about your job, and what do you want to change[?] . . .

He incorporated their suggestions into his own plan, which he then sold to upper management. "But my staff owned the plan; they'd been part of the decision-making process," he says. With all employees, but particularly with older ones who are more apt to challenge a younger boss's judgment, "you've got to be a good listener and enroll their thoughts. They're not going to like everything you decide, but at least they'll know you listened."

*Quoted from Carol Hymowitz, "Young Managers Learn How to Bridge the Gap with Older Employees," *Wall Street Journal*, July 21, 1998, B1.