

## CHAPTER 9: WRITING PERSUASIVE MESSAGES

### CHAPTER SUMMARY

Chapter 9 focuses on writing effective persuasive messages by applying the three-step writing process introduced in earlier chapters. The messages addressed in this chapter are often more suitable for the indirect approach, but most persuasive messages go beyond the indirect approach used for negative messages. This chapter introduces the AIDA model, a more intense plan for persuasive messages in which a writer grabs the audience's attention and proceeds to develop interest and desire before the close motivates the audience to take action. Readers also learn how to distinguish between emotional and logical appeals and how to balance them in their writing. Four common mistakes in persuasive writing are also discussed. Whether the employee needs to write a persuasive request for action or a persuasive claim for adjustment, this chapter provides guidance for writing messages effectively. The subtleties of conversation marketing are also addressed, along with guidelines for writing promotional messages for social media. Finally, the chapter provides strategies for maintaining high ethical and legal standards in persuasive and marketing messages. Studying and applying the suggestions in this chapter will assist writers in creating effective persuasive messages.

### CHAPTER OUTLINE

#### Using the Three-Step Writing Process for Persuasive Messages

##### Step 1: Planning Persuasive Messages

Analyzing the Situation

Gathering Information

Selecting the Right Combination of Medium and Channel

Organizing Your Information

##### Step 2: Writing Persuasive Messages

##### Step 3: Completing Persuasive Messages

#### Developing Persuasive Business Messages

Framing Your Arguments

Balancing Emotional and Logical Appeals

Reinforcing Your Position

Anticipating Objections

Avoiding Common Mistakes in Persuasive Communication

#### Common Examples of Persuasive Business Messages

Persuasive Requests for Action

Persuasive Presentation of Ideas

Persuasive Claims and Requests for Adjustments

#### Developing Marketing and Sales Messages

Planning Marketing and Sales Messages

Writing Conventional Marketing and Sales Messages

Writing Promotional Messages for Social Media

Creating Promotional Messages for Mobile Devices

Maintaining High Ethical and Legal Standards

#### Chapter Review and Activities

## TEACHING NOTES

### Using the Three-Step Writing Process for Persuasive Messages

Persuasion is the attempt to change your audience's attitudes, beliefs, or actions.

Because persuasive messages ask audiences to give something of value (money in exchange for a product, for example) or take substantial action (such as changing a corporate policy), they are more challenging to write than routine messages.

Many good ideas go unnoticed and good products go unsold simply because the messages meant to promote them aren't compelling enough to be heard above the competitive noise. Creating successful persuasive messages in these challenging situations demands careful attention to all four tasks in the planning step:

#### 1. Analyzing the Situation

The best persuasive messages are closely connected to your audience's desires and interests. Consider these important questions when planning your message:

- Who is my audience?
- What are my audience members' needs?
- What do I want them to do? How might they resist?
- Are there alternative positions I need to examine?
- What does the decision maker consider to be the most important issue?
- How might the organization's culture influence my strategy?

To understand and categorize audience needs, you can refer to specific information, such as demographics (i.e., the age, gender, occupation, income, education, and other quantifiable characteristics of the people you're trying to persuade), psychographics (i.e., personality, attitudes, lifestyle, and other psychological characteristics), and your audience's cultural expectations and practices.

If you aim to change someone's attitudes, beliefs, or actions, it is vital to understand his or her motivation—the combination of forces that drive people to satisfy their needs.

#### 2. Gathering Information

When you've finished analyzing your situation, the next step is to gather the necessary information that will close the gap between what your audience knows, believes, or feels right now and what you want them to know, believe, or feel as a result of receiving your message (Chapter 10 instructs you how to find this information).

#### 3. Selecting the Right Combination of Medium and Channel

Media choices are always important, of course, but these decisions are particularly sensitive with persuasive messages because such messages are often unexpected or even unwelcome.

Choose your medium carefully to maximize the chance of getting through to your audience.

#### 4. Organizing Your Information

Most persuasive messages use an indirect approach. Explain your reasons and build interest before asking for a decision or action. The choice of approach is influenced by your position (or authority within the organization) relative to your audience's.

When writing your message you should:

- Use positive and polite language.
- Understand and respect cultural differences.
- Be sensitive to organizational cultures.
- Take steps to establish your credibility.

Persuasive messages are often unexpected or even unwelcome, so the “you” attitude is crucial.

Some of the best ways to gain credibility include:

- Using simple language
- Providing objective evidence for the claims and promises you make
- Identifying your sources
- Establishing common ground with your audience
- Being objective and presenting fair and logical arguments
- Displaying your willingness to keep your audience's best interests at heart
- Avoiding the “hard-sell”
- Building your credibility before presenting a major proposal or asking for a major decision

When completing persuasive messages, you must make sure that you:

- Judge your argument objectively and try not to overestimate your credibility.
- Carefully match the purpose and organization to audience needs.
- Design your message to complement your argument.
- Proofread for any mechanical or spelling errors that would weaken your argument.
- Choose a delivery method that fits your audience's expectations.

### **Developing Persuasive Business Messages**

One's success in business is related to an ability to convince others to accept new ideas, change old habits, or act on your recommendations.

Persuasive business messages are designed to elicit a preferred response in a nonsales situation.

Effective persuasion involves four strategies:

- Framing your arguments
- Balancing emotional and logical appeals
- Reinforcing your position
- Anticipating objections

When framing a persuasive argument, effective businesspeople use the AIDA model:

- Attention. Your first objective is to encourage your audience to want to hear about your problem, idea, or new product—whatever your main idea is. Be sure to find some common ground on which to build your case.
- Interest. Provide additional details that prompt audience members to imagine how the solution might benefit them.
- Desire. Help audience members embrace your idea by explaining how the change will benefit them and by answering potential objections.
- Action. Suggest the specific action you want your audience to take. Include a deadline, when applicable.

When using the AIDA model, you can:

- Use either the indirect or the direct approach (though it is tailor-made for the indirect approach).
- Make subject lines interesting without revealing your proposal.

There are two limitations to the AIDA model:

- First, AIDA is a unidirectional method that essentially talks at audiences, not with them.
- Second, AIDA is built around a single event, such as asking an audience for a decision, rather than on building a mutually beneficial, long-term relationship.

An emotional appeal calls on feelings or audience sympathies.

Remember that people need to find rational support for an attitude they've already embraced emotionally; therefore, to be truly effective, emotional appeals should be accompanied by logical appeals.

A logical appeal uses one of three types of reasoning:

- Analogy: reasoning from specific evidence to specific evidence
- Induction: reasoning from specific evidence to a general conclusion
- Deduction: reasoning from a generalization to a specific conclusion

Be sure to avoid faulty logic, especially the following:

- Hasty generalizations: have plenty of evidence before drawing conclusions
- Circular reasoning: supporting claims by restating them using different words
- Attacking opponents: focus on the argument, not the person
- Oversimplifying complex issues: don't reduce situations to "either/or" statements
- Mistaken assumptions of cause and effect: don't assume you know the cause of something when other factors could be at play
- Faulty analogies: be sure that two objects or situations being compared are similar enough for the analogy to hold

After the basic elements are complete, consider how you can reinforce your position. If you choose to use vivid language and abstractions, do so carefully and honestly. You also should consider using metaphors and other figures of speech.

Writers of powerful persuasive messages have anticipated many objections and addressed them before audiences see their message. Anticipating objections allows you to get the issues out of the way sooner, demonstrate a broad appreciation of the issue, and imply confidence in your message.

If you're addressing a hostile audience, be sure to present all sides of the situation and present other options before your own. Try to involve your audience in the design of your solution.

When developing your persuasive message, avoid these common mistakes:

- Using a hard sell
- Resisting compromise
- Relying solely on great arguments
- Assuming that persuasion is a one-shot effort

### **Common Examples of Persuasive Business Messages**

When writing persuasive requests for action, you want to:

- Begin with an attention-getting device (showing readers you know something of their concerns).
- Give facts, explain benefits, and enhance your appeal in the interest and desire sections.
- Gain credibility for you and your request.
- Convince your readers that helping you will help solve a significant problem.
- Close with a request for some specific action.

When writing persuasive requests for action, your goals are to gain credibility (for yourself and your request) and make your readers believe that helping you will indeed help solve a significant problem.

To craft persuasive requests for action, you'll want to:

- Open with an attention-getting device and show readers that you understand their concerns.
- Use the interest and desire sections of your message to demonstrate that you have good reason for making such a request and to cover what you know about the situation: the facts and figures, the benefits of helping, and any history or experience that will enhance your appeal.
- Close with a request for some specific action, once you've demonstrated that your message is relevant to your reader.

Some persuasive messages aren't action-oriented; you might need to change attitudes or beliefs about particular topics. At times, you may need to be persuasive in presenting your ideas to get audiences to change attitudes or beliefs immediately without asking them to decide or do anything. When this is the case, begin by asking your audience to reexamine long-held opinions

or admit the possibility of new ways of thinking.

When writing persuasive claims and requests for adjustment, you want to:

- Begin by stating the basic problem.
- Give your reader a good reason for granting your claim.
- Tell your audience how you feel about the problem without getting carried away.

### **Developing Marketing and Sales Messages**

Marketing messages usher potential buyers through the purchasing process without asking them to make an immediate decision; that's when sales messages take over.

*Marketing* messages focus on:

- Introducing new brands to the public
- Encouraging customers to visit websites for more information

*Sales* messages make a specific request for people to place an order for a particular product or service.

Basic strategies to consider when planning marketing and sales messages:

- Assessing audience needs
- Analyzing your competition
- Determining key selling points and benefits
- Anticipating purchase objections

As with every other business message, successful marketing and sales messages start with an understanding of audience needs.

When writing conventional marketing and sales messages, the AIDA model (or some variation of it) is often used. Here are the key points of using the AIDA model for these messages:

- Getting the reader's attention
- Building interest
- Increasing desire
- Motivating action

### **Writing Promotional Messages for Social Media**

Conversation marketing occurs when companies initiate and facilitate conversations in a networked community of customers, journalists, bloggers, and other interested parties.

To write persuasive messages for social media, follow these guidelines:

- Facilitate community building.
- Listen at least as much as you talk.
- Initiate and respond to conversations within the community.
- Provide information that people want.

- Identify and support your champions.
- Be real.
- Integrate conventional marketing and sales strategies at the right time and in the right places.

### **Creating Promotional Messages for Mobile Devices**

Companies today are emphasizing mobile marketing because mobile devices play such a large role in consumer buying behavior. Smartphone owners use their devices to search for product reviews, find stores/services, look for coupons/promotions, do in-store price comparisons.

Successful promotional messages aimed at mobile audiences should be:

- Short and simple
- Easy to respond to

### **Maintaining High Ethical and Legal Standards**

Because the concept of *persuasion* is often associated with dishonesty and unethical practices, you must strive for high ethical standards to overcome this stigma.

The best businesspeople make persuasion a positive activity, influencing the members of their audience by:

- Providing information and aiding understanding
- Allowing the audience the freedom to choose

Pay close attention to the following legal aspects of marketing and sales communication:

- Marketing and sales messages must be truthful and nondeceptive.
- You must back up your claims with evidence.
- “Bait and switch” advertising is illegal.
- Marketing messages and websites aimed at children are subject to special rules.
- Marketing and sales messages are considered binding contracts in many states.
- In most cases, you can’t use a person’s name, photograph, or other identifying without permission.

Before launching a marketing or sales campaign, make sure you are up to date on the latest regulations on spam (unsolicited bulk mail), customer privacy, and data security.

## OVERCOMING DIFFICULTIES STUDENTS OFTEN FACE

The limited business experience of many students will increase the challenge of writing effective persuasive messages. Conducting a careful audience analysis will be essential as students prepare to write the messages that this chapter focuses on. Remind students again of the importance of all the components of the three-step writing process.

Engage students in a discussion of using the direct or the indirect approach for persuasive letters. Students may have questions about when the direct approach should be used. Provide plenty of examples to enhance their understanding.

Gauging audience needs must go beyond what the students themselves assess as important. Some students may approach sales letters by writing about what would “sell” them on a product or service. During class discussions, help students analyze an audience and gauge its needs. This activity will help students appreciate that they must go beyond their own views of what would be desirable or interesting about a product.

The messages students have previously written for this class did not necessarily require that they establish their own credibility. Discuss with students why credibility becomes important in persuasive messages, and refer them to some of the ways the chapter suggests to do this.

Most students will have experience with persuasive arguments that focus almost entirely on emotional appeals. However, they will need to modify this approach when writing persuasive messages. Emphasize that most persuasive messages need a balance between emotional and logical appeals.

When challenged to appeal to an audience’s logic, using analogy, induction, and deduction will challenge some members of the class. Discuss these types of reasoning with the class and provide plenty of examples.

Students often face challenges when applying the AIDA model. For some, composing an effective attention-getting opening will be as challenging as writing an effective buffer. Some students also have difficulty providing sufficient, well-organized information to build interest and desire. Students typically want to write very short persuasive messages that lack a strong appeal. Students will struggle with how and where to include price information in sales messages. Even the action paragraph may prove challenging for some. Emphasize that the closing paragraph should motivate the audience to action. Provide plenty of examples of ineffective and effective persuasive messages to illustrate your points.

Assist students in differentiating between selling points (e.g., product or service features) and benefits (i.e., advantages the audience will realize). Point out the differences in sample chapter documents or in documents you pull from your files.

Students will often question how persuasive claims and requests for adjustment differ from the claim letters they prepared as routine letters (Chapter 7). When discussing these letters, point out differences in the examples.

Legality and ethics issues always present challenges in the study of persuasive writing. Involve students in a discussion of how consumers can be deceived and what legal and ethical

responsibilities the advertiser has. Emphasize the fact that sales letters are considered legally binding documents in many states.

## SUGGESTED CLASSROOM EXERCISES

1. *Examining persuasive sales messages.* A week before you present this chapter, ask students to bring in samples of persuasive advertising materials they receive in the mail. Also be sure to pull additional examples from your files. Discuss the examples students bring to class. They should generate a good deal of enthusiasm for the chapter. They also provide an effective way to examine both the similarities in various persuasive documents and the differences between sales and fundraising messages. You can also bring in and compare persuasive messages that do not involve selling a product or fundraising.
2. *Learning how business writers prepare successful persuasive messages.* Invite someone from an advertising firm to visit the class and share insights on the art of persuasion in written documents. Be sure to ask the speaker to address such topics as how to select an effective appeal, how to discuss price, and how to handle the legal and ethical issues that must be considered.
3. *Writing an ineffective persuasive message.* Invite students to come up with a product or service they can write about. Instruct them to write the worst persuasive message they can about that product or service. Students will have a good time doing this. Critique student letters in class, involving everyone in the discussion. By helping students identify the bad practices, you will help them increase their mastery of the good ones presented in the chapter.
4. *Critiquing persuasive requests for action and persuasive claims.* Provide students with examples of persuasive messages that are not well organized. Guide students through a critique of each message and then instruct them to rewrite effective messages that follow the AIDA model. Provide your own examples from letters you have collected or use messages in the Activities section at the end of the chapter.
5. *Writing effective message components.* Students often benefit from exercises requiring them to write only a portion of a complete message. Provide a variety of scenarios. Instruct students to write just the subject line for various persuasive memos to be sent within the organization, just the attention-grabbing opening for a sales or fundraising message, just the portion of the message that deals with the price of a product or service, or just the action section.
6. *Writing persuasive messages.* Assign students to write persuasive requests, persuasive claims, and sales letters. Provide your own scenarios or select from the cases at the end of the chapter. Students should work at computers (if available) to facilitate writing, rewriting, and editing. Direct students through the planning steps before they begin composing. While students are writing, move around the room and provide individual constructive comments about the use of the AIDA model, balancing emotional and logical appeals, overall tone, legal and ethical issues, and so forth. Project both below-average and above-average solutions for each case you assign as in-class writing. Involve students in the critiquing to strengthen their understanding of good and bad practices for persuasive messages.

7. *Some quick research on spam.* Ask students to check the laws in the state they reside in regarding the use of spam and the penalties involved. Discussions could include the type of spam they receive and controls to prevent it.

## TEST YOUR KNOWLEDGE

- 9-1. The four tasks are analyzing the situation, gathering information, selecting the right medium and channel, and organizing the information. (LO 9.1; AACSB Tag: Written and oral communication)
- 9-2. The three common categories of persuasive messages are a. persuasive requests for action, b. persuasive presentation of ideas, and c. persuasive claims and requests for adjustments. (LO 9.2; AACSB Tag: Written and oral communication)
- 9-3. Three types of reasoning that work in logical appeals are analogy (reasoning from specific evidence to specific evidence), induction (reasoning from specific evidence to general conclusion), and deduction (reasoning from generalization to specific conclusion). (LO 9.2; AACSB Tag: Written and oral communication)
- 9-4. The AIDA model stands for (1) attention, (2) interest, (3) desire, and (4) action. It is suitable for persuasive messages because the main idea—what you want the audience to do—is presented at the end, after all the reasons and attention-getting material. By the time the readers reach the action stage of the message, they are not only paying attention but are also more interested in the information and motivated to follow through. The limitations of the model include: (1) the unidirectional method that essentially talks at audiences, not with them; and (2) it's built around a single event, such as asking an audience for a decision, rather than on building a mutually beneficial, long-term relationship. (LO 9.2; AACSB Tag: Written and oral communication)
- 9-5. Promotional messages aimed at mobile audiences need to be short, simple, and easy to respond to. The mobile experience needs to be fast and straightforward. Mobile users are often time-constrained, and they will quickly abandon websites that don't load quickly or are confusing to navigate. (LO 9.4; AACSB Tag: Written and oral communication)

## APPLY YOUR KNOWLEDGE

- 9-6. Persuasive messages are sent to people who are displeased, uninterested, unwilling, and even hostile; therefore, identifying audience needs and having a specific purpose are crucial to being able to convince the audience not only to accept the message but also to take action as a result of reading it. (LO 9.1; AACSB Tag: Written and oral communication)
- 9-7. A person's reasoning in a logical appeal can be misused if they resort to hasty generalizations, circular or illogical reasoning, attacks on an opponent, oversimplifying a complex issue, creating mistaken assumptions of cause and effect, and giving into faulty analogies. Care should be taken to avoid these. (LO 9.2; AACSB Tag: Ethical understanding and reasoning)
- 9-8. Starting a promotional message immediately with a call to action would not result in the

best possible outcome. Promotional messages should include planning steps to ensure that the audience's needs are being met. In order for a promotional message to be successful, one should assess audience needs, analyze the competition, determine key selling points and benefits, and anticipate purchase objections. Once these points have been addressed, the audience will have a personal connection to the message and be more responsive to a call to action. (LO 9.4; AACSB Tag: Written and oral communication)

- 9-9. If an emotional appeal is used to manipulate an audience's decision, especially if the communicator appeals to some negative emotion such as fear, then that appeal must be considered unethical. Subtle appeals to an audience's emotions that evoke positive feelings of comfort, happiness, safety, self-esteem, and so on would usually be considered ethical. (LO 9.1; AACSB Tag: Ethical understanding and reasoning)

## **PRACTICE YOUR SKILLS**

### **Exercises for Perfecting Your Writing**

- 9-10. The email uses an effective subject line and introduces common ground: finding ways to cut annual plastic costs. (LO 9.2; AACSB Tag: Written and oral communication)
- 9-11. The email uses the indirect organizational approach. The main idea is not introduced until the bulleted list after the third paragraph. (LO 9.2; AACSB Tag: Written and oral communication)
- 9-12. The subject line is relevant and effective because it deals with cost savings. (LO 9.2; AACSB Tag: Written and oral communication)
- 9-13. The writer uses mostly logical appeals by including specific cost data as well as attaching a supplemental report. (LO 9.2; AACSB Tag: Written and oral communication)
- 9-14. The audience will benefit by building the company's image while reducing costs. (LO 9.2; AACSB Tag: Written and oral communication)
- 9-15. The writer establishes credibility by supporting his claims with facts, numbers, and preliminary research results. (LO 9.2; AACSB Tag: Written and oral communication)
- 9-16. The writer reinforces his position with semantics ("let's meet"), by presenting a win-win situation (consumers will be happy and the company will save money), and by providing specific and sufficient support for his recommendation. (LO 9.2; AACSB Tag: Written and oral communication)
- 9-17. Draft Proposal on Work Ethics. (LO 9.2; AACSB Tag: Written and oral communication)
- 9-18. Imagine, a Meal That Everyone Likes! (LO 9.2; AACSB Tag: Written and oral communication)
- 9-19. Incentive-driven Sales—Don't Miss the Deadline on the 28th! (LO 9.2; AACSB Tag: Written and oral communication)

- 9-20. Original sentence focuses on features. Revision to focus on benefits: Clean-up is easy because All-Cook skillets are coated with a durable, patented non-stick surface. (LO 9.4; AACSB Tag: Written and oral communication)
- 9-21. The original sentence focuses on the features (the best graphics card). Revise it to focus on benefits: He noticed a laptop in the far corner of the room with the best graphics card, and as an avid gamer he knew he could now play games with the best performance. (LO 9.4; AACSB Tag: Written and oral communication)
- 9-22. Original sentence focuses on features. Revision to focus on benefits: Video action is smooth and crisp with the 8-millisecond response time in the Samsung LN-SN4095D 40 LCD TV. (LO 9.4; AACSB Tag: Written and oral communication)

### Activities

- 9-23. Whatever suggestions the students offer, they should specifically reference guidelines for effective persuasive messages and the advice in Chapter 6 on successful podcasting. (LO 9.2; AACSB Tag: Written and oral communication)
- 9-24. The message exhibits the following problems:
1. The tone is not professional.
  2. The tone of the letter seems to implicate most teachers with the use of the word “many,” which would be offensive to those who have not resorted to such practices.
  3. The first sentence itself starts negatively.
  4. The second sentence appears sarcastic and seems to mock the teachers.
  5. The next paragraph vaguely sends a signals to the teachers guilty of not teaching correctly
  6. The concluding sentence simply asks for a report, without any persuasion to change.

Here is a revised version of the message.

Dear Teachers:

Our school ranks as one of the preferred academic institutions in the area thanks to the efforts and teaching skills that you have adopted. Many of our former students have progressed greatly in their lives, becoming medical professionals and software engineers due to your efforts in ensuring that students learn and understand subject matter rather than just memorize by rote. We are proud of your commitment to delivering academic excellence.

However, it has been brought to my notice that some teachers have yet to adopt the prescribed teaching practices of explaining the finer nuances of the subject with appropriate examples to students. As education professionals imparting knowledge, it is our duty to foster a spirit of learning rather than just reading out verbatim from texts, and ensure that students participate in classroom discussions. I encourage you to pay attention to these fine details to ensure that we maintain the highest academic standards and leave no room for parents or students to voice their displeasure.

To share best practices, I request each teacher to prepare a brief report on their individual teaching methods. Your report should contain the subjects you teach, the grade level you teach, the number of classes you take per week, the texts you use per subject and the manner in which these texts are best conveyed to students. You may conclude by stating how your teaching methods would be improved to keep up with the rapid advances in student learning.

I thank you once again for your commitment to academic excellence.

Sincerely,

(LO 9.3; AACSB Tag: Written and oral communication)

- 9-25. This message suffers from poor organization. The writer has used a threatening phrase in the subject line and bluntly finds fault with the reader's company in the second paragraph and elsewhere in the letter. The rude tone evident throughout the letter will not convince the reader to take action. The writer needs to follow the basic AIDA model. The action the writer wants the audience to take is presented too early in the letter.

Follow the plan for persuasive requests. Grab attention with a compliment and an appeal to good business sense. Because this is not a first but a last appeal, build a strong case by presenting hard-hitting facts about the dangers of ETS. Detail specific costs to CMSI, both human and financial, which could become Kukyendahl's liability. Be careful not to make threats, but mention legal precedents as one of the strongest benefits of compliance. Request specific action with a tone of positive expectation. Provide contact information, and end with another cost benefit.

Here is a revised version of the letter:

**CMSI**  
**Contract Management Services, Inc.**  
**3638 University Blvd., Suite 302, Houston, Texas 77005-3396**  
**(832) 768-3899 fax: (832) 768-3803 www.cmsi.com**

March 22, 2013  
 Mr. Robert Bechtold, Manager  
 Kukyendahl Joint, Inc.  
 88 North Park Road  
 Houston, TX 77005

Dear Mr. Bechtold:

Re: Secondhand Smoke at 3638 University Blvd., Suite 302

Kukyendahl Joint has built a fine reputation for successful office space management, so we know you'll want to be up to date on the issue of secondhand smoke that has been plaguing our new offices since we moved in on January 2, 2012.

As we have explained before, cigarette smoke from tenants on either side of us, and perhaps above and below as well, has been infiltrating our space. Known as ETS

(environmental tobacco smoke), such smoke is classified by the Environmental Protection Agency as a Group A (known human) carcinogen. No level of exposure to Group A toxins is safe. ETS is linked to many forms of cancer, including lung, breast, cervical, and endocrine.

We lost one of our top-producing employees last week when she had to quit because the smoke was reactivating her childhood asthma. This loss is a serious blow to our bottom line. Another of our employees is in a high-risk category for heart attack, which has also been linked to ETS. Others here, including me, have suffered from bronchitis, respiratory infections, and migraines. ETS contains 4,600 chemicals, including poisons such as cyanide, arsenic, formaldehyde, carbon monoxide, and ammonia.

Sick time has already cost CMSI valuable business and lowered productivity. Plus, many of us are considering finding other jobs unless our office air becomes safe to breathe again. Secondhand smoke is even more dangerous than what smokers inhale, since the inhalation process burns off some of the toxins.

As we informed you last month, we tried hiring contractors to apply weather stripping and seal visible openings. We spent \$3,000 in this effort (see attached bills), but we have still obtained no relief from the smoke infiltration. Enclosed is a summary of recent ETS-related court cases in which landlords and owners were held responsible for providing toxin-free air for their tenants. In most of these cases, owners were also required to reimburse rents and pay damages for the harm done before the problem was remedied.

Please resolve this problem immediately. Please provide us with healthy air, refund the \$9,000 we've paid in rent since January 1, and reimburse us \$3,000 for our repair expenditures. To make appropriate arrangements, contact me at (832) 768-3899.

We look forward to breathing clean air again and to enjoying our offices in your building for many years to come.

Sincerely,

Kathleen Thomas  
Manager

Enclosure

KT:cb  
(LO 9.3; AACSB Tag: Written and oral communication)

9-26. This message reflects poor organization and a “we” attitude. The following problems are also evident:

1. The opening is misleading—it sounds like the beginning of a sales letter rather than a letter to solicit opinions and evaluate performance.
2. The second sentence is blunt, as is the tone of the rest of the letter.
3. The writer implies that customers will not want to fill out the questionnaire.
4. Imperative sentences are rude when making requests.
5. The last paragraph belongs at the beginning of the letter.
6. Writing may not be the most effective way to get the needed information.

Here is a revised version of the letter:

We appreciate your business this past year. As any of our repeat customers will tell you, your satisfaction is our goal. To help us serve you even better, please take a moment to fill out the enclosed questionnaire and return it in the enclosed postage-paid envelope.

The whole questionnaire will take less than five minutes to complete, and you'll be the one who benefits—the more we know about what you need and want, the better we can help.

In addition, we'll show our appreciation by mailing you a certificate worth 5 percent off your next repair with us. But to receive this certificate, you must return your questionnaire by April 30.

At Tolson, we want to take care of all your auto needs. We look forward to hearing from you soon.

Sincerely,  
(LO 9.4; AACSB Tag: Written and oral communication)

9-27. Here are the problematic claims:

1. "Best name" (By whom?)
2. "Suit every lifestyle and budget" (No one can ever stake claim using the term "every")
3. "Best in quality" (Under whose certification?)
4. Is the property being promoted only to newlywed couples?
5. What are the child-friendly amenities?
6. The reason for visiting the site office cannot be assumed; it needs to be stated.

Here is a revised version of the message:

The real-estate market in the West Coast province has witnessed a sudden interest in residential properties. Buyers are constantly on the lookout for real-estate developers who will not only showcase their properties, but also guide them in making the right choices.

Crankstein and Crick is one such leading real-estate developer, offering a host of properties to choose from in the area. Our properties include residential apartments and condos in the residential space, as well as commercial properties. While our properties deliver excellence in architectural design and quality standards, we also assist customers in making an informed choice depending on one's budget and lifestyle. Our corporate tagline, "Look no further," is intended to provide a one-stop shop for prospective buyers who need to be assisted throughout the prospecting and purchase process.

The latest in our bouquet of offerings is our child-centric homes designed to ensure the safety and security of children. With electrical connections out of a small child's reach, elevators and door bells that can be easily reached by children, CCTV cameras within play areas, and separate driveways for vehicles at a clear distance from a child's promenade area, these amenities are sought after by families who value safety.

We would be delighted if you visit our site office at 22 Norfox Street on any day between 11:00 a.m. and 6:00 p.m. for a guided tour of our facilities. We look forward to being of assistance and assure you of our valued service.

(LO 9.4; AACSB Tag: Written and oral communication)

- 9-28. The overall message is blandly presented; the message needs more punch through the use of action words, colorful verbs and adjectives, and enthusiastic tone. The routine opening does not fully catch the reader's attention, and some of the audience will not finish reading the brochure. This brochure would benefit from identifying a key selling point and how the audience can benefit. The reader's interest should be aroused before the price is mentioned. Although the features are identified, they are not presented in an easy-to-read format. The closing also lacks enthusiasm and needs a push for immediate action.

Add a promotional line to the letterhead and include a headline-style subject line. Pose a question that highlights the central selling point. Build interest by describing the just-washed heartbreak of a sudden deluge, using a personalized tone that suits this business. Put features and benefits in a bulleted list, using bold type to attract interest. Phrase everything using the "you" attitude. Sum up ScrubaDub's general features and benefits in another list. Wrap your action paragraph in benefits, make action easy, and conclude with a final sales tag line. In the P.S., make a special timely offer.

Here is a revised version of the message:

## SCRUBADUB CAR WASHES

*Serving car owners from 11 convenient locations  
in Massachusetts and Rhode Island*

Bob and Dan Paisner, Owners

Your "Best Defense Against a Dirty World" just got better!

How would you like a FREE car wash the next time your beauty gets rained on or thrashed by salt, slush, or snow?

Don't you just hate it when that happens *the day after* you've had your car washed and waxed? We do, too! That's why we've created ScrubaDub's latest innovation in car-wash convenience: our new computer-automated ScrubaDub Car Care Club!

For a mere \$5.95 "lifetime membership" (good for as long as you own your car), you get:

- **Our 48-Hour Express Guarantee:** As a Car Care Club member, you get the same exterior wash FREE if your car gets dirty within 48 hours after your wash.
- **Our 4-Day Clean-Car Guarantee:** Your member guarantee extends to 4 days if you've just purchased the Super Wash, Luxury Wash, Special, or Works Wash.
- **Our Frequent Wash Bonus Program:** Club members get one free Works Wash for every ten washes purchased. Best of all, our computer tracks and awards the free wash when you drive in, so you don't have to save punch cards or stickers!

- **Instant \$5 Rebates on Any Foam Wax:** You can choose Turtle Wax (lasts 10 days), Simonize (20 days), or Blue Coral (30 days)—as a Club member, you’ll get an instant \$5 rebate!
- **Members-Only Specials:** From time to time, you’ll get good deals available only to Car Care Club members.
- **Everything You Already Love About ScrubaDub:** Our computerized service tracks everything from the last type of wash you purchased to the kind of wheels you have—so your car gets the right amount of detergent, water pressure, and appropriate handling. Plus, our Satisfaction Supervisors are always on hand to take your special requests, such as towel drying or gas stain removal.

Plus you’ll still get all the ScrubaDub advantages:

- “Touchless” systems to protect your finishes
- Our secret-formula Superglo detergent to clean your car safely and thoroughly
- Wheel sensors to prescribe the right treatment for whitewalls, wire, or chrome
- Soft, heated well water to eliminate spots
- Soft-cloth drying to give your car a final gloss
- Water recycling to preserve our environment
- And a FREE wash on your birthday!

And don’t forget ScrubaDub’s Bumper-to-Bumper Guarantee: If you’re not satisfied, you can repeat the wash until you are—or we’ll refund your money.

Whether it’s pigeons or Mother Nature’s little surprises, your newest “best defense against a dirty world” is the ScrubaDub Car Care Club! Sign up today at [www.scrubadub.com/club.htm](http://www.scrubadub.com/club.htm), or your nearest ScrubaDub Car Wash. We’ll send you a bar-coded sticker to place in your window and from then on, our computers will take care of everything you need. When it’s time for a wax, we’ll let you know! Our trained attendants will even greet you by name and wish you a Happy Birthday as you drive in for your FREE wash!

Remember what Bob and Dan say, “A clean car lasts longer—and looks newer!”

P.S. If you sign up in the next 30 days, we’ll give you a Super Wash for free!  
(LO 9.4; AACSB Tag: Written and oral communication)

- 9-29. Using emotional appeals is ethical, unless you have distorted the truth or used words that can be misinterpreted. Your posting should include clear benefits and allow readers the freedom to choose. This exercise is a good chance to discuss how peer and company pressure can make people feel manipulated into contributing to a cause. (LO 9.4; AACSB Tag: Ethical understanding and reasoning)

## EXPAND YOUR SKILLS

*Critique the Professionals:* Students’ responses should contain detailed evaluations of the examples they find based on specific criteria from the chapter. For example, they might assess how well the companies’ pages reflect the techniques listed, whether or not they avoid the types of faulty logic listed, and the common mistakes outlined. They might also determine whether and

how effectively the pages utilize the AIDA format (if appropriate) and reflect high legal and ethical standards. (LO 9.1; AACSB Tag: Written and oral communication)

*Sharpen Your Career Skills Online:* This exercise calls upon students to use Bovée and Thill’s Business Communication Web Search to research an online source of advice for writing persuasive messages or marketing and sales messages. Students will summarize the content of this source in an email to the instructor, or as a post for the class blog. In either case, the conventions for communicating in the particular medium should be observed, and the summary should clearly and effectively convey the information that was learned. (LO 9.1; AACSB Tag: Written and oral communication)

## CASE SOLUTIONS

On the following pages are suggested solutions for this chapter’s cases.

### 9-30. Message Strategies: Persuasive Business Messages

*Note: Here are three high-profile executives who use Twitter to reach their stakeholders.*

Twitter lets top CEOs connect directly and personally with customers and others instantly, in 140 characters or less: <http://twitter.com>

Richard Branson uses Twitter to focus on Virgin’s CSR efforts and to connect on a personal level. See <http://twitter.com/richardbranson>.

Facebook’s Mark Zuckerberg uses Twitter to speak directly to consumers and to get news out in real-time: <http://twitter.com/finkd>.

Tony Hsieh’s frequent updates and authentic voice on <http://twitter.com/zappos> make even company news feel like a chat among friends. (LO 9.3; AACSB Tag: Written and Oral Communication)

### 9-31. Message Strategies: Persuasive Business Requests

*Note: A key point here is to avoid an emotional reaction that could lead to an offensive message (along the lines of “I can’t believe how backward this company is”). Your message has, in effect, already been rejected, so the indirect approach is definitely called for. A good strategy would be to acknowledge the boss’s valid concerns about productivity and the appropriate use of company resources, establish common ground by agreeing that the “social” label attached to these media makes them sound out of place in a business context, and then use the boss’s concerns about productivity as an opening to list the business benefits of social media. The tone of this message needs to be extremely respectful—after all, you are a new employee addressing the CEO—but it needs to exude a “quiet confidence” based on hard evidence as well.*

Subject: Re: New social media policies

Hello Aaron,

I've just read the new policy prohibiting the use of social media at this company, and I certainly agree that all of us employees need to manage our time wisely and use company resources appropriately.

The “social” label attached to these networking technologies does make them sound inappropriate for the workplace. Moreover, like telephones and email, all these new media can be misused.

However, as someone who has been an active user of various social media, I thought I might offer some insights into the many business benefits of these tools. The two fundamental benefits of social media are making connections and finding, or sharing, information. Here are just a few of the ways business professionals are using social media to make valuable connections:

- Companies finding reliable contract workers for short-term assignments and business partners for strategic alliances
- Companies finding and recruiting new employees
- Employees finding potential employers (in fact, this is how I found TransGlobal myself)
- Entrepreneurs finding potential investors, and vice versa
- Sales representatives getting introductions to potential sales leads (through shared contacts)
- Public relations specialists making connections with members of the news media
- Fostering a sense of community among customers by letting them interact with the company and one another—thereby strengthening connections with companies and their brand

And here are several examples of using social media to find or share information:

- Solving customer support issues
- Sharing information quickly during a crisis or to combat false rumors
- Building “buzz” around new products
- Monitoring competitors
- Gathering market research data and insights
- Following market and technology experts
- Collaborating with internal and virtual project teams

In all of these areas and many more, social media allow professionals to get things done that would be time consuming, expensive, or even impossible otherwise. In other words, although misusing social media is bad for the company, not using social media can be just as detrimental. By not using these media, we risk losing contact with large segments of consumers, potential employees, and influential members of the online community—and allowing our competitors greater opportunity to build all these relationships instead.

Please let me know if we can arrange a brief meeting to look at some specific examples of how companies like ours use social media to boost productivity and organizational effectiveness.

Respectfully,  
Belinda

(LO 9.3; AACSB Tag: Written and oral communication)

### 9-32. Message Strategies: Persuasive Business Messages

*Note: This is an unsolicited message, a type that is often construed as negative. The sender runs the risk of pushing the proprietor into a defensive posture if the message is incorrectly written. Students should be clear that this is a persuasive message intended to benefit both customers and business. They should begin with complimentary comments regarding the business, then move into the request and the reasons for it. The closing should include the motivation to agree: offer a benefit to the owner such as increased revenue.*

Dear Ms. Peterson,

Your coffee shop, Daily Brew, is a second home to me. Most of my free time is spent there, meeting up with friends, reading a book, or doing my homework. The excellent food and comforting ambiance are among the chief charms of your shop. Since Daily Brew is a free Wi-Fi zone, I typically spend 3 hours in your shop, doing my schoolwork. During this time, I spend between \$5 to \$8 on coffee and snacks. I'm sure this is true of many other students in this locality.

I miss only one thing at Daily Brew—a way to print my homework and other files. There are no printing services in your shop or nearby, and most students have to walk or take a bus to the campus when they need hardcopies of their files. For instance, to be able to print this letter, I had to take a bus to the College of Charleston and, consequently, I had my afternoon latté at the college coffee shop.

I am certain that college students would spend more time at Daily Brew—and hence spend more on coffee and food—if you were to provide a printer at your shop. Considering how inexpensive printers are these days, you won't need to invest much. To keep it feasible, you could charge a minimal fee that covers your paper, ink, and printer costs.

To sum up, an onsite printing facility could increase your customer loyalty and sales in the student segment. Thank you for considering this matter.

Sincerely,

Eileen Larson

(LO 9.3; AACSB Tag: Written and oral communication)

### 9-33. Message Strategies: Persuasive Business Messages

*Note: Students may use catchy social media language to grab the reader's attention. This informality, however, should not carry throughout the message as its misuse in the workplace is the main message. To better make the case against inappropriate writing, students should take*

*extra care to ensure professional, clean, concise writing for this message.*

Using social media at work: Nothing LOL about it

“afk atm brb. btw m1 gtg”

I found this cryptic message staring at me from my computer screen when I messaged a colleague, asking for a project update. Sensing my confusion, the intern who shares my workspace rushed to my rescue and expertly decoded this missive to inform me that this person is away from his desk at the moment but will be back soon, and that Module 1 is good to go.

This incident would be funny if it were not symptomatic of a larger problem that is quickly spreading across our organization. While it is exciting to see just how quickly we have transitioned to blogging, wiki writing, and other new-media activities for business communication, more attention needs to be paid to the style and quality of communication. Many of us seem to have interpreted “authentic and conversational” to mean “anything goes.” And the first to go have been grammar and spelling, closely followed by common sense and common courtesy. txtg language, acronyms, ALL CAPS, unedited videos, internal disagreements, crude language—all this and more have been evident in the social media communication environment of our company.

To protect the quality of our work environment, and our relationship with customers and other groups, we need to reverse this trend. We must keep in mind that although social media communication is often more informal than traditional business communication, we still need to maintain a certain level of professionalism when communicating online. This is especially true of external communication, but is also very relevant to internal communication, as not doing so can lead to miscommunications even more serious than the one described earlier. Also, please remember that any online communication can easily be forwarded to anyone else, and forms a permanent record that often has the legal weight of printed documents.

A good general rule to ensure that our online communications reflect well on us and the organization is to use the same care in developing electronic messages as in writing a formal letter. Take a few seconds to think about the purpose of your message and the needs of your audience, choose your structure and words carefully, and revise and proofread your message for grammar, spelling, and clarity before you put it out there. These simple steps will go a long way in developing an appropriate online identity for our company.

(LO 9.3; AACSB Tag: Written and oral communication)

### **9-34. Message Strategies: Persuasive Business Messages**

*Note: Use the AIDA model (attention, interest, desire, action). Start with an attention-getter. Provide enough detail to support your request. Think about benefits for the receiver of your memo and write accordingly. Keep the memo brief, with specific instructions on how employees can give you their ideas. Offer an incentive to promote action.*

#### WHOLE FOODS MARKET MEMORANDUM

Date: 31 January 2015 01:12:15 -0800  
From: Jessie Fortuna <j\_fortuna@wholefoods.com>

To: <storemanagers@wholefoods.com>  
CC:  
BCC:  
Attached:  
Subject: Please send your ideas for a nationwide food-donation program

Dear Whole Foods Managers,

We are doing it—not only are we providing quality foods to our customers, but we are also making a difference in our neighborhoods and communities with volunteer programs. Many of you are doing a great job donating goods and supplies to the soup kitchens in your local communities. And now we can expand those programs to support our corporate motto: “Whole Foods, Whole People, Whole Planet.”

Here in Atlanta, we’ve had great success with our “Whole Foods for Life” program. Teaming up with our local food banks, we’re making food available wherever it is most needed. The program has worked so well in Atlanta that the company wants to make it a national effort. By streamlining the process companywide, we should be able to increase the number of people we help, and we can get even more of our employees involved.

Please give us your input and assistance. Send us the great ideas you’ve gleaned from your own local experience. Even if you don’t have a food-donation program currently in place, your ideas and those from your employees are crucial to launching this charitable project.

Of course, money for this program is limited, so we’re hoping to use resources already available to us. For example, someone recently suggested using trucks from our suburban branches to make the program “mobile.” Someone else suggested that we partner with a department store or other retail outlet so that both food and clothing can be provided. We can all look at these and many other suggestions during the March 15 managers meeting.

Please share this message with your employees, and ask them for their thoughts. I’ve enclosed “Whole Foods for Life” badges for you to give any employees who generate ideas. Please relay ideas via e-mail or memo to Sandy Stromb here in the Atlanta office. We’ll have a complete list of ideas to look over at our March meeting, and together we’ll choose the best ones to develop the new companywide “Whole Foods For Life” program.

See you at the March meeting!  
(LO 9.3; AACSB Tag: Written and oral communication)

### **9-35. Message Strategies: Requests for Action**

To: SunilK@Achieva.com  
From: JosephineP@Achieva.com  
Subject: Product Launch Management is Top Priority

A new product launch is challenging at the best of times, and it’s important for the project team leader to set the right tone for the team. Applying blame or having angry outbursts doesn’t help the team get back on track, and is actually counterproductive.

I acknowledge that an avalanche of recent setbacks caused me to behave in a way that is not my customary style. As you know, I have been the project team leader for two other product launches at Achieva, and both were highly successful. Those on my teams will speak to my professionalism and ability to deal with obstacles and still stay on point and on schedule.

This launch needs a team leader who has a proven record of results. I urge you to reappoint me as team leader so I can help guide Achieva to another successful launch.

(LO 9.2; AACSB Tag: Written and oral communication)

### 9-36. Message Strategies: Requests for Action

To: JeriRoss@wunderkind.com  
From: MaxMing@wudnerkind.com  
Subject: Quick, Easy Way to Increase Productivity

Phones and the conversational interaction they enable are essential to our success at wunderkind. But just as important to our success is the ability to focus and concentrate to execute our work commitments.

Dedicating Conference Room B as a “quiet-zone” workroom could help us achieve this goal. The mobile reception in this room is already poor, so it is not an effective place for phone communication to begin with. By using a mobile signal jammer, we could turn this deficiency into a plus, making it a haven for employees who need a quiet place to concentrate and work.

By disabling phone capability and forbidding conversation, while maintaining a connection to the corporate network, this room would allow employees to focus uninterrupted. This would both increase productivity and increase employee satisfaction.

Thank you for considering this proposal. If you agree that it may help wunderkind, I would be happy to discuss it with you further.

(LO 9.2; AACSB Tag: Written and oral communication)

### 9-37. Message Strategies: Persuasive Business Messages

*Note: Take advantage of the fact that Sparks has already expressed an interest in finding promising investment opportunities. Open with a statement that indicates you heard her comments at the luncheon, and that your e-mail is a response to those remarks. Use the AIDA plan to explain how you and your business meet the criteria she established, and emphasize that WorldConnect's early success is a sign of good things to come. End with a specific request for a meeting, and include the information she would need to get in touch with you.*

From: Michael Burnett <mburnett@worldconnect.com>  
To: Melinda Sparks <sparks\_m@suddenlink.net>  
Subject: Investment opportunity in language services market

Dear Ms. Sparks:

After hearing your comments at yesterday's Entrepreneur's Lunch Forum, I'm confident that investing in my company would help you meet your financial goals.

WorldConnect Language Services (headquartered in Memphis, Tennessee) provides interpreters and translation services for business professionals. The demand for these services is widespread: within two months of opening, our office was booked to capacity. WorldConnect's ongoing success reflects a strong commitment to growth through knowing our customers' needs and meeting them in every way.

Our company's success in Memphis is only the beginning. I've researched the entire Southeast region to locate 10 other cities that offer especially promising opportunities for WorldConnect. These locations are already attracting international business, but are struggling to accommodate the language challenges that come with it.

These opportunities offer remarkable profit potential, and I'd like to talk with you about sharing in those gains. Please let me know when your schedule would allow us to meet—sometime within the next four weeks would be ideal. I can be reached via e-mail at the address above or by phone at (901) 555-1212.

Sincerely,  
Michael Burnett  
Owner, WorldConnect Language Services  
(LO 9.3; AACSB Tag: Written and oral communication)

### **9-38. Message Strategies: Requests for Information**

To: LeonSandes@HendryAssociates  
From: BrigidMalone@HendryAssociates  
Subject: Career Help/ Performance Review Compliance

Hendry Associates' commitment to helping employees attain their best performance through annual reviews and suggestions for growth is admirable. I have always appreciated this feedback and the company's policy of allowing employees to keep copies of these reviews. Perusal of these reviews from time to time can be a valuable tool in achieving one's top performance.

I find that I am not in possession of all my previous reviews, and would appreciate it if you could provide me with copies. Since the managers who wrote my previous reviews are no longer with the company, I am applying to you directly to release them.

Please let me know if you need any additional information with me. Thank you for your assistance in helping me achieve my best work for Hendry Associates.  
(LO 9.2; AACSB Tag: Written and oral communication)

### **9-39. Message Strategies: Marketing and Sales Messages**

*Note: Students have an opportunity with this message to present positive, helpful, and welcome*

*information, if presented correctly. Be sure to include as much information as needed for the conscientious parent who might consider this opportunity.*

Dear Parents,

The American Academy of Pediatrics recommends organized sports as a means of improving fitness levels and socialization skills in pre-teens and adolescents. However, given the numerous sports options available these days, choosing the right game for your child can be a difficult task. An excellent option is water polo—a combination of soccer, basketball, ice hockey, and rugby, played in a deep pool. This exciting sport can teach your child to compete in a positive environment, develop long-lasting friendships, and increase his or her stamina.

The intensity of water polo makes it a great fitness exercise. Water polo is a wonderful way to get children comfortable with water—and it helps them become better swimmers, improves their shoulder and leg strength, and serves as a cardio workout. As a water-based activity, water polo is a low-impact sport, leading to lower rates of injuries compared to other sports. The game also teaches basic water safety skills to players.

Water polo is fundamentally a team sport. The club structure of the game fosters camaraderie and cooperation amongst the players. Through the game, your child will learn to make new friends and compete in a safe, fun environment. It improves other skills as well, such as planning and time management.

Above all, water polo is fun! Many children enjoy it more than running or doing aerobics. It also instills a lifelong interest in water sports and other organized sports.

To learn more about water polo, and to find water polo programs in your neighborhood, please visit the USA Water Polo website: [www.usawaterpolo.org](http://www.usawaterpolo.org). Thank you for considering this option.

Sincerely,

Ryan Campbell  
Chief Marketing Officer  
USA Water Polo, Inc.  
(LO 9.4; AACSB Tag: Written and oral communication)

#### **9-40. Message Strategies: Marketing and Sales Messages**

Responses will vary based on the imaginary product chosen. Well-written responses will tailor the message to the product's target audience, cite both selling points as well as the actual benefits these will provide for the audience, distinguish the product from those of competitors (if any), and anticipate and counter perceived objections. (LO 9.4; AACSB Tag: Written and oral communication)

#### **9-41. Message Strategies: Marketing and Sales Messages**

Responses will vary based on the music act selected. Well-written responses might include emotional appeals to the kind of mood or lifestyle the type of music evokes. Comparisons to

artists similar to the chosen act may be cited, suggesting that fans of these may also like the featured artist. (LO 9.4; AACSB Tag: Written and oral communication)

### **9-42. Message Strategies: Marketing and Sales Messages; Media Skills: Social Networking**

*Note: These messages should be clear, concise, and informative. This isn't the place for intense marketing or sales tactics. Students should focus on providing reliable and relevant information that sets a solid foundation for additional information the public may seek from other sources.*

#### Company Overview

Curves has been helping women achieve their fitness goals in a supportive and comfortable environment since 1992. We take the pressure out of exercising with our unofficial motto: “No makeup, no men, and no mirrors.” Our 30-minute workout and revolutionary diet programs have made exercise accessible to millions of women through nearly 10,000 locations in over 70 countries. This makes us the largest fitness franchise in the world. And because a Curves membership is good at any location worldwide, that’s saying a lot. Curves members can also access an exclusive community online and get additional support 24/7 at mycurves.com.

#### Mission

Curves is about strengthening women. Our mission is to help women reach their fitness goals in a supportive, comfortable environment through our unofficial motto of “No makeup, no men, and no mirrors,” our innovative exercise and diet programs, and a global community of Curves members.

(LO 9.4; AACSB Tag: Written and oral communication)

### **9-43. Message Strategies: Marketing and Sales Messages; Media Skills: Social Networking**

*Note: Students should keep in mind that this message is written by students for perspective students. Wording of the message should be such that it appeals to student needs and tastes, focusing on what is important to them as they prepare for a new chapter in their lives. This gives the team an opportunity to analyze the messages to be used and base that analysis on unbiased personal knowledge.*

#### Three Things Students Love about Pomona

The best thing about Pomona is its location—being situated in a quaint college-town makes campus life safe and homey, while the close-proximity to Los Angeles (and its beaches) allows easy access to the opportunities of a major city. Students can take trips to mountains, beaches, and deserts, all within a few hours’ drive from campus.

At Pomona, the classes are small, which increases access to professors and creates a well-knit student community. Also, by being members of the five Claremont Colleges, students can participate in the larger 5C student groups and recreational clubs.

Pomona also boasts of great weather, with bright, sunny days through much of the year. The weather makes it possible to enjoy a variety of outdoor sports all year round at Pomona.

Life in Pomona is a wonderful balance between work and fun. So join Pomona and be a part of its rich and rewarding campus life.

(LO 9.4; AACSB Tag: Written and oral communication)

#### **9-44. Message Strategies: Marketing and Sales Messages; Media Skills: Microblogging**

*Note: This exercise in microblogging should challenge students to keep messages informative, but also short and concise. Weeding out extraneous information will keep messages on track while gaining customer interest. These Tweets promote plantable seed-paper stationery and gift items from [www.botanicalpaperworks.com](http://www.botanicalpaperworks.com).*

Messages that blossom! Eco-friendly, seed-paper stationery from Botanical PaperWorks grows and blooms into multicolored wildflowers.

These elegant paper-products are handmade from used materials and carefully embedded with wildflower, herb, or vegetable seeds.

Get custom-made seed-paper stationery. It comes in six colors, is easy to print on, and feels different. It also makes the world greener!

To promote the no-waste movement, and use or gift unique seed-paper products, shop online at: [www.botanicalpaperworks.com](http://www.botanicalpaperworks.com).

(LO 9.4; AACSB Tag: Written and oral communication)

### **IMPROVE YOUR GRAMMAR, MECHANICS, AND USAGE**

#### **Level 1: Self-Assessment—Commas**

9-45. Please send us four cases of filters, two cases of wing nuts, and a bale of rags. (AACSB Tag: Written and oral communication)

9-46. Your analysis, however, does not account for returns. (AACSB Tag: Written and oral communication)

9-47. As a matter of fact, she has seen the figures. (AACSB Tag: Written and oral communication)

9-48. Before May 7, 1999, they wouldn't have minded either. (AACSB Tag: Written and oral communication)

9-49. After Martha has gone, talk to me about promoting her. (AACSB Tag: Written and oral communication)

9-50. Stoneridge, Inc., will go public on September 9, 2014. (AACSB Tag: Written and oral communication)

9-51. We want the new copier, not the old model. (AACSB Tag: Written and oral communication)

- 9-52. “Talk to me,” Sandra said, “before you change a thing.” (AACSB Tag: Written and oral communication)
- 9-53. Because of a previous engagement, Dr. Stoeve will not be able to attend. (AACSB Tag: Written and oral communication)
- 9-54. The company started attracting attention during the long, hard recession of the mid-1970s. (AACSB Tag: Written and oral communication)
- 9-55. You can reach me at this address: 717 Darby Place, Scottsdale, Arizona 85251. (AACSB Tag: Written and oral communication)
- 9-56. Transfer the documents from Fargo, North Dakota, to Boise, Idaho. (AACSB Tag: Written and oral communication)
- 9-57. Sam O’Neill, the designated representative, is gone today. (AACSB Tag: Written and oral communication)
- 9-58. With your help, we will soon begin. (AACSB Tag: Written and oral communication)
- 9-59. She may hire two new representatives, or she may postpone filling those territories until spring. (AACSB Tag: Written and oral communication)

## Level 2: Workplace Applications

- 9-60. A pitfall of internal promotions is that a person may be given a job beyond his or her competence. (AACSB Tag: Written and oral communication)
- 9-61. What makes this development possible are the technological advances in today’s workplace. (AACSB Tag: Written and oral communication)
- 9-62. We have up-to-date physical safeguards, such as secure areas in buildings; electronic safeguards, such as passwords and encryption; and procedural safeguards, such as customer authentication procedures. (AACSB Tag: Written and oral communication)
- 9-63. When asked why BASF needs to bring in a consultant after so many years, Merritt Sink, manager of process development quality assurance, says that experience is extremely important on these types of projects. (AACSB Tag: Written and oral communication)
- 9-64. Looking at just one growth indicator, you can see that imports to the United States from China ballooned to \$102 billion in 2005, compared with \$15 billion in 1994. *Or:* Just one growth indicator shows that imports to the United . . . (AACSB Tag: Written and oral communication)
- 9-65. Levi Strauss was the first major manufacturer to develop and publicize a formal code of conduct for its contract manufacturers. (AACSB Tag: Written and oral communication)
- 9-66. In other countries, while the local labor laws may be comparable to or even more stringent than those in the United States, law enforcement mechanisms are often weak or nonexistent. (AACSB Tag: Written and oral communication)

- 9-67. Motor Co., South Korea's largest automotive producer, is building a \$1 billion assembly and manufacturing plant in Montgomery, Alabama. (AACSB Tag: Written and oral communication)
- 9-68. The long-term success of some Internet products rests heavily on broadband's wide acceptance. (AACSB Tag: Written and oral communication)
- 9-69. Creativity, flexibility, and dynamic planning are the critical elements of any successful manufacturing process. (AACSB Tag: Written and oral communication)
- 9-70. *Correct.* (AACSB Tag: Written and oral communication)
- 9-71. Internationally renowned interior designer Jacques Garcia will be designing the hotel's interiors; he will also design the gardens. (AACSB Tag: Written and oral communication)
- 9-72. People who think they know what a CEO does are probably wrong, according to Eric Kriss, a professional chief executive. [Or Anyone who thinks he or she knows . . . ] (AACSB Tag: Written and oral communication)
- 9-73. Dr. Ichak Adizes, who founded the Adizes Institute, headquartered in Santa Barbara, Calif., has spent decades studying the life cycle of businesses. (AACSB Tag: Written and oral communication)
- 9-74. The best job description in the world won't provide you with a trusted executive; only finely honed interviewing skills will help you do that. (AACSB Tag: Written and oral communication)

### Level 3: Document Critique

To: <Promotional Customer List2>  
From: Sasha Morgenstern <smorgenstern@insure.com>  
Subject: Insurance Service

Dear Potential Buyers:

You will be able to compare prices from more than three hundred insurance companies or find lower rates for any of the following types of insurance:

- Term Life
- Automobile
- Medical
- Dental
- "No Exam" Whole Life
- Workers' Compensation
- Medicare Supplements
- Fixed Annuities

### \$500 Guarantee

We'll find you the lowest U.S. rates for term life insurance, or deliver \$500 to you overnight. Plus, every quote will carry a \$500 guarantee of up-to-the-day accuracy.

“Insure.com provides rock-bottom quotes.” –Forbes

All quotes are free and accurate. We offer lightning-fast service.

What they're saying about us can be found at [www.insure.com](http://www.insure.com). Our speedy service is being talked about by everyone, and has received high ratings and positive reviews from every major business publication: *Nation's Business*, *Kiplinger's Personal Finance*, *Good Housekeeping*, *The Los Angeles Times*, *Money*, and *U.S. News & World Report*.

We provide expert advice with no sales pitch. To save you time and money, you will not be dealing with insurance agents. However, if you want advice, our salaried insurance experts are available at our toll-free customer service number. We hope you will take a moment to peruse our website today: [www.insure.com](http://www.insure.com).

Very truly yours,

Sasha Morgenstern

(AACSB Tag: Written and oral communication)