CHAPTER 2

Adapting Your Message to Your Audience
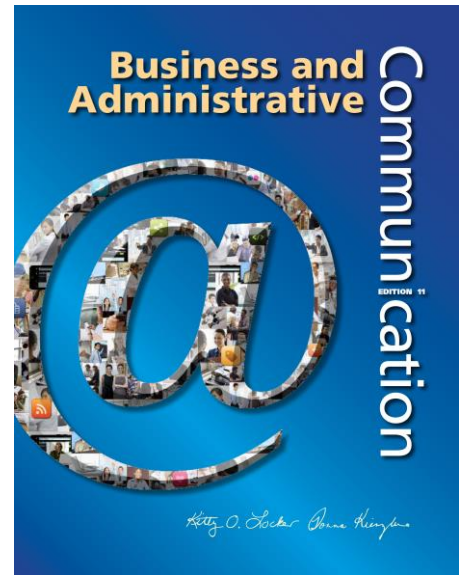
TABLE OF CONTENTS

1) Description of the Chapter

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

2) Essentials to Cover

LO 2-1 How to identify your audience
- There are five kinds of audiences:
  - A **gatekeeper** has the power to stop a message instead of sending it on to other audiences. A gatekeeper therefore controls whether a message even gets to the primary audience. Sometimes the supervisor who assigns the message is the gatekeeper; sometimes the gatekeeper is higher in the organization. In some cases, gatekeepers may exist outside the organization.

  - The **primary** audience decides whether to accept your recommendations or acts on the basis of your message. You must reach the primary audience to fulfill your purposes in any message.

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

  - The **auxiliary** audience may encounter the message but will not have to interact with it. This audience includes the "read only" people.

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

LO 2-2 Ways to analyze your audience
- The most important tools in audience analysis are common sense and empathy.
- The Myers-Briggs Type Indicator can help you analyze individuals.
- Demographic and psychographic characteristics can help you analyze groups.
- A **discourse community** is a group of people who share assumptions about what channels, formats, and styles to use for communication, what topics to discuss and how to discuss them, and what constitutes evidence.

LO 2-3 How to choose channels to reach your audience
- A **communication channel** is the means by which you convey your message to an audience.
- Different channels have different strengths and weaknesses, which need to be matched to the audience.

LO 2-4 How to adapt your message to your 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?

LO 2-5 How to characterize good audience benefits
- **Audience benefits** are advantages that the reader gets by using your services, buying your products, following your policies, or adopting your ideas. Benefits can exist for policies and ideas as well as for goods and services.
- Good benefits are
  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.

LO 2-6 How to create audience benefits
- 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.

LO 2-7 How to communicate with multiple audiences
- When a document will go to multiple audiences, the writer should use the primary audience to determine the level of detail, organization, level of formality, and use of technical terms and theory.

For suggestions on ways to teach this material, see the lesson plans in Section 8.

3) Exercise Planning Table

Learning Objective	Difficulty: Easy	Difficulty: Medium	Difficulty: Hard
2-1 How to identify your audience	2.1.1	2.3, 2.4	
2-2 Ways to analyze different kinds of audiences	2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.11	2.5, 2.6, 2.18, 2.19, 2.20	
2-3 How to choose channels to reach your audience	2.1.6, 2.1.7, 2.1.8, 2.13		
2-4 How to adapt your message to your audience	2.1.9, 2.2, 2.10	2.8, 2.17	2.16
2-5 How to characterize good audience benefits	2.1.10	2.7, 2.8, 2.17	
2-6 How to create audience benefits	2.1.11	2.7, 2.8, 2.17	
2-7 How to communicate with multiple audiences	2.1.12, 2.9, 2.14	2.12, 2.15	
Exercises with multiple learning objectives	2.1	2.7, 2.8, 2.17	

In-class exercises: 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.11, 2.13, 2.14, 2.15, 2.16
Out-of-class exercises: 2.10, 2.17, 2.18, 2.20
Best if you teach in a computer classroom: 2.5, 2.10, 2.12, 2.14, 2.19

4) Continuing Case Analysis

The All-Weather Case, set in an HR department in a manufacturing company, extends through all 19 chapters and is available at www.mhhe.com/locker11e. The portion for this chapter asks students to prepare an audience analysis for an in-house presentation.

> Students should begin this assignment by determining the primary and secondary audiences and 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.

5) Answers and Analysis for In-Text Exercises

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

2.1 Reviewing the Chapter (LO 2-1 through 2-7)

Difficulty Level: Easy

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

2. What are some characteristics to consider when analyzing individuals? (LO 2-2)
   The four pairs of the dichotomies from the Myers-Briggs Type Indicator will help you understand characteristics of individuals. The four dichotomies include: extraversion-introversion, sensing-intuition, thinking-feeling, and judging-perceiving.

3. What are some characteristics to consider when analyzing groups? (LO 2-2)
   Although generalizations won't be true for all members of group, they can be helpful if you need to appeal to a large group of people with one message. Two characteristics that can be used to analyze groups are demographic and psychological characteristics.

4. What are some questions to consider when analyzing organizational culture? (LO 2-2)
   An organization's culture is its values, attitudes, and philosophies. To analyze organizational culture, ask the following questions:
   o 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? (LO 2-2)
   A discourse community is a group of people who share assumptions about what channels, formats, and styles to use for communication, what topics to discuss and how to discuss them, and what constitutes evidence. Understanding discourse communities will be important in your career because you'll be able to effectively communicate within the organizational culture.

6. What are the standard business communication channels? (LO 2-3)
   A communication channel is the means by which you convey your message. Communication channels vary in speed, accuracy of transmission, cost, number of messages carried, number of people reached, efficiency, and ability to promote goodwill.

7. What kinds of electronic channels will seem most useful to you? Why? (LO 2-3)
   The answers will vary based on the student's career choice.

8. What are considerations to keep in mind when selecting channels? (LO 2-3)
   Considerations depend on your audience, purpose and situation.

9. What are 12 questions to ask when considering how to adapt your message to your audience? (LO 2-4)
   The following questions provide a framework for audience analysis.
   - What will the audience's initial reaction be to the message?
   - How will the audience see this message as important?
   - How will the fact that the message is from you affect the audience's reaction?
   - How much information does the audience need?
   - How must dos the audience already know about the subject?
   - Does the audience's knowledge need to be updated or corrected?
   - What aspects of the subject does the audience need to be aware of to appreciate your points?
   - What obstacles must you overcome?

- o Is your audience opposed to what you have to say?
- o Will it be easy for your audience to do as you ask?
- o What positive aspects can you emphasize?
- o From the audience's point of view, what are the benefits of your message?
- o What experiences, interests, goals, and values do you share with the audience?
- o What expectations does the reader have about the appropriate language, content, and organization of messages?
- o What style of writing does the audience prefer?
- o Are there hot buttons or red flag words that may create an immediate negative response?
- o How much detail does the audience want?
- o Does the audience prefer the direct or indirect organization?
- o How will the audience use the document?
- o Under what physical conditions will the audience use the document?
- o Will the audience use the document as a general reference? As a specific guide?

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

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

12. What are considerations to keep in mind when addressing multiple audiences? (LO 2-7)
    When a document will go to multiple audiences, the writer should use the primary audience to determine the level of detail, organization, level of formality, and use of technical terms and theory.

2.2 Reviewing Grammar (LO 2-4)

Difficulty Level: Easy

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 I (LO 2-1)

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 Identifying Audiences II (LO 2-1)

Difficulty Level: Medium

1. Coin Powell's Audiences

Gatekeeper:	U.S. press secretary, speech writer, or public relations specialist
Primary audience:	American troops
	Reporters
Auxiliary:	Americans listening and watching
Watchdog:	Political and military leaders, plus their fellow citizens in other countries
	The enemy

2.5 Analyzing Multiple Audiences (LO 2-2)

Difficulty Level: Medium

This exercise works best as an in-class activity where you can hold a large class discussion. Some 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.

2.6 Choosing a Channel to Reach a Specific Audience (LO 2-3)

Difficulty Level: Medium

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

- No channel will reach all the people in that group.
- The best channel depends on budget and purpose. For example, lists of people who take the PSAT, SAT, and ACT will reach 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.

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. Non-traditional college students
   - 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

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 Facebook 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 Facebook or similar social networking application

7. People who are interested in improve (improvisation)
   - Make announcements at theatre venues who showcase improve
   - Sent fliers to comedy clubs
   - Use Facebook or similar social networking application

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

2.7 Identifying and Developing Audience Benefits (LO 2-5 and 2-6)

Difficulty Level: Medium

1. Write fewer e-mails
   Security: saving money; conserving environmental resources
   Belonging: cooperating with coworkers face-to-face
   Recognition: having a good personal and corporate reputation

2. Volunteer at a local food pantry
   Security: satisfying curiosity; building groundwork for improving relationships in community
   Recognition: pride in performing job well; feeling good inside about helping others

3. Volunteering to recruit interns at a job fair
   Belonging: interacting with other people who also participate
   Promotion: volunteering may lead to bigger and better things
   Security: pride in helping others
   Recognition: (if one does well in the sport)
   Self-actualization: using talents, abilities

4. Attend team-building activities every other Friday afternoon
5. Security: building groundwork for improving relationships in workplace
   Self-actualization: desire to use talents
   Recognition: having a good personal and corporate reputation

6. Attend HR seminars on health policy changes
7. Belonging: belonging to a group; interacting with other people who also participate; cooperating with coworkers face-to-face
   Security: increase awareness of opportunities

2.8 Identifying Objections and Audience Benefits (LOs 2-4, 2-5, and 2-6)

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

2.9 Analyzing Benefits for Multiple Audiences (LO 2-7)

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.

2.10 Addressing Your Audience's Need for Information (LO 2-4)

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.

2.11 Analyzing Individuals (LO 2-2)

Difficulty Level: Easy

The activity works well if you teach in a computer classroom. Each group's discussion will vary based on the makeup of personality types. 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.

2.12 Getting Customer Feedback (LO 2-7)

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.

2.13 Evaluating a New Channel (LO 2-3)

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 (LO 2-7)

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.

2.15 Banking on Multiple Audiences (LO 2-7)

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 Tuition Reimbursement Program (LO 2-4)

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.

2.17 Crafting a Memo for a Particular Audience (LO 2-4, 2-5, 2-6)

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.

2.18 Analyzing Your Co-Workers (LO 2-2)

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.

2.19 Analyzing the Audiences of Non-Commercial Web Pages (LO 2-2)

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.

2.20 Analyzing a Discourse Community (LO 2-2)

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, 2014

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.

6) PPT Lecture Outline

PPT 2.4-2.5   Introduces ways to identify audiences, a key pre-writing activity for composing business messages.

PPT 2.6-2.14   Offers ways to analyze audiences before drafting business messages.

PPT 2.15-2.16   Introduces how to choose communication channels as well as an in-class activity you can use with your students for picking the best channel.

PPT 2.17-2.20   Introduces six questions to adapt messages for specific audience. These should be used as the initial brainstorming step before writing any business communication. Remember that if a message doesn't work for the intended audience, it fails. It's imperative students consider these questions to adapt their communications appropriately.

PPT 2.21-2.24   Introduces the characteristic of good audience benefits, outlines helpful criteria, and offers ways to identify and develop audience benefits.

PPT 2.25   Offers guidelines when writing to multiple audiences

7) 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 an assignment 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.

8) Possible Lesson Plans

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. 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. 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 15-25 minutes responding to the following prompt:

> You are the supervisor of the loading dock at Sweet Treats Candy Company. Three of your workers spent two hours loading a truck only to realize that there were two boxes missing from the customer's order. The entire truck had to be unloaded (taking another

hour), and the workers had to check the order against the invoice to figure out that two boxes of Yummy Treats were missing. It took two more hours to reload the truck with the entire order.

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

After your 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, 2014

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, 2014

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). Ask 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 **2.6** as additional practice.

Practicing Audience Analysis (45 minutes). Show 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 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 2 Online (answer 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 2 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. Help students understand that they should focus on gatekeepers and the primary audience when dealing with audiences that have many different needs.

9) 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*.

10) 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 (LO 2-3)

Difficulty Level: Medium

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

- No channel will reach all the people in that group.
- The best channel depends on budget and purpose. For example, lists of people who take the PSAT, SAT, and ACT will reach 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.

Exercise 2: Identifying and Developing Audience Benefits (LO 2-5)

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

Chapter 02 - Adapting Your Message to Your Audience

        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

Exercise 3: Announcing a New Employee Benefit (LO 2-5, 2-6, 2-7)

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.

Exercise 4: Crafting Benefits for a Particular Audience (LO 2-5, 2-6, 2-7)

Difficulty Level: Medium

Answers will vary depending upon the audience. However, be sure to stress that there should be a mix of extrinsic and intrinsic motivators. Sometimes students easily think of extrinsic and ignore intrinsic.