

Compelling Communication

Instructor's Guide

Hans Tammemagi



Fitzhenry & Whiteside

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1 Introduction

People often undertake a program of self-improvement where they select and study a text book by themselves. They work at a rate with which they are comfortable, and they choose the chapters that interest them. Of particular importance, they are entirely self-motivated.

Learning in a classroom environment is a completely different situation. Here, you, the teacher, must provide direction and structure to the students. In addition, you must motivate them.

The purpose of this Instructor's Guide is to assist you with meeting your teaching objectives of:

1. making the learning process interesting and stimulating, and
2. maximizing the distance your students travel down the road to becoming compelling communicators.

I believe the theme of this book – the intertwining of sound communication with persuasion to make truly compelling communication – in itself will go a long way toward motivating students, for this skill is one of the most important they can possess. This point is stressed throughout the book. In addition, the examples and exercises have been selected to represent situations similar to those that the students will need to deal with in their future lives.

2 Course Structure

Compelling Communication covers a broader range of communication topics than are generally included in one text. It is organized into three basic sections, each of which could form the subject for an entire textbook:

- A – Written Communication**
- B – Spoken Communication & Effective Reading**
- C – Media Relations**

In addition, Section A includes a relatively detailed look at the psychology of persuasion. I believe persuasion is fundamental to effective communication and, thus, must be included in any writing course. Since a great deal of human interaction takes place orally, it was a natural extension to include the topic of spoken communication in this book. Furthermore, since communication is a two-way process, *Compelling Communication* includes chapters on receiving communication, listening and reading, topics seldom included in other communication book.

I also feel that an introduction to media relations should be included to make the text truly complete, because the media plays such an enormous role in modern society. Note that persuasion skills play an important role in all three sections and is the glue that binds them together.

In summary, *Compelling Communication* serves as a comprehensive reference for all aspects of communications.

Because of the broad range of topics there are also a range of ways that the material can be presented in the classroom. Some of the options are outlined below:

Comprehensive One-Semester Course

In this option, three sections are covered in four months. This would be a relatively intense course and would require three or more hours per week of study in addition to assigned exercises. The 16 weeks of the term could be grouped as follows:

- **9 weeks for Section A: Written Communication**
- **3 weeks for Section B: Spoken Communication & Effective Reading**
- **2 weeks for Section C: Media Relations**
- **1 week for Tests and Review**

Comprehensive Two-Semester Course

All three sections together are suitable for a full college-year course, that is, two-terms. The first term could teach written communication, excluding Chapter 10, Winning Proposals, and Chapter 11, Writer's Block & Efficiency. The second term would start by reviewing the materials from the first term, especially Chapter 4, The Power of Persuasion, and then would cover Chapters 10 and 11 of Section A and then would continue with Sections B and C, Spoken Communication and Media Relations, respectively.

One Section Alone

Any one of the three sections could each form a stand-alone module, taught over a single semester. Chapter 4, The Power of Persuasion, however, is central and essential for all the sections. Thus, if either Sections B or C is being taught alone, it should also include this chapter. For a more in-depth course, Section A, Written Communication, could be taught over two semesters. Dealing with the Media could be of shorter duration than a full semester.

Specialized Topics

As each chapter has been designed to be relatively independent, focussing on a single aspect of communication, courses can be customized for specific needs. For example, a course on Communication and Job Searching might consist of the following:

- Chapter 4 The Power of Persuasion**
- Chapter 6 Format & Layout: Making it Look Good**
- Chapter 7 Letters, Memos & E-mails that Get Attention [Omit Section 7.3]**
- Chapter 8 Compelling Resumes: Selling Yourself**
- Chapter 12 The Spoken Word: Energy & Eloquence [Omit Sections 12.2 and 12.5]**
- Chapter 13 Listening and Reading: Critical Skills [Omit Sections 13.3]**

3 Course Objectives

It is of immense help to students to understand *why* they are being taught certain topics and what *goals* they are striving for. To help you guide them, the objectives for each chapter are listed below.

Objectives for Chapter 1: What is Compelling Communication?

Upon successful completion of this chapter, the student will:

1. Understand that communication is an essential part of making society function and that communication skills are a valuable asset.
2. Understand how humans communicate using words and images.
3. Understand that there is much more to communication than just passing information. Effective communication is also compelling and persuasive.
4. Identify factors that interfere with effective communication and identify ways of overcoming them.

Objectives for Chapter 2: Building Blocks

Upon successful completion of this chapter, the student will:

1. Have a better understanding of the English language and its flexibility and richness.
2. Understand the basic building blocks that form the language (the word, sentence, and paragraph) and how grammar provides the rules for their combination.
3. Understand the importance of a good vocabulary and how to use a dictionary and thesaurus.
4. Know how to write simple, clear sentences and to understand the importance of keeping sentences short and simple.
5. Understand how to compose paragraphs that contain one central idea and that link coherently to other paragraphs.
6. Recognize sentences and paragraphs that are not clear and coherent.
7. Know how to combine paragraphs into compositions.

Objectives for Chapter 3: Style and Coherence

Upon successful completion of this chapter, the student will:

1. Understand the different factors that make a written text flow in a readable fashion.
2. Recognize sexist language and be able to write with a gender-neutral style.
3. Understand the importance of concise writing and be able to edit/revise text to remove extraneous and other unnecessary words.
4. Write sentences and paragraphs that have the characteristics of good style.

Objectives for Chapter 4: The Power of Persuasion

Upon successful completion of this chapter, the student will:

1. Recognize the importance of clear and logical thinking in all forms of communication.
2. Recognize the importance of persuasion in all facets of life.
3. Understand the psychology of what motivates people to respond favourably, to be persuaded.
4. Learn how to make your communications persuasive and compelling.

Objectives for Chapter 5: Grammar and Numbers

Upon successful completion of this chapter, the student will:

1. Have reviewed the basics of English grammar.
2. Recognize the most common grammar errors and be able to identify and correct them.
3. Understand how to use punctuation properly.
4. Understand the importance of numbers and their units.
5. Be able to use numbers and equations properly and consistently in their writing.
6. Understand how to deal with abbreviations in a consistent manner.

Objectives for Chapter 6: Format & Layout

Upon successful completion of this chapter, the student will:

1. Understand the importance of the appearance of well written work.
2. Know how to design letters, memos, reports, and proposals so they are attractive and easy to read, using white space, headings, and text boxes.
3. Know how to incorporate figures, graphics, and tables into letters and reports effectively and with a consistent style.

Objectives for Chapter 7: Letters, Memos & E-mails

Upon successful completion of this chapter, the student will:

1. Know how to assemble sentences and paragraphs into longer compositions that have proper format and that are clear and effective.
2. Be able to lay out letters and memos in a professional business format.
3. Know how to do the planning for a longer piece of writing.
4. Understand how to write e-mail messages that are brief and professional.

Objectives for Chapter 8: Compelling Resumes

Upon successful completion of this chapter, the student will:

1. Learn how to write targeted, professional cover letters.
2. Understand different resume formats and which to choose.

3. Understand how to write compelling resumes that highlight the skills employers are seeking.

Objectives for Chapter 9: Reports

Upon successful completion of this chapter, the student will:

1. Know how to assemble sentences and paragraphs into longer compositions that have proper format and that are clear and effective.
2. Know how to plan a longer piece of writing.
3. Be able to lay out both long and short reports in a professional business format so they are effective.

Objectives for Chapter 10: Winning Proposals

Upon successful completion of this chapter, the student will:

1. Understand the importance of the competitive proposal in today's business world.
2. Know how to do the planning for a longer piece of writing.
3. Be able to write and lay out proposals in a professional business format.
4. Be able to incorporate persuasion techniques that will turn the proposal into a winner.

Objectives Chapter 11: Writer's Block & Efficiency

Upon successful completion of this chapter, the student will:

1. Understand the methods for overcoming writer's block .
2. Understand the methods for efficiently planning and writing letters, memos, and reports.

Objectives Chapter 12: The Spoken Word

Upon successful completion of this chapter, the student will:

1. Understand the importance of verbal communication.
2. Know the differences between verbal and written communication.
3. Know the basic skills for effective public speaking and impromptu speeches.
4. Know the basic skills for effectively participating in meetings in a way that helps him to achieve his goals.
5. Know the basic skills for participating in job interviews in a manner that will win jobs.

Objectives for Chapter 13: Listening and Reading

Upon successful completion of this chapter, the student will:

1. Understand that communication is a two-way process.

2. Appreciate the vital importance of listening and reading.
3. Recognize if she is a good listener.
4. Improve his listening skills including the ability to remember names.
5. Improve her reading comprehension and speed.

Objectives for Chapter 14: Dealing with the Media

Upon successful completion of this chapter, the student will:

1. Recognize the importance of the media in today's society.
2. Recognize situations where he might need to deal with the media.
3. Know how to write and format a press release.
4. Know the techniques for being interviewed by the media so her message is heard.
5. Understand how to conduct a press conference.

Objectives for Chapter 15: The Final Word

Upon successful completion of this chapter, the student will:

1. Have reviewed the course material.
2. Have concise checklists for many of the key aspects of communication.

4 Answers to Exercises

Exercises form a valuable part of the learning process; they do not just review what has been taught but also add new material. Answers to selected exercises are provided below and for many of them, comments are appended that describe the objectives or other aspects of the exercise.

Chapter 1 – What is Compelling Communication?

1. There is no right or wrong answer. The exercise is intended to raise awareness, that is, to get the students thinking about how they communicate.
2. This exercise has two objectives. First, to get the student thinking about the importance of communication and how it takes place in the working environment. Second, to get the student to do some writing, for their writing skills will only improve by doing lots of it. This second point also applies to exercise 3 and 4.
3. The objective is to get the student thinking about how to market themselves. Their answer here is not expected to be particularly good; the goal is to stimulate their appetite for learning to do it better, which will come later in the course.
4. The objective is to stimulate and interest the students in the important “persuasion” material that will follow.

Chapter 2 – Building Blocks

1. The objective is to get the students in the habit of using their dictionaries regularly.
2. A good thesaurus is a valuable ally for every writer, whether beginner or advanced. Not only does it provide synonyms and antonyms, but it usually also lists related and contrasted words so users can find a more appropriate word than the one they had in mind. It also generally presents idioms or phrases that contain the relevant word. Thus, a thesaurus helps writers express themselves with more accurate nuances and shades of meaning.

glorious: Synonyms are splendid, gorgeous, magnificent, resplendent, sublime.
Antonyms are inglorious, unimpressive, modest.

depraved: Synonyms are debased, corrupted, debauched, perverted.
Antonyms are scrupulous, upright.

nice: Synonyms are dainty, delicate, fine, pleasant, correct.
Antonyms are coarse, vulgar, crude, negligent, sloppy.

3. Sally did most of the hard work.
I will complete the report on time.
To prepare the report for the shareholders meeting, Fred found and fixed the accounting errors.
Our team will guarantee that your objectives and schedule will be met.

Note that the active sentences are shorter, easier to read, and pack more punch than their passive equivalents.

4. First paragraph. The central idea is that Mr. Parent is working hard to learn his new job. The topic sentence is the first one, and its location is appropriate. All the details that follow support the topic, and the amount of detail appears about correct as it presents a convincing argument. The standard pattern is used: topic sentence and then supporting details. The sentences link together because they all relate to the topic and there is a logical progression from general to specific.
5. A model answer is not provided. The objective is to get students writing paragraphs that have one central idea and a good topic sentence.

Chapter 3 – Style & Coherence

1. These two paragraphs are completely different in style. Although containing approximately the same number of words, the fiction paragraph uses one long sentence while the other paragraph uses six

relatively short sentences. The fiction paragraph uses repeated parallel construction to build suspense and drama; the non-fiction paragraph uses simple sentences and builds no suspense or drama. The fiction paragraph uses imagery such as “winter of despair” to build beautiful mental pictures, yet it provides very little information; in fact, it is difficult to see where the author is headed. In contrast, the non-fiction paragraph clearly describes how chemicals are stored and that no accidents have occurred.

The reason for the difference in styles is that the fiction paragraph is intended to entertain, whereas the non-fiction paragraph is intended to inform.

2. The objective is to get students to practice planning a composition, and also to encourage them to always make a plan.
3.
 - a) These four recycle centres ensure that minimal waste goes to landfill.
 - b) Although vacation, illness and emergencies will impact scheduling, we will meet these guidelines.
 - c) The interior surface of the conduit should be continually wetted during operation to avoid accumulation of particulate matter.
 - d) These principles provide a method for dealing with problems, while allowing interaction with the employee.
 - e) Sheila was skilled in debating, writing, and acting. Unfortunately, she was also stubborn and hot tempered.

Note that the above sentences, although shorter, are more powerful and elegant than the originals.

4. The following five sexist words or phrases should be replaced by gender-neutral words, such as shown below:

master of	expert in
businessman	businessperson
right-hand man	second-in-command
spokesman	spokesperson
man-hours	hours

5.
 - a) Sadly, this kind of almost incomprehensible writing is seen far too frequently on the financial pages of our national newspapers. This passage is definitely not effective, because it uses only one sentence and includes ridiculous jargon such as “visible and recurring revenues.” It is trying hard to impress rather than inform. It fails on both counts.
 - b) Significant progress has been made in bringing expenses down to the level of revenue. We anticipate that our expense-reduction initiatives will improve financial performance in the future.

Chapter 4 – The Power of Persuasion

1. This question has no right or wrong answer. Normally, persuasion happens at a subconscious level. This exercise is intended to raise awareness of persuasion and to encourage students to think consciously about it and its role in day-to-day activities.
2. Yes, this advertisement is effective. It is unusual (Christmas shipping in summer) so it grabs your attention. It offers many good benefits: 25% discount, two free CDS, and getting Christmas shopping done early and without leaving home. Note that it is also short, i.e., one page.
3. It will be interesting to see what ideas students present.
 - a) **USPs include:** your staff is young and eager and will work hard and diligently; you can also do landscaping design; your rates are lower than the competition; you are willing to work at odd hour or a rush basis, if necessary.
 - b) **Weaknesses include:** you are not well established and have few references; clients may worry that you won't be in business next year; since all of you are young, clients may feel you don't really have the experience and don't know what you are doing.

It is important to tackle these weakness head on rather than ignoring them. The proposal should include references and photos of the few jobs that have been done, highlighting those aspects that are particularly difficult or complex.

Chapter 5 – Grammar and Numbers

1. **Clause:** must contain a subject and a verb.
Phrase: a group of words that serve the same function as a single word.
Preposition: a word that connects a noun or pronoun and some other word in the sentence.
Conjunction: joins two or more units that are grammatically equivalent.
Pronoun: a substitute for a noun.
Pluperfect tense: also know as past perfect. The tense made up of the past tense of the auxiliary have and the past participle of a verb: I had gone to the store. They had slept badly. It describes an action completed sometime in the past.
2. Words such as phenomena, strata, and data can be used as both singular and plural.

Sally is a good athlete. She can hit the golfball farther than her brother, regardless of which club she uses.

They played golf as they always did on Sundays. Going to the pub afterwards was its own reward.

The corporate seal was not in the safe nor in its usual place on the vice-president's desk.

Just between you and me, the president told me that last quarter's earnings were disappointing.

Yesterday, he put the staplers, rulers, and pens on the desk, however, he did not enjoy doing this task.

Although Sam is going on another two-day diet, – his third this year – I don't think he will lose any weight.

3. "I'd be pleased to make you coffee," said Joan, "but I am too busy right now, you male chauvinist."

Can you please bring the following to the meeting: the agenda, blank pads, two jugs of water and glasses, and a white board and markers.

John toured Ontario, Saskatchewan, and South Dakota; Jean, however, only visited New Brunswick.

"I'll get you my pretty, and your mutt too," said the monster.

4. Albert is not only a good lawyer but is also an excellent tennis player.

The soccer game was both invigorating and exciting.

Although junk foods such as chocolate and potato chips satisfy the appetite, they offer nothing toward building health. They take up valuable space and, in particular, take the place of proper foods needed for a balanced diet and good body and bone growth.

Medical doctors do little health education because they are not trained to be educators, cannot earn money dispensing health education, and have no interest in being health teachers.

I sent Samantha to The ABCs Writing School in Banff so she could improve her writing skills. Much of the time the weather was beautiful, so they didn't do any writing. By the end of the month, she had made little progress. Since my expectations were not satisfied, I signed her up for the next session.

Note that the original third sentence had no bearing on the topic of the paragraph so it was removed and replaced by a meaningful sentence.

5. Ambassador Lithbrunt is seated comfortably in his rocking chair in his spanking new office in downtown Wollongong. "I don't know too much about the environment," he admits. "But when Prime Minister Smith asked me to take on this job he said, 'You'll learn.'" And Gilbert Lithbrunt, newly appointed as Zwaziland's Ambassador for the Environment has been working hard to climb up a steep learning curve. He has immersed himself in the environment spending long hours reading, discussing, speaking to whoever will listen, and, more importantly, visiting and getting hands-on experience at environmental sites across the country and overseas. "I plan to go further in protecting the environment regardless of the obstacles," he said, smiling.

6. Eleven cartons, 12 percent of the total, were delivered to Pier 13.

Each van is equipped with twenty-two 4-L containers of No. 7 solvent.

Figure 7 depicts the mine with 2 shafts, 14 galleries, 22 km of tunnels, and 5 trucks.

I would like to order seven 2-kg bags of coffee.

Please increase Josephine's salary by 4 percent starting next month.

7.	3.25×10^7	1.73×10^2	2.4×10^{-2}
	987,000	2.13	0.0456

8. The electricity in Lesotho operates at 220 Hz.

The radioactive atom, prolitarium, disintegrates at 7.25 Bq.

The surface of the sun reaches temperatures of 4.312×10^6 K.

9. $E = mgz + \frac{1}{2}mv^2$

where E = total energy in Joules,
 mgz = potential energy in Joules,
 $\frac{1}{2}mv^2$ = kinetic energy in Joules,
 m = mass in kg,
 g = acceleration of gravity in m/s²
 z = height in m, and
 v = velocity in m/s.

Chapter 6 – Format & Layout: Making it Look Good

1. The objective is two-fold: for students to learn how prepare tables, and also to raise their awareness of, and encourage them to use, a wide variety of software that can help them make their documents look good.

2.

Artful Décor Ltd.

Internal Memo

Date: March 27, 2005
From: Suzette Baldwin, Services Director
To: Joe Bloggs, Mariam Johnson, Bob Blowell
Re: Stores and New Products

I am pleased to announce that we have expanded both our merchandising line and the number of outlets. Note that we now have several new products:

- a Swedish sofa in many colours,
- Ansell Adams framed prints (five different scenes),
- carved wooden giraffes: four different wood finishes,
- a completely new and wild line of wallpaper in the new Rave Modern style, and
- sleek new CD holders. These are available in 25, 50, and 100 CD sizes.

We also have three new stores, which are all in hot new locations that should attract beaucoup de business:

- Scarborough, Ontario (456 Scarp Drive),
- Lac du Bass, Saskatchewan (678 Pass Boulevard), and
- Itchkook, British Columbia (12A Cook Street).

Please:

1. incorporate this information into the new catalogue and
2. draft an advertising campaign so we can let the world know about this.

3. The following leaflet is fairly basic, but would be suitable as a handout to provide information for tourists who are interested in the hydroelectrical aspects of Niagara Falls. A heading was added as well as the organization's name and address at the end. Note how the sidebar helps break up the text and make it more attractive visually. It could be further improved by adding a photo or clipart, especially if it contained colour, and by placing the text in two columns.

The Power of Niagara Falls

Since the early 1700s, entrepreneurs dreamed of harnessing the vast power of the Niagara River. The first significant tapping of Niagara's power occurred in the late 1800s when a canal was constructed to supply water to a number of factories, which used hydraulically powered shafts and pulleys. A small powerhouse also supplied electricity to 16 street lamps in Niagara Falls, New York.

The larger scale use of Niagara's power required a means of transmitting it long distances. The solution, alternating current, was discovered in the late 1890s and in 1895, the first large-scale hydroelectric plant in the world began operating using a/c generators. A year later power was transmitted to Buffalo along cables.

In 1903, another hydroelectric plant was constructed on the US side, and a few years later, Canada also constructed a number of electricity plants.

The availability of large amounts of power attracted many industries, and also gave birth to a wonderful tourist attraction, the electrically driven Niagara Gorge Railway that carried millions of sightseers and operated until 1933.

The generation of electricity increased substantially with the construction of the Canadian Sir Adam Beck power stations and the American Robert Moses station. Sir Adam Beck I was completed in 1921 and was the largest hydro power station in the world. Water is brought to this site via a canal from above the Horseshoe Falls. The second power station was completed in 1954 and receives water via large tunnels that pass under the City of Niagara Falls.

On the opposite bank, the large American power station Robert Moses was completed in 1961 with a capacity of 2,400 megawatts. In total, the Niagara River generates about 4,400 megawatts of electricity. These mammoth stations divert up to 50 percent of water from Niagara Falls. So if you think the Falls appear bigger in the daytime, it's not an illusion caused by too much Niagara wine.

Both stations are open to the public. Come and marvel at the power of the Falls.

An Inventor and An Entrepreneur

Nikola Tesla, whose invention of alternating current became the basis of electricity transmission and electric motors, was the world's most celebrated scientist in the late 1800s. In 1891, he sold the patents to his alternating current dynamos, transformers, and motors to George Westinghouse who was awarded the contracts to install electric power machinery at Niagara Falls. Westinghouse went on to build a megacorporation based on Tesla's genius.

Niagara Falls Tourism Cooperative
123 Falls Avenue, Niagara Falls, Ontario
915 345-6789

Chapter 7 – Letters, Memos & E-Mails that Get Attention

1. This letter can be analyzed in four categories:

Format:

This letter is not properly formatted.

- The letter should be printed on the organization’s letterhead
- The Re line should be left justified.
- The inside address should be left justified.
- The salutation should read Dear Ms. Lambert:
- Paragraphs should not be indented.

Content:

- The content appears to contain the necessary information, but due to the pompous and convoluted writing it is difficult to understand.

Style:

- The writing is very pompous using terms like “pursuant to,” “herein,” and “aforementioned.”
- The writer is trying hard to sound impressive and important, rather than making the message clear to the reader.
- It could be shorter.

Persuasion

- The objective is solely to transmit information so persuasion does not play a role.

2. Although the letter is written from a private citizen, not a corporation, it should still follow the formats discussed in Chapter 7. By looking professional it exudes authority and is more compelling. Everyone should take the time to design their personal letterhead (this is easy to do with today’s wordprocessing software).

Note that the letter is short yet contains the relevant information to aid the Customer Service Department (dates, invoice number). It politely places the responsibility with Outdoors Emporium and avoids making accusations or being inflammatory. By using a professional style and format the writer gains authority and credibility; it shows that the writer is the kind of customer they want to keep.

Joseph Martiniglass

123 Maple Boulevard

Anytown, Ontario

L3F 4Q7

915 123-4567

martiniglass@internet.com

Outdoors Emporium Inc.
321 Oakley Lane
Somewhere, Saskatchewan
S3F 3L7

July 12, 2010

Attention: Customer Services Dept.
Subject: Broken Lantern

Dear Sir/Madam,

Enclosed please find the camping lantern, which I ordered from you on May 23 (your Invoice P345L001) and was delivered on July 9. The glass was broken when it arrived. As you can see, it appears that somehow proper packing materials were omitted.

Please send me a replacement.

I would also appreciate receiving compensation for the cost of postage to return the broken lamp (\$8.79, receipt enclosed).

Thank you.

Sincerely,

J. Martiniglass

- 3 and 4. Note that a memo is used internally, so it does not need to have the same degree of visual appeal as a letterhead. It does, however, have to be functional, complete, and easy to follow, or the employees will not use it.

Web Weavers LTD.
.....
M E M O R A N D U M

From: John Smith, President Date: June 12, 2009
To: All staff File No. HR-12-09
Subject: New Employee Jane Sparkfield
Copies to: _____

I am pleased to announce that Jane Sparkfield will join Web Weavers this Wednesday, June 14.

Jane, hails from Vancouver, is an expert in designing computer animation and was involved in the cutting edge of this field on the west coast. She will help us develop new customers and market applications in this fast-growing area.

You are invited to join Jane in the boardroom at 11:00 am on Friday when she will discuss and demonstrate her animated designs.

But please do not wait until the demonstration. Make Jane feel part of the Web Weaver family by dropping into her office (Room 234A), introducing yourself, and exchanging ideas on how animation can enhance the web sites you are working on.

5. Students should design and use a simple but effective letterhead.

Note in the first paragraph the writer introduce himself and explains why he is writing. In the second, he provides the questions he wants answered; these are laid in point form so the recipient can easily see exactly what is wanted. In the final paragraph he offers thanks and a copy of his report. This is akin to offering payment and helps to close the deal, that is, it places extra psychological pressure on Mr. Charleton to provide the information. The overall letter is professional in appearance, brief, and easy to understand.

Joseph Martiniglass

123 Maple Boulevard

Anytown, Ontario

L3F 4Q7

915 123-4567

martiniglass@internet.com

Room 317

July 12, 2010

Queens Park

Toronto, Ontario

M4C 3T3

Attention: John Charleton, Chair,

Subject: Water Pollution in Central Ontario

Dear Mr. Charleton,

I am a 4th-year student at Nagarakis College enrolled in the Environmental Science stream. Our class is conducting a research project on groundwater and surface water pollution in central Ontario, primarily in the area of Walkerton. The objective is to determine whether stronger regulatory controls are necessary on certain activities or industries.

As your committee is studying similar issues, would it be possible to obtain the following information:

1. What legislative and regulatory changes are planned to improve and safeguard Ontario's drinking water?
2. What budgets have been allocated?
3. Please send any other reports or data that are relevant.

Thank you for your assistance. I will send you a copy of our research report when it is completed.

Sincerely,

J. Martiniglass

6. As this is an internal matter, a memorandum is the suitable method of communication.

Note that the message is firm and makes clear that if such behaviour is repeated it will have serious consequences. But it is also diplomatic, striving to build a bridge with these employees so they will remain friendly and loyal to the company. It closes on a positive note.

Web Weavers LTD.
.....
M E M O R A N D U M

From: Jeanne Charlevoix, President Date: June 12, 2009
To: Albert Potvin, Johanne LaSalle, Bob Brown, Richard Lejeune
File No. HR-12-09
Subject: Personal use of company van
Copies to: Human Resources Dept.

Gentlemen,

Last weekend you took the company van without permission and drove it to Sherbrooke to play in a concert. As you are aware, this is contrary to company policy, which prohibits the use of the van for personal business.

If this occurs again, I have no alternative but to terminate your employment.

It would be a loss for all of us, however, if this occurred, for you are valuable employees at Web Weaver with many years of exemplary service. I am also pleased that you are talented musicians. Thus, instead of requesting payment for the van's use, I would like to suggest that you play for us at the upcoming annual picnic.

7. We are pleased that you have been an excellent customer of Meteor FlimFlam for eight years, and we very much want our good relationship to continue. I am sorry that your circumstances have prevented you from making your last two payments, and, therefore, we must withdraw your credit card privileges at this time. We will be pleased to re-instate your privileges once full payment has been made.

Note that we will not notify the consumer collection agency for another two weeks, to allow you time to make payment and avoid having your credit rating tarnished. Please contact me so we can explore the different plans we have for repayment.

The above letter is polite, recognizes the years of good relationship, and offers hope of alternative (perhaps easier?) methods of payment. It relies on the recipient being an honest person who does not want to tarnish her credit rating, and it is sensitive to the fact that she has come on hard times. Note that it does not bully or threaten.

Chapter 8 – Compelling Resumes: Selling Yourself

1. By compiling the results from many students, a comprehensive listing of job-placement web sites can be prepared. This will be a valuable resource for those students who are graduating in the near future.
2. The objective is for each student to do a thorough self-analysis of skills and experience. This will be useful for Exercise 3.
- 3 and 4. The answers should follow the format and content shown in Figures 8-1 and 8-2.

Chapter 9 – Reports

Because the answers will vary so widely, it is not possible to provide model answers for the exercises of this chapter.

Chapter 10 – Winning Proposals

1. **USPs include:**
 - Central downtown location is close to main taxi companies.
 - Midtown can provide not only sales, but also servicing and repairs, i.e., one-stop shopping.
 - Because of its large volume of business, Midtown can offer good discounts, i.e., good price.

Weaknesses:

 - Midtown Motors has no experience in this kind of sales
 - Midtown Motors does not know the tax companies, so it does not know the details of what they expect.
 - Midtown Motors does not know the competitors, so it does not know how they bid or what other “perks” they offer.
2. The cover letter in Figure 10-1 is far superior. Weaknesses in the exercise letter include:
 - There is no personal warmth; it lacks “I” and “you.”
 - The third paragraph is out of order; it should be the last one. This gives the impression the letter is simply a careless cut-and-paste effort.
 - It is very general and lacks specific detail. Note how the specific mention of toxicology, fire fighting, etc. in Figure 10-1 brings it alive

and shows the writer has taken the time to craft a letter specifically for the purpose.

- The exercise letter contains no USPs, a serious omission.

In summary, the letter in Figure 10-1 makes a strong case for winning the contract; it offers USPs, shows knowledge, and exudes warmth. The other letter is effectively only a form letter that announces they are submitting a proposal.

3. You should not submit a proposal for the following reasons, in decreasing order of importance:
 - It will be hotly contested with probably 25 or more bidders, some of whom are almost certain to have expertise in this area, and may possibly have worked for the government on earlier stages of the technology development.
 - Your firm has no experience in this kind of work, which will be highly scientific and requires a detailed knowledge of the laboratory work and theory that led to the development of this technology.
 - The work is not routine. In fact, it will almost certainly be fraught with difficulties. Your firm does not have the technical skills to cope with these. Furthermore, these difficulties will very likely lead to cost over-runs, and government departments are notorious for being penny pinchers, so this is not a high-profit job; quite the contrary.
 - Being a government RFP, it will likely demand a very detailed (and expensive) proposal.

The positive aspects are that your staff is idle, so they are available for the proposal preparation. Also, the project would allow you to be at the cutting edge of a new technology, so there appears to be a big future payoff.

This RFP should be bid if and only if you can add a subconsultant to your team who has recognized stature in this technology, perhaps a university professor or someone involved in earlier phases of the work.

Lesson: Wishful thinking is an inherent part of human nature.

Unless you want to waste a lot of time and money, you must overcome this tendency and evaluate RFPs objectively, looking especially closely at the negative aspects. Avoid the lottery-ticket mentality.

Chapter 11 – Writer’s Block & Efficiency

- 1 and 2. Neither of these exercises has a right or wrong answer. Their objectives are to raise the students’ awareness of these topics. Instead of marking the assignment, the students can present their answers as part of a class discussion. The exchange of ideas will

stimulate the students and give them fresh perspectives on how to improve their efficiency.

3. In this exercise, the answer is not as important as how they got to the final letter. Ask the students to present their outline, the final letter, and the time it took them to complete the exercise. Here is a model letter.

Dear George,

I have now been with IndusCool for eight months without a salary increase. During this time I have regularly worked about 45 hours per week, often travelling on weekends and evenings to the field sites so I can start early and present a good image of the firm.

Furthermore, I have been managing some of the smaller projects almost entirely by myself, and generally assuming a responsibility on larger jobs that is at a project-engineer level. As you saw on the Filbert project, for example, my work is of high quality and the clients are pleased with it.

I enjoy working here and plan to take additional university courses so I will be more knowledgeable about the science and engineering underlying our leading-edge cooling technology.

I hope you will agree I deserve a salary that properly reflects the energy, commitment and skills that I am contributing to make IndusCool grow and prosper.

cc: Human Resources Dept.

Persuasion points in the above letter:

- The memo is personal,
 - The memo is copied to Human Resources, putting pressure on George to deal with the situation, rather than ignoring it.
 - There are no threats to quit nor any confrontation. It is all positive.
 - The specific reference to the Filbert project adds credibility.
 - The specific reference to future university courses shows a long-term commitment.
4. To be efficient in today's age of computers, good typing speed is essential. This exercise could simply be given as a suggestion to the students to undertake as a self-improvement program. Alternately, it could be assigned early in the term and marks given for those that have achieved a reasonable level of touch typing by the end. Other options are possible.

Chapter 12 – Spoken Communication

- 1 and 2. These are not questions that can be quantitatively marked, but the answers can be reviewed as part of a class discussion.
3. An excellent exercise for students. If the number of students is not too large, it could be done in class, otherwise it can be completed at home.
4. This exercise is also useful for class discussion.
5. This exercise may be too difficult for students, especially if the speeches are to be presented in class. If your course is focussing on spoken communication, you may wish to include it; otherwise, it may be omitted.
6. The objective of this exercise is for students to learn about presentation software.

Chapter 13 – Listening and Reading

1. A good exercise for classroom discussion of the answers. You can compile statistics on which questions received most “No” answers and then discuss how to overcome these problem areas.
2. This exercise can not be marked, but is useful for getting students to be more aware of their own speaking style and showing the importance of eye contact.
3. This exercise can be done in class with subsequent discussion.

Chapter 14 – Dealing with the Media

1. The students’ press releases should follow the format in Figure 14-1 and in the model answer, below.

PLACERTOWN COLLEGE

96 RIVER BOULEVARD, PLACERTOWN, BRITISH COLUMBIA V6T 3P2
604 651-2752; 604 651-1795 FAX

PRESS ANNOUNCEMENT FOR IMMEDIATE RELEASE

November 22, 2005

NEW ARENA OFFERS WIDE SPECTRUM OF ENTERTAINMENT GRAND OPEN HOUSE ON THURSDAY

Dr. Blake Charterwell, President of Placertown College, proudly announces the opening of the college's upgraded Artie Smythe Arena, following an extensive \$17 million renovation. "This is the best arena facility in eastern BC and will put Placertown on the map, not only for sporting events, but also for entertainment."

The arena's seating has been increased to accommodate 3,000 spectators, the restaurant and snack bar facilities have been modernized and increased in size, and the exterior has a sparkling art-deco appearance. The parking lot has been enlarged and will continue to offer free parking.

The arena will provide dazzling entertainment for every taste. For the hockey fan there are 12 college hockey games featuring the exciting Placertown Pit Bulls and 15 Western Hockey League games with Placertown's Flying Mariners. An interprovincial volleyball tournament will take place in January. And for the arts aficionados, the Artie Smythe Arena proudly presents four concerts: the Headless Pumpkins in December, the Kamloops Symphony Orchestra in January, Selina Dionne in February, and the Razor's Edge in March.

The new office, which will offer accounting, tax preparation, and financial planning for individuals and corporations of all sizes, has five chartered accountants, three financial planners, and three supporting administrative staff. It is one of 15 offices located coast to coast and confirms Blake and Blake as one of the premier accounting firms in the country.

An Open House will be held on Thursday, November 24, with a dazzling array of demonstrations, including members of the college's Pit Bulls. Everyone in Placertown is welcome. Please come and see the new facility.

To book tickets for events, call the box office at 604 654-2385.

-30-

For more information contact: Susan Hoppington, Publicity & Events Manager, 604 651-2752

2. This is not an easy problem as a store opening is not an overly exciting event. Nevertheless, there are opportunities, and the students should strive to be imaginative. Various approaches might include a ribbon-cutting with a local dignitary such as the mayor, a famous person signing her photo, and big free give-aways of computers or similar. Emphasis should be placed on events that are photogenic, as newspapers love good photos.
3. This is a relatively straightforward exercise that teaches the student that there are a very broad range of potential media contacts and how to locate them.
4. This is a difficult exercise and illustrates how tough and ruthless the media can be in their questioning. The lesson the students should take away is that if they know demanding questions are coming, they must spend the time to prepare good responses.

Because of its difficulty, you may wish to exclude this question for classes that are touching only lightly on this chapter. For classes that are focussing on Media Relations, you might consider doing additional, similar exercises, but acting them out in class.

- a) On behalf of Travelling Feasts Ltd. I would like to extend my deepest sympathy to all of those who became ill after Tom and Carolyn Smithman's wedding this weekend. I would like to assure you that we are grief-stricken by what has happened and are taking immediate steps to ensure it will never occur again. We have sent flowers to the people in hospital.

Immediately on learning of the illnesses, we initiated an investigation. We are working with the Department of Health to test all the foods that were served that evening, and hope soon to determine which dish and which supplier were responsible.

Travelling Feasts Ltd. only purchases the highest quality food products from reputable suppliers. Furthermore, our staff receive training in hygiene and sanitary practices. We have a college-trained hygienist on staff whose responsibility is to ensure that everything is done according to regulations or better. In addition, we regularly conduct inspections of our kitchens and operating procedures. These inspections are over and above those conducted by the Department of Health. I invite the media to visit our premises and see for themselves.

Once we have determined the cause of this unfortunate incident we will work with the Department of Health to formally document and implement measures that will prevent such incidents from happening again.

We at Travelling Feasts Ltd. are extremely upset, first, for the families and individuals who have suffered, but also because our reputation and livelihood is at stake. Let me assure you that we will

do everything humanly possible to find out what happened and to prevent it happening again.

- b) That decision is the responsibility of the Department of Health. We have cooperated, and continue to cooperate, with them fully. They conduct regular inspections of our premises and they have found no evidence of anything wrong. In the five years we have been in business, they have found nothing wrong and have not issued even a single warning. As I stated earlier, we welcome the media to visit our kitchens and see for themselves.

Not at all. At Travelling Feasts we take pride in serving high-quality gourmet foods. Our food supplies generally cost more than average, and often, because we specialize in exotic dishes, there is only one supplier available. I can categorically state that we do not seek out the cheapest food. Quite the opposite, in fact, we seek out the best quality to suit the needs of our customers.

5 Tests and Examinations

As you may wish to test your students periodically, below are a list of questions that may be used. They include questions that require both short and long answers.

Chapter 1

- Explain what two skills are combined to form effective communication.

Chapter 2

- What are three basic building blocks of the English language? Which is the basic unit of communication? Why?
- How can you improve your vocabulary?
- Why should you not rely exclusively on spell-checker to proof your documents? Give examples.
- Name six pieces of information that a good dictionary provides.
- Explain the difference between active and passive sentences. Give an example of each.
- Which is generally preferred, the active or passive sentence? Why?
- What is a compound sentence? Give an example.
- What is a complex sentence? Give an example.
- Which is the most important sentence in a paragraph?

Chapter 3

- Name six types of business communication.
- Describe four characteristics of good writing.
- List the main components of making a plan for your written communication.
- Name and briefly describe five ways of improving the style of your writing.

- Rewrite the following sentences so they are more concise:

As we are endeavouring to save energy, please turn off the lights should you be the last person to leave the office.

All persons interested in applying for this position with our firm should submit their completed applications by no later than September 30.

Chapter 4

- Name five of the seven persuasion principles and briefly describe why each works.

Chapter 5

- Explain the difference between *further* and *farther*.
- What are the two meanings of *however*? Use each in a sentence.
- What are two uses of the hyphen? Give an example of each.
- Explain the difference between *that* and *which*.
- What is the serial comma? Should it be included or not?
- What is an em dash and when should it be used?

Chapter 6

- Why is good format and layout of your document important?
- What is justification? Should you right justify the text of your letter? Should you left justify it?
- What font size and type are most common today, and why?

Chapter 7

- What are the eight basic components of a business letter?
- Name the most common letter format and briefly describe it.
- List four ways to make your business letters have impact.
- Describe how a business letter and memo differ in both format and purpose.
- You are responsible for charitable drives in your company, and one of the most important, a food drive for homeless people for Thanksgiving, is approaching. Write a memo that will go by hardcopy and e-mail to all employees encouraging them to contribute non-perishable food to this worthy cause. Provide the recipients with motivation to donate, suggestions for the kind of food they can give, and the dates and locations when and where they can drop off their donations.
- List four ways to make your e-mails have impact.
- Should you use e-mail for confidential communications? Why?

Chapter 8

- When applying for a job, name four things you want to show your prospective employer.
- Why should you always send a cover letter with your resume? What should it contain?

- Write a letter to a former instructor or employer, asking permission to use that person as a reference in applying for a part-time job in the bookstore at your college.
- Name three things you should do if a prospective employer requests an electronic copy of your resume.

Chapter 9

- Name the six steps for preparing a report.
- What is an *executive summary* and why is it important?
- What is an appendix and when is it used?
- Name and describe the two methods of citing references.

Chapter 10

- What is a proposal and how does it differ from other reports?
- Name the seven guidelines for making a winning proposal and briefly describe why each is important.
- You work for a relatively small property management firm and have just received the announcement for a conference in Calgary at the end of next month. This is a major meeting, held every three years, and you are anxious to go since you can make many valuable contacts and learn of the latest trends in your field. Registration for the conference is \$275, which covers all three days' meetings and field trips. The hotel is offering a special rate of \$78 per night and you are willing to eat for \$47 per day, well below the standard per diem of \$72. You really want to go, but your company is not doing well financially. Write a memo to your supervisor, Mary Ellen Conwright, requesting her permission to attend. You will need to use your best persuasion techniques.
- What is the single most important part of your proposal?
- What are the two most common ways of including price in a proposal?

Chapter 11

- Should you stop work for the day at the middle or end of a unit? Why?
- Name five ways to overcome writer's block.

Chapter 12

- Name three differences between written and spoken communication.
- List the four steps in preparing and delivering a formal speech.
- Name five guidelines for delivering a good speech.
- How can you research a company before going for a job interview?
- Provide an answer for the following interview question: Why are you seeking this job?
- List five questions you might ask the interviewer at a job interview.

Chapter 13

- Why are listening and reading important?
- What are the two main ways to improve your listening skills?
- How can you improve your ability to remember names?
- List five ways of improving your reading speed.

Chapter 14

- You are on the organizing committee of the World of Words, which is hosting the fifth annual book prize for Truro County, Nova Scotia. A gala is to be held on November 13 at McElwain Lodge to announce the winner. The evening will be emceed by Martha Codslip, a well known comedian and writer, and the award will be made by the mayor of Truro. All of the best known authors in the county have entered books. Write a press release for this event.
- You are hosting a media event, what should be included in the media kit?
- List at least four guidelines for dealing with the media when they call for an interview.
- List at least three guidelines to follow during your interview.