CURRICULUM: BUSINESS WRITING THAT BUILDS RELATIONSHIPS

The course Business Writing That Builds Relationships is a career-skills learning experience designed for college and vocational students. You will find details about the course, along with the full curriculum, in this document.

Course Description
Components of the Curriculum
Course Outline
Curriculum
About the Curriculum Designer: Lynn Gaertner-Johnston


BUSINESS WRITING WITH HEART TABLE OF CONTENTS

Introduction
Part One: The Essentials
1. Add Heart to Your Writing One Message at a Time
2. Protect Your Relationships by Avoiding Bad Email Behaviors

Part Two: The Opportunities—Powerful Messages That Often Get Overlooked
3. Write Mighty Thank-Yous
4. Give Positive, Powerful Feedback
5. Send Congratulations to Warm Hearts and Build Relationships
6. Convey Condolences to Connect With Others
7. Personal Introductions: Pave the Way to New Relationships
8. In Your Job Search: Write Messages That Build Relationships and Create Opportunities
9. Send Meaningful Christmas, Chanukah, and New Year’s Greetings

Part Three: The Challenges—Messages That Can Make (or Break) Relationships
10. Write Apologies to Mend Fences and Support Relationships
11. Share Bad News Without Fostering Bad Feelings
12. Say No Clearly and Courageously
13. Disagree With Discretion, Not Destruction
14. Remind People Without Nagging or Whining
15. Deal With Anger (Yours and Theirs) to Preserve Relationships—or End Them Well
16. Share Constructive Feedback to Improve Performance—and Relationships
17. Communicate Around the Globe With Courtesy and Wisdom

Part Four: Take Action

For Your Reference
- Recommended Resources: Learn More About Building Relationships
- Ways to Render Names and Titles in Greetings and on Envelopes
- Greetings (Salutations) for Letters, Notes, Emails, and Text Messages
- Complimentary Closes (Sign-Offs) for Letters, Notes, Emails, and Texts
COURSE DESCRIPTION: BUSINESS WRITING THAT BUILDS RELATIONSHIPS

Brief Course Description: Students develop writing and thinking skills that build professional relationships. They discuss and write emails, texts, and other messages, applying relationship-building communication principles to routine situations and those that require special care and sensitivity. Prerequisite: six hours of English composition, business English, or written communication.

Course Requirements: The course requires a variety of written assignments. They may include introducing a classmate online, expressing thanks, communicating feedback, expressing condolences, congratulating, sharing bad news, saying no, disagreeing with discretion, reminding, responding to anger, and requesting help during a job search. Several brief analyses of writing and a final report on one’s learning are also required. There is one team project.

Detailed Course Description: The course provides a career-skills learning experience in the sophomore, junior, or senior year. The course helps students:

- Recognize how to communicate in ways that build relationships on the job.
- Apply specific methods to compose diplomatic, respectful written messages.

Students participate in instructor-led, small-group, and paired discussions. They engage actively with the material, experiencing aha moments about communication and business relationships. They write and revise brief messages in class, and they give spoken feedback in pairs and small groups. For some homework assignments (for example, messages to express thanks, congratulate, and give feedback), students apply what they have learned to their own situations and are encouraged or required to send the messages. In other assignments, they use scenarios or evaluate examples. Their final written assignment is a report on what they have learned in the class, which they discuss in small groups during the final session.

Students take part in one team project in which they present the key content of a chapter through a panel discussion, a skit, a learning activity they design and conduct, or another approved method. In the project, students gain experience interacting effectively with team members to plan and deliver their presentation. After the project, they individually evaluate how well they communicated on the project team.

Among the specific communication skills that students learn and practice are using positive language intentionally, focusing on the true purpose of a message, providing specific feedback, revising relationship-busting statements into relationship-building ones, and using I statements rather than you statements in delicate situations.

Students will be able to rely on their relationship-focused writing and thinking skills throughout their careers. They will be able to develop and maintain business relationships in typical workday situations and will be more effective when communicating in sensitive situations. The course helps students prepare for virtually any profession.

COMPONENTS OF THE CURRICULUM

This curriculum includes assigned readings, topics, in-class learning activities, and assignments, including a team project. These appear in brief in the course outline (see page 5), with blank spaces to be filled in with weeks and dates.

The curriculum includes detailed in-class learning activities. They feature icebreakers, notes for brief lectures, discussion topics and questions, small-group activities, three pop quizzes (to use as quizzes or content reviews), and in-class writing and editing assignments. Instructors can supplement these with references to current events and other resources.

The curriculum uses the text *Business Writing With Heart: How to Build Great Work Relationships One Message at a Time* and complements it with these relevant, timely examples:

- Relationship-busting statements for students to revise
- An email that does not communicate its positive intent
- Two abrupt emails for students to revise
- A good example of positive feedback
- Eight brief bad examples of constructive feedback to revise
- A model job-search announcement
- Two effective apologies from a teacher to students
- Two effective messages saying no
- One effective and one ineffective reminder
- *You* statements for students to transform into *I* statements

The curriculum features many types of interpersonal communications common on the job. It covers these 25 written assignments, including several for extra credit, from which the instructor may choose, depending on the course level and the needs of students:

1. Building Relationships
2. Analyzing Two Emails
3. Introducing a Classmate and Responding to Introductions
4. Writing and Sending a Thank-You
5. Communicating Positive Feedback
6. Providing Written Feedback on the Class
7. Sending Congratulations
8. Conveying Condolences
9. Announcing Your Job Search
10. Requesting Help in Your Job Search
11. Thanking Someone for Help in Your Job Search
12. Updating Your Network
13. Announcing Your New Job
14. Introducing Yourself to a Stranger
15. Introducing Two People for Networking (extra credit assignment)
16. Reintroducing Yourself (extra credit assignment)
17. Reviewing and Assessing an Apology
18. Writing an Apology (extra credit assignment)
19. Communicating Bad News
20. Saying No
21. Disagreeing With Discretion (revising a message)
22. Writing a Reminder
23. Dealing With Anger in Writing (revising a message)
24. Communicating Around the Globe (reporting on a personal experience)
25. Reporting on What You Have Learned in the Class

The assignments also include one group project: Class Presentation on the Theme or Essential Learning of a Chapter.

This curriculum does not include a mid-term exam, rubrics for the assignments, or suggested point values for the assignments.

As the curriculum designer, I value input. If you have suggestions that would make the curriculum more rigorous, easier to deliver, or better in any way, please share them with me. I will make appropriate updates.

Lynn Gaertner-Johnston
lynng@syntaxtraining.com
206-782-8410
7332 16th Avenue NW
Seattle, WA 98117-5415
U.S.A.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>To Read Before Class</th>
<th>Topics</th>
<th>In-Class Learning Activities</th>
<th>Work Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(All discussions are instructor-led unless stated otherwise.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction, pp. 1-15; class syllabus.</td>
<td>• Importance of communicating to build relationships. • ROI of “communicating with heart.” • Dealing with reservations about communicating.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 1, “Add Heart to Your Writing One Message at a Time,” pp. 19-35.</td>
<td>• Ways to add “heart” to writing to build and maintain relationships.</td>
<td>Discussion of ways to add heart to messages. Student revision of relationship-busting statements—written, then oral. Student creation of relationship-busting statements for revision. Practice revising brief messages.</td>
<td>Personal Application: Building Relationships. Due: _____ (SE or brought to class).</td>
</tr>
<tr>
<td></td>
<td>Chapter 7, “Personal Introductions: Pave the Way to New Relationships,” pp. 137-140 and 149-154.</td>
<td>• How and why to make personal introductions, how to introduce oneself in forums and groups. • How to respond to introductions.</td>
<td>Discussion of introducing people to a group. Discussion of the content of student introductions. Student interviewing of each other in pairs.</td>
<td>Personal Application: Introducing a Classmate and Responding to Introductions. Due: ______ (posted online).</td>
</tr>
<tr>
<td>Chapter 3, “Write Mighty Thank-Yous,” pp. 55-80.</td>
<td>• Writing powerful thank-yous that build relationships, including after interviews.</td>
<td>Pop quiz (or student listing of everything they know about thank-yous). Discussion of opportunities to thank people and of the importance of thank-yous in building relationships. Student in-class writing of a thank-you (in a scenario), followed by small-group discussion and sharing.</td>
<td>Personal Application: Writing and Sending a Thank-You. Due: _____ (SE).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Chapter 4, “Give Positive, Powerful Feedback,” pp. 81-93.</td>
<td>• Communicating positive feedback in writing to strengthen performance and relationships.</td>
<td>Student drafting of a positive-feedback message. Polling of students on their experiences with positive feedback, followed by sharing and brief discussion. Discussion of chapter content. Student revising of their own positive-feedback drafts, followed by sharing and exchange of positive feedback.</td>
<td>Personal Application: Communicating Positive Feedback. Due: _____ (SE).</td>
<td></td>
</tr>
<tr>
<td>Chapter 5, “Send Congratulations to Warm Hearts and Build Relationships,” pp. 95-108.</td>
<td>• Writing notes of congratulations to build relationships.</td>
<td>Student sharing of situations that merit congratulations, followed by writing congratulations. Discussion of how to write your best congratulatory notes, using student examples. Discussion: why and when to send congratulations.</td>
<td>Personal Application: Sending Congratulations. Due: _____ (SE).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Assign and discuss the Group Project: Class Presentation on the Theme or Essential Learning of a Chapter. It will be due when you cover Chapters 11, 12, 13, 14, 15, and 17.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Chapter 6, “Convey Condolences to Connect With Others,” pp. 109-130.</td>
<td>• Overcoming reluctance to writing and sending condolences. • Why condolence messages are important.</td>
<td>Instructor presentation of shocking scenario. Student writing of a condolence message. Students staking out a position on a “comfort continuum.” Discussion of feelings and attitudes toward writing and receiving condolences. Student sharing condolence messages in small groups. Students again staking out a position on a “comfort continuum.”</td>
<td>Scenario: Conveying Condolences. Due: _____ (SE).</td>
<td></td>
</tr>
<tr>
<td>Chapter 8, “In Your Job Search: Write Messages That Build Relationships and Create Opportunities,” pp. 155-191.</td>
<td>• Writing messages that build relationships and vital support during a job search and throughout one’s career: requests for help, thank-yous for support, updates, and job announcements.</td>
<td>Experiential learning: benefiting from the help of others. Debrief of the learning experience. Discussion of relationship-building job-search messages and student assignments.</td>
<td>Personal Applications (not all may apply): Announcing Your Job Search. Due: _____ (SE). Requesting Help in Your Job Search. Due: _____ (SE or brought to class).</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Optional pp. 131-137</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>pp. 140-145</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introducing yourself to a stranger for professional reasons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Extra-credit assignments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introducing Two People for Networking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reintroducing Yourself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Discussion of extra-credit assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• How and why to write sincere, productive apologies.</td>
</tr>
<tr>
<td>Interactive scenario to open the discussion. Discussion and writing of apology.</td>
</tr>
</tbody>
</table>

| Choosing Someone for Help in Your Job Search. Due: _____ (SE). |
| Updating Your Network. Due: _____ (SE) |
| Announcing Your New Job. Due: _____ (SE). |

| Optional extra-credit assignments:        |
| Introducing Two People for Networking.    |
| Due: _____ (SE).                          |
| Reintroducing Yourself.                   |
| Due: _____ (SE).                          |

| Reviewing and Assessing an Apology.       |
| Due: _____ (SE).                          |
| Extra-credit assignment:                  |
| Personal Application: Writing an Apology. |
| Due: _____ (SE).                          |
• Ways to communicate bad news well. | (If applicable, incorporate a group’s presentation on the theme or essential learning of the chapter.)  
True-False quiz.  
Discussion of chapter content and optional case studies. | Personal Application: Communicating Bad News.  
Due: _____ (SE or copies brought to class). |
|---|---|---|---|
| Chapter 12, “Say No Clearly and Courageously,” pp. 245-267. | • The value of saying no clearly.  
• Parts of the “no message.” | (If applicable, incorporate a group’s presentation on the theme or essential learning of the chapter.)  
Discussion of the story of Melanie and Aleea.  
Brief lecture on the parts of the no message.  
Quick small-group exercise identifying the parts of no messages.  
Student in-class writing of a no message.  
Discussion of students’ no messages. | Personal Application: Saying No.  
Due: _____ (SE or copies brought to class). |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign and discuss the Final Personal Application: Reporting on What You Have Learned and How You Intend to Apply It, which is due at the final class (SE and a copy brought to class).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Chapter 13, “Disagree With Discretion, Not Destruction,” pp. 269-282. | • Communicating disagreement while supporting relationships. | (If applicable, incorporate a group’s presentation on the theme of the chapter.)  
Discussion of the differences between disagreeing with destruction and disagreeing with discretion.  
Discussion of the table Transforming Destruction Into Discretion.  
Student Mad Libs or fill-in-the-blank exercise on tips for disagreeing without destruction. | Personal Application: Disagreeing With Discretion.  
Due: _____ (SE). |
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Personal Application:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>“Remind People Without Nagging or Whining,” pp. 283-300.</td>
<td>Writing diplomatic, efficient reminders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eliminating the need for reminders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(If applicable, incorporate a group’s presentation on the theme of the chapter.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion of people’s feelings about reminding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brief lecture on ways to eliminate the need to remind.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion applying the Tips for Gentle Reminders to two examples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revision of you statements.</td>
</tr>
<tr>
<td>15</td>
<td>Deal With Anger (Yours and Theirs) to Preserve Relationships—or End Them Well,” pp. 301-317.</td>
<td>Maintaining relationships through effective communication, even in charged situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ending a relationship professionally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(If applicable, incorporate a group’s presentation on the theme of the chapter.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion, including a student poll, on dealing with one’s own anger at work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion, including a student poll, on dealing with the anger of others at work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(If applicable, incorporate a group presentation.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor brief review of the chapter’s stories.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small-group discussion and reporting: Have we communicated with courtesy and wisdom?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brief discussion of communicating positive intent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student sharing of selected content from their Final Personal Application:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reporting on What You Have Learned and How You Intend to Apply It.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>None.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is no final exam; the final Personal Application demonstrates course learning.</td>
</tr>
</tbody>
</table>
Introduction – Business Writing That Builds Relationships

Student preparation:

1. Read the Introduction in the text, Business Writing With Heart: How to Build Great Work Relationships One Message at a Time, pp. 1-15. Come prepared to discuss the author’s examples of return on investment (pp. 8-9) and the reservations to writing with heart. (pp. 10-14.) (If students have not gotten the book yet, they can read the introduction in the Amazon.com “Look inside” pages.)
2. Review the syllabus and come with any questions about it.

Learning content—why this chapter is important:

The introduction helps students understand why communicating with heart—that is, communicating with respect and positive intent—is essential to success on the job. It presents the potential return on investment (ROI) of communicating to build relationships, and it addresses people’s possible reservations about communicating with heart.

Learning activities in brief:

1. Welcome and instructor introduction.
2. Written exercise and paired discussion to gain insight into the importance of relationships.
3. Two ice-breaking activities to begin to learn about one another.
4. Instructor-led discussion of the introductory chapter.
5. Optional review of syllabus.
6. Homework assigned:
   - Read Chapter 1 and come to class prepared to discuss it.

Learning activities in detail:

1. **Welcome students and introduce yourself.** Include information about your business communication experience and a personal story of building relationships through writing.

2. **Written exercise and paired discussion to gain insight into the importance of relationships.** Ask students to each think of a career they want to pursue or one they are considering as an option. Then ask them to list who their coworkers might be and who their internal or external customers might be.

   Example: A student wants to be in sales. Her coworkers might be other sales reps and the sales assistants. She would probably have a sales manager and a sales director.
Internally, she would probably deal with sales support, marketing, advertising, perhaps manufacturing, and inventory processors or supply chain managers. She would also have external customers.

Ask students to pair up. Their partners should review their lists to see if they can add anyone to the lists. Ask one individual to read his or her list aloud for a shared reference point.

Ask students to reflect on their lists:

- Which of the people on your list do you need to have a good working relationship with?
- Are there any people with whom a good relationship is not necessary or beneficial?

Students should experience an aha moment about the importance of relationships.

Point out that the value of relationships is not just their providing a pleasant working experience. It’s their helpfulness in getting information: “Relationships are the true medium of knowledge exchange.” (See Karen Stephenson quote, p. 10 in the text, which you can read aloud or show on a slide.)

Ask students:

- As you look at your list of people in your work world, how many of them might provide you with useful information? (Probably anyone on their list could share useful information.)

3. **Ice-breaking activities to begin to learn about one another.**

Let students know that since the class is about building relationships, you will start by using two ice-breaking activities to help everyone start to get to know one another. Two exercises are described below (taken from *Saying Hello: Getting Your Group Started, Second Edition*, by Lois Hart), but you may choose any exercises you prefer.

**Exercise 1: Are You More . . . ?**

In this exercise, you as the instructor prepare in advance several categories (see examples below) that will be easy for students to choose between, will tell them a little about one another, and will give you insights into them. It is a good exercise to start with because people have narrow choices, and it shouldn’t feel risky to them.

When you announce a category, such as night person/day person, you indicate which half of the room is which (night/day). Students move to the place that most closely describes them. (If you have students with limited mobility, plan a way for them to participate easily.) Once they get to their half of the room, students talk briefly with others there, sharing what they have in common and why they chose that side.

For some categories, you may ask the entire class this question: Was it hard to choose sides? If so, why?
Here are categories to consider:

1. Are you more: night person/day person
2. McDonald’s/Pizza Hut (or other restaurants they would know)
3. summer/winter
4. country/city
5. action/introspection
6. paddle/Ping-Pong ball
7. kid/grown-up
8. cat lover/dog lover
9. private person/group person
10. leader/follower

Exercise 2: I See Myself As . . .

In this exercise, you display a slide with a list of positive characteristics (sample list shown below). Students choose four characteristics to describe themselves, and they write them on an index card.

Students then introduce themselves to individuals one at a time as they move around the room. (If students know one another, they should strive to meet new people.) For each introduction, besides their names, they are to say “I see myself as” and choose one of the words, supplying an example from their personal, school, or work life that demonstrates how they are like the word. In each conversation, both people introduce themselves. Students should introduce themselves to at least 5-7 people in 15 minutes.

Conduct a group discussion:

- What was it like to share your strengths with people you don’t know well?
- How do you feel about the strengths among the individuals in the room?
- Do you feel as though this exercise has given you some information that will help you develop relationships with your classmates?

Ask students to write their names on the index cards. Collect the cards so you will have information about their perceived strengths.

Sample positive characteristics:

<table>
<thead>
<tr>
<th>accurate</th>
<th>attentive</th>
<th>cheerful</th>
</tr>
</thead>
<tbody>
<tr>
<td>generous</td>
<td>dependable</td>
<td>disciplined</td>
</tr>
<tr>
<td>flexible</td>
<td>intelligent</td>
<td>optimistic</td>
</tr>
<tr>
<td>outgoing</td>
<td>persistent</td>
<td>resourceful</td>
</tr>
<tr>
<td>thorough</td>
<td>wise</td>
<td>ambitious</td>
</tr>
<tr>
<td>bold</td>
<td>confident</td>
<td>decisive</td>
</tr>
<tr>
<td>friendly</td>
<td>organized</td>
<td>enthusiastic</td>
</tr>
<tr>
<td>open-minded</td>
<td>patient</td>
<td>sincere</td>
</tr>
<tr>
<td>witty</td>
<td>creative</td>
<td>understanding</td>
</tr>
</tbody>
</table>
4. **Instructor-led discussion of the introductory chapter.**

   - **Writing with heart.**
     
     Ask:
     
     - Based on your reading of the introduction, what is “writing with heart”? Is it just being nice, or is it more involved? (The author defines it as “Writing with respect and positive intent, using language that makes those feelings clear.”)

   - **ROI of communicating with heart.**
     
     Sample discussion comments:
     
     The author told a story of getting better results by changing her behavior with a group of unemployed professionals in an outplacement program. (Retell the story in your own words.) She asserts that her change in communication led to better results and that writing with heart leads to a positive return on investment (ROI) of the time and effort spent on it.
     
     You reviewed her ROI examples in the table on pp. 8-9 when you read the chapter. Which one of them reminded you of a personal experience—either when bad communication led to bad results or when investing in good communication led to good results? (Prompt with the questions below, and share one or more of your own positive or negative ROI examples.)
     
     - Have you ever had an experience in which someone told you everything you did wrong but nothing you did right? How did you feel about yourself and the job or the situation?
     - Have you experienced the death of someone close to you, and individuals did not acknowledge that death? How did you feel about their lack of communication?
     - Have you ever started a new job or joined a new group where you were not introduced to anyone? Or you were introduced to everyone? How did being or not being introduced affect your feelings?

   - **Prevalence of writing that harms work relationships.**
     
     In various chapters in the text, the author shares data she collected when she surveyed 686 adults working in the United States. People’s relationships are being damaged by writing at work. Guess the percentage people revealed:
     
     - Percent of people who said they had felt extremely hurt when receiving negative feedback on the job. (77 percent, p. 322) Should that extreme hurt be happening?
     - Percent who have received an email that seriously damaged their work relationship with the writer (55 percent, p. 37). What if that number were zero—would people be more productive?
o Percent of people who have been hurt to the point of crying by a written message at work. (33 percent, p. 310) Yes, some people are more sensitive than others. But it is possible to communicate in ways that help rather than hurt.

- **Reservations about communicating with heart.**
  Despite the ROI of communicating with heart—and the evidence of poor, damaging communication—you may feel certain reservations or resistance to communicating with heart. The author lists 12 possible reservations one might have about writing with heart (pp. 10-14). Let’s look at the first 4 (and then go on to two more sets of 4).

  Ask:
  o In this first set, which one is most likely to be a reservation of yours? (As one or more students name reservations that fit them, ask for volunteers to argue the other side. For example, one student might say, “I agree with the one about just passing through. If I’m going to have a job for a short time, what difference does it make if I focus or don’t focus on relationships?” Let students respond with ideas to reduce each reservation, and be prepared to jump in with your own examples and views.)

5. **Review of syllabus.**
   If you have asked students to review the syllabus in advance, you may wish to give a pop quiz about it, or have an open book exercise. Ask questions that match your syllabus, such as:
   1. In what format should written work be submitted?
   2. Will late work be accepted?
   3. Is class participation part of the final grade?
   4. How many tests are there?
   5. Can any assignments be resubmitted for a higher grade?
   6. Are there any extra credit assignments?
   7. How many team assignments are there?
   8. Are any oral presentations required?
   9. Will any assignment grades be dropped?
   10. Will comments made in response to online postings be graded?

   The point of the quiz is to set the expectation that students complete the prereading before coming to class.

   As an alternative to the quiz, you might want to have an open syllabus team activity in which the first team to find the correct answers to the 10 questions wins.

   Emphasize any points you want to make about the syllabus.

6. **Homework:**
   - Read Chapter 1 and come to class prepared to discuss it.
Add Heart to Your Writing One Message at a Time, Chapter 1

Student preparation: Read Chapter 1 and be prepared to discuss it.

Learning content—why this chapter is important:
The chapter shares three essential, straightforward ways to add heart to writing so that it builds and maintains relationships: (1) Use positive, relationship-building language; (2) have a positive intent; (3) warm up your messages.

Learning activities in brief:
1. Instructor-led discussion of one way to add heart to messages.
2. Student revision of relationship-busting statements, written.
3. Student revision of relationship-busting statements, oral.
4. Student creation of relationship-busting statements for others to revise.
5. Instructor-led discussion of two more ways to add heart to messages.
6. In-class practice revising brief messages.
7. Homework assigned:
   Read Chapter 2 and come to class prepared to discuss it.
   Complete Personal Application: Building Relationships.

Learning activities in detail:
1. Instructor-led discussion of one way to add heart to messages.
   • Way 1: Use positive, relationship-building language.
     Show a slide or another display containing lists of words. Some are negative; some are positive. Ask students to decide which words are which.
     Here is a sample list:
     - thoughtful  can’t  late
     - impossible  opportunity  refuse (v.)
     - terrific  problem  honor
     - thank you  pleasure  welcome
     - confusion  enjoy  misunderstand
     - appreciate  difficult  deny
Ask students how many fall into each category. In the list above, nine are positive and nine are negative.

Make this point: We agree on which words are negative and which positive (although “Thank you for doing the impossible for me!” is positive). Since we know which are which, we can decide to add positive language and reduce the amount of negative language in our communication.

Lead a discussion of the table of Relationship Busting vs. Relationship Building statements on p. 22. For the relationship-busting statements, ask what makes each statement negative. Is it a word, a phrase, or an implied or direct criticism?

Then review each relationship-building statement.

Ask:

- Do the statements communicate the same message more effectively, or are they saying something different?
- Is there any statement you can’t imagine writing or saying because it’s too sugary?

2. **Student revision of relationships-busting statements, written.**

Display three relationship-busting statements one at a time for students to rewrite in class. (You may have them revise one, two, or three statements to match the time available.) The task is to turn each statement from negative to positive. The examples below are statements an instructor might communicate to students, along with sample revisions.

I received your text complaining about the first assignment.

(Revision: Thanks for your comments on the first assignment.)

Some of you have expressed confusion over the attendance policy.

(Revision: I’d like the opportunity to clarify the attendance policy.)

I won’t release your grade until you complete the final project.

(Revision: As soon as you complete the final project, I will release your grade.)

3. **Student revision of relationships-busting statements, oral.**

Have students try some revisions aloud. Read each of the examples below, and give students about 10 seconds to shout out a revision.

Here are samples to say aloud:
This budget makes no sense. (Revision: Please clarify these points on the budget.)

Your idea will not work. (Revision: Interesting idea. Tell me more so I can understand how it would work.)

I don’t have my degree yet. (Revision: I will have my degree in just two semesters.)

Sorry for the inconvenience. (Revision: Thank you for your patience.)

Instructor note: Professor Anita Pandey of Morgan State University recommended the above exercise, which she called “10 Seconds to Politeness!” at the Association of Business Communication 2015 annual international conference in Seattle, Washington.

4. **Student creation of relationship-busting statements for others to revise.**
   Ask students, in trios, to generate 1-2 more relationship-busting statements. Each trio says one statement at a time aloud, and the class tries to revise it within 10 seconds.

   Note: This exercise can be repeated at any time during the term because communicating positively is a recurring need.

   *(Quiz opportunity: If you give quizzes, the content above could also appear on a quiz. Two points for an excellent positive revision; 1 point for improving the sentence; no points for no improvement.)*

5. **Instructor-led discussion of two more ways to add heart to messages:**

   - **Way 2: Have a positive intent.**

     Lead a discussion of the Steve scenario (pp. 25-26). Ask students how they would they feel if they were Steve, in response to both the first and the second messages. Discuss why the actual response is better than the first draft.

     In that example, the author realized that her real purpose in communicating was to “get off to a good start with the class and encourage creativity and initiative.” Below is another example to share with students, an email the author received from a stranger. (This example does not appear in the book. Its details have been changed to protect “Barb”):

     Re: Error
     Lynn,
     There’s an error in your latest blog post.
     Best,
     Barb Wright, PhD
     I am based in NYC. Would you like to collaborate in some way?
Ask:

- What was Barb’s purpose in writing? (It appears that she is reaching out to a peer to initiate a relationship, but her way of doing it is negative.)
- If Barb’s purpose was to build a relationship, how might she do it?

Ideas:
- Complimented Lynn on the blog post.
- Expressed admiration for her work.
- Pointed out the error tactfully.
- Shared information about what they have in common.
- Offered a specific next step.

**Way 3: Warm up your messages.**

For each of the actions below, ask students to stand (or raise hands if standing is awkward) to indicate which actions they usually take. Do they:

- Include a greeting (*Hi, Hello, Dear*) when they write an email, text, or note?
- Use the reader’s name somewhere in the message (“Thanks, Professor.” “See you next week, Cormac.”)?
- Sign with their first name (above their full name)?
- Include positive language (the kind discussed in class earlier)?
- Use any exclamation language to express only enthusiasm—not anger?

If few people stand, say something like, “Great! You have lots of easy ways to make your messages warmer.”

If quite a few people stand, say something like, “Excellent! You are already doing things to warm up your messages.”

Elaborate on the ways to warm up messages (pp. 27-31) as needed.

Point out that using smiley faces is one way to warm up messages. (See pp. 31-33.)

Ask:

- What guidelines or limits, if any, should be placed on the use of smiley faces in communication *at work*?

Draw out students, and share your ideas or those you found in the chapter, for example:

- Don’t use a smiley face in a professional setting unless the other person uses one first.
Never use more than one smiley face in a message.
Do not use a smiley face as a regular signoff (that is, as part of your close).
Don’t use a smiley face if your message may be forwarded. (This idea is not in the chapter.)

Display a typed version of the statement below, and ask:

What does the emoticon mean in this context?

I have not yet received your report, which was due yesterday. (:-o)

Point out that not everyone agrees what it means (and it makes us turn our heads or our devices sideways!). Because emoticons such as (-_-) and :J don’t communicate clearly (and are likely to be seen as unprofessional), it’s wise to avoid them.

6. **In-class practice revising brief messages:**
Below are two emails that students can revise so the messages come across as professional yet friendly—not abrupt. Include each email on a slide. Have students revise and discuss Number 1 before going on to Number 2. In discussion, ask students to identify what’s wrong with the original emails.

**Number 1:**
To: Marketing team members
Subject: Marketing Meeting Agenda Items Needed by End of Day!!
Send me agenda items for Friday’s marketing meeting by end of day.

**Sample revision:**
Subject: Reminder: Marketing Meeting Agenda Items Due by 5 p.m.
[Reminder indicates that this is not the first request. 5 p.m. makes the deadline clear.]
Hello Team,
Please send me your agenda items for Friday’s meeting by 5 today. I will send out the agenda this evening. [Second sentence gives the reason for the urgency.]
Thanks!
Katie
Katie Smith
Phone: ________ [Phone number provides another way for someone to respond.]

**Number 2**
To: John Barnes
Subject: Mistakes in team presentation!
Yikes! You made a bunch of typos in the slides. I highlighted them on the attached file.

Sample revision:
To: John Barnes
Subject: Corrections to team presentation
Hi John,
I noticed typos on Slides 2, 6, 10, and 11 and fixed them. The attached PowerPoint is correct.
Feng

7. Homework:
- Read Chapter 2 and come to class prepared to discuss it.
- Complete Personal Application: Building Relationships.

Instructions:
Apply the principles of this chapter to a written message you communicate.

Then, in your personal application, briefly describe the situation. Tell what you wrote to build or maintain the relationship with the other person. Name the ideas you applied from the chapter. For example, which positive language did you use? Did you focus on positive intent? What did you do to warm up the message?

Points: _____

Length guideline: Your assignment will probably be between 100 and 150 words, not including your original message. Submit your original message with the assignment.

Note: The length guideline does not mean your assignment must be between 100 and 150 words. It is only a suggestion to give you an idea of how detailed to be in your assignment.

Instructor note: You may have the students submit the assignment to you electronically, or bring one or more printed copies to the next class session. If students bring their examples to the next session, you may have them share the examples in small groups as a review of what they learned.
**Protect Your Relationships by Avoiding Bad Email Behaviors, Chapter 2**

**Student preparation**: Read the chapter and be prepared to discuss it.

**Learning content—why this chapter is important:**

The chapter makes students aware of risky email behaviors on the job and how they lead to trouble. It offers them three golden rules for email.

**Learning activities in brief:**

1. Instructor-led discussion of the chapter’s three main stories.
2. Small-group listing of risky email behaviors students have experienced.
3. Instructor-led discussion of risky email behaviors and three golden rules.
4. Homework assigned:
   - Read Chapter 7, pp. 137-140 and 149-154. Come to class prepared to discuss the content.
   - Complete Personal Application: Analyzing Two Emails.

**Learning activities in detail:**

1. **Instructor-led discussion of the chapter’s three main stories.**
   Lead a discussion of the chapter’s three stories: Dennis and Rochelle, Rory and the choir members, and Steve Jobs. (Students should already have read them.) For each story, ask what the individual did wrong and what he should have done instead. Suggestions:
   - Dennis judged Rochelle without checking to confirm his understanding. He berated her in an email and copied others on it. He should have emailed her alone and asked about the data.
   - Rory copied the entire choir on an email that embarrassed Henry and Jon. He should have written only to them and then sent a clarifying email, if necessary, to the choir.
   - Steve Jobs wrote awkward emails to a student seeking information. He should not have replied unless he was willing to take the time to present Apple in a positive light.
   Add one or more of your own stories as examples of dangerous email behaviors.

2. **Small-group listing of risky email behaviors students have experienced.**
   Setup:
   - Share the statistic that 55 percent of people said an email had seriously damaged their relationship with the person who sent it (p. 37).
• Ask for a show of hands of students for whom an email has seriously damaged a relationship. (Add texts, Facebook, tweets, and other social media if students have limited experience with email.) Compare the percentage in class to the 55 percent from the text.

• Ask for additional hands if students know of someone else whose relationship was damaged by an email, text, Facebook post, etc.

• Arrange students in small groups to generate lists of things that have hurt their relationships (or their friends’ relationships) in email, whether the students or someone else did them. (Add texts, Facebook, tweets, and other social media if students have limited experience with emails.) Their lists should not be “stories”; guide students to use words or phrases such as *sarcasm*, *bad-mouthing*, *judging before getting the facts*, *forwarding private information*, etc.

• If possible, have students write or post their lists for all to see, for example, on whiteboards.

Discuss the students’ lists. If they are posted, go through them one at a time, acknowledging and clarifying the items and linking them to the email risks in the chapter. (If your students are mature and confident, have them present their own posted lists.) If the lists are not posted, ask each group to share just two items at a time, round robin style, until all groups have shared as many items as they want (or until the allotted time is used).

3. Instructor-led discussion of risky email behaviors and three golden rules.

To review each of the risky email behaviors (pp. 41-50) one by one, for each behavior ask students whether it applies to them now in their academic lives or just to their future work situations. For example, the first one, “Do not put anything in an email that you would be embarrassed to see on the TV program *Good Morning, America*, in your city’s newspaper, or on everyone’s computer,” clearly applies to students too. But “Avoid copying someone’s boss on a negative message” and “Avoid using the Read Receipt function” apply to people at work. Elaborate on the items as necessary, and link them to the student-generated lists.

Make the important point that even though we can walk away from friends, we can’t normally walk away from our coworkers. That’s why we have to avoid these behaviors and work to maintain relationships by following the three golden rules on pp. 50-51. Review the rules by linking them to the three main stories of the chapter.

4. Homework assigned:
• Read Chapter 7, pp. 137-140 and 149-154. Come to class prepared to discuss the content.
Complete Personal Application: Analyzing Two Emails.

Instructions:

In light of what you learned in the chapter, pay attention to the emails you receive this week. Choose two messages and describe how each one enhances or damages your relationship with the writer. Do not choose a message that does neither. Include the emails when you submit the assignment, but do not include information that identifies the writers. (You may disguise information or XXX out the names.)

Points: _______

Length guideline: Your analysis will probably be between 200 and 250 words total.

Note: The length guideline does not mean your assignment must be between 200 and 250 words. It is only a suggestion to give you an idea of how detailed to be in your answers.

Instructor note: If your students receive limited email, send them an email this week that enhances your relationship with them so that they may use it in their homework assignment.

Have students submit the assignment to you electronically to be sure that no one’s privacy is invaded. With students’ permission, you may wish to share particularly instructive examples in the next class session.
Personal Introductions: Pave the Way to New Relationships, Chapter 7

Student preparation:

- Read Chapter 7 pp. 137-140 and 149-154. Come to class prepared to discuss the content.

Learning content—why this segment is important:

The chapter shows how and why to make personal introductions and how to introduce oneself in writing in a variety of situations. The content for this class session or sessions is:

- Introducing someone to a group
- Responding to online introductions

Note: Parts of this chapter are covered here, early in the term, because students can use the information to write introductions for one another and to respond to online introductions. Introducing oneself to a stranger for networking purposes is covered later in the plan, after Chapter 8.

Learning activities in brief:

1. Instructor-led discussion of introducing people to a group.
2. Instructor-led discussion of the content of the student introductions.
3. Student interviewing of each other in pairs.
4. Homework assigned:
   - Complete Personal Application: Introducing a Classmate and Responding to Introductions.
   - Read Chapter 3 and come prepared to discuss it.

Learning activities in detail:

1. **Instructor-led discussion of introducing people to a group.**

   Explain that the chapter is all about a range of introductions and that introductions are essential to building relationships. Read aloud from the author’s blog post, “An Introduction That Isn’t an Introduction,” in which she was disappointed by a “non-introduction” ([http://www.businesswritingblog.com/business_writing/2014/02/an-introduction-that-isnt-an-introduction.html](http://www.businesswritingblog.com/business_writing/2014/02/an-introduction-that-isnt-an-introduction.html)):

   The other day I joined a small professional group, and the group leader sent an email introducing me to the other members. Here is the introduction:

   "I am happy to introduce Lynn Gaertner-Johnston, who has joined our group."
Ask:

- Later the author states that she was disappointed by the introduction. Why do you think she was disappointed? (Guide students to the idea that the weak introduction represented a missed opportunity for the people in the group to get to know her.)

Continue reading from the blog post:

I expected to read on and see more words of introduction, but the group leader included just that one sentence. Essentially all he did was to give people my email address, which appeared on the To line.

You may not be surprised to learn that I was disappointed. I had hoped the leader would tell people a little about me so they would look forward to meeting me and working together.

Ask:

- If you have a job or had one, think back to when you first started: Were you introduced (aloud or in writing)?
  - If you were introduced, how did it feel? Did it help others get to know you?
  - If you were not introduced, what was that experience like?

Share any examples from your own experience of being or not being introduced, or having colleagues who were or were not introduced. Emphasize the idea of introductions helping to connect people and build relationships.

Inform students that the first introduction they will work on is good practice for something they will need to do on the job, which is to introduce someone to a group. An example of a work introduction appears on p. 138. (It also appeared in the blog post noted above.)

Ask:

- What do you notice about the content and organization of Bill’s introduction of Pat on p. 138? (Guide them to the ideas below.)
  - The tone is positive.
  - Each paragraph covers a different aspect of the introduction.
  - It includes information about Pat’s work, education, and personal interests.
  - It helps everyone get to know the new employee, which is beneficial for the start of their relationship with her.

- How would you feel if you received this kind of an introduction on the job?
2. **Instructor-led discussion of the content of the student introductions.**

To help prepare students for their first assignment of introducing another class member in writing, talk through the tips on pp. 139 and 140, which are listed here:

*Include basic information about the person.* Ask students which basic information they would want to know about their classmates, and come to agreement on the basics that must be included. (Additional content will be optional, of course.)

*Be consistent. Introduce everyone.* Point out that everyone will be introduced—even those who are absent.

*Decide on the appropriate audience.* The audience will be the entire class. Ask the group to consider the range of people in the class. Is there any information that should be avoided or explained? For example, an introduction would likely not include the individual’s religion unless the school or the class had a religious focus. Also, if some students are older adults, youth-oriented details such as names of trends or popular singers would need to be briefly explained.

*Choose a communication medium.* For the class, this is likely to be the online forum.

*Give the individual a chance to approve the content.* Explain that students will interview one another in class today, and that students should share only information that they don’t mind their classmates knowing.

*Do not use sarcasm, and be cautious with humor.* Ask students why this would be a guideline. How could sarcasm or some humor detract from the introduction?

3. **Student interviewing of each other in pairs.**

Pair up students to interview one another. (If you have an odd number of students, form one trio in which A interviews B, B interviews C, and C interviews A.) Students are to take notes in order to write an introduction for their partner. Allow about 15 minutes for the paired interviews. Then invite any questions or comments on how the interviews went.

4. **Homework assigned:**

   - Read Chapter 3 and come to class prepared to discuss it.
   - Complete Personal Application: Introducing a Classmate and Responding to Introductions.

   **Part 1 Instructions:**

   Using the information you learned from interviewing your classmate, introduce the individual in writing and post your introduction in the online forum. The introduction should have a subject line and at least two paragraphs.
If you did not participate in in-class interviews, introduce yourself in writing following the tips on p. 152 in the text.

Points: _____

Length guidelines: The introduction is likely to be between 100 and 150 words.

Due date: Post your written introduction promptly so that others can respond to it.

Part 2 Instructions:

Respond to two people’s introductions by writing to the people who have been introduced. In your responses, include something you have in common with the individual, something you find interesting about the individual, something you appreciate, etc. Use the work-related message on p. 153 as an example.

You must respond to two people whose introductions have not yet received any responses, until everyone has received at least one response. At that point, you may respond to anyone.

Points: _____

Length guidelines: Your responses are likely to be between 40 and 75 words.

Instructor note: You too can write to people who have been introduced.
Write Mighty Thank-Yous, Chapter 3

Student preparation: Read the chapter and be prepared to discuss it.

Learning content—why this chapter is important:

The chapter helps students write powerful thank-yous that build relationships. It offers tips for writing thank-yous and a variety of sample thank-yous, including thank-yous for job interviews.

Learning activities in brief:

1. Pop quiz (or student listing of everything they know about thank-yous).
2. Instructor-led discussion of opportunities to thank people and of the importance of thank-yous in building relationships.
3. Student in-class writing of a thank-you, followed by small-group discussion and sharing.
4. Homework assigned:
   Read Chapter 4 and come to class prepared to discuss it.
   Complete Personal Application: Writing and Sending a Thank-You.

Learning activities in detail:

1. Pop quiz (or student listing of everything they know about thank-yous).
   Since students are likely to think they know everything about thank-yous, start with either a pop quiz or an exercise in which they list everything they already know about thank-yous. (The list exercise is described below the quiz items.) Here are sample items for a 12-point quiz:

   1. T-F: A thank-you note should be at least 100 words long. (1 pt. – False)
   2. T-F: Unlike a typical thank-you, the thank-you for a job interview often includes details that do not directly relate to expressing thanks. (1 pt. – True, they involve the applicant’s fitness for the position)
   3. T-F: If you do not want a job, you should not write a thank-you note for the interview. (1 pt. – False)
   4. T-F: It’s acceptable to communicate professional thank-you messages on LinkedIn and Facebook. (1 pt. – True)
   5. Short answer: What is the major failing of this thank-you email? (It’s not specific – 2 pts.)

   Dear Bette,
Thank you very much for your help. It was very valuable, and I really appreciate it.

Brian

6. Short answer: What is the major failing of this thank-you email? (It asks for something else – 2 pts.)

Dear Dr. Weiss,

Thank you for your detailed feedback on my resume. I appreciate all your specific suggestions, especially about how to describe my independent studies. I have attached an updated resume, and I would appreciate your comments on it. Thanks!

Jeremy

7. Short answer: What is the major failing of this thank-you email? (It’s too informal – 2 pts.)

Hey Carl,

Thx a lot for interviewing me for the internship. I’m psyched about the chance to work with you and the team. The work is exactly what I want to be doing.

Hope to hear from you soon!!

Nadia

8. Short answer: What is the major failing of this thank-you note? (It’s too short for what was given – 2 pts.)

Dear Ms. Grant,

Thank you for inviting my class to your company and allowing us to shadow your employees for the day. The experience was very helpful to us.

Sincerely,

Theresa O’Brien

Discuss each of the quiz items in detail, linking it to content in the chapter.

2nd Option for Learning Activity 1: Student listing of everything they know about thank-yous.

An alternative to the quiz is to have students get into trios or quads and list everything they know about thank-yous, whether from the chapter or not. Have them do this listing on
paper or on their computers—not on white boards where teams could see one another’s answers. Give them 3 to 5 minutes. When time is up, go round robin among the teams, having each team say one item at a time. Briefly affirm each item in relation to the chapter content, or clarify or correct it. Point out any key content from the chapter that they may not have touched on, particularly thank-you messages for job interviews (pp. 66-72).

2. **Instructor-led discussion of opportunities to thank people and of the importance of thank-yous in building relationships.**

Display the list of reasons to thank people (p. 56), or have students turn to the list. Ask them whether thank-yous are just professional messages, or students have opportunities to write thank-yous too. Guide them to the idea that relationships and saying thank you are important at every stage of our lives.

Tell a story about a time that you were very impressed by a thank-you. Tell about the way the thank-you affected you and how it enhanced your relationship with the writer.

Tell about a time that you did not receive a thank-you—or received just a perfunctory thanks—when you had gone out of your way to help someone. Tell about how that absence of thanks affected your relationship with the writer.

Ask students whether they could relate to your feelings. Have they also had experiences when a thank-you or the absence of one affected their relationship with someone?

3. **Student in-class writing of a thank-you, followed by small-group discussion and sharing.**

Have students do this in-class assignment, which is based on a real situation:

Susan is a consultant who helps clients with public relations. She is very successful in getting attention for her clients. She had been working for a client (we’ll call him James Smith) for several months to create buzz about his book, which was soon to be published. Shortly before the publication date, Susan took time to find the perfect pen for James to use at book signings. The pen cost more than $100, and it came in a luxurious gift box. Susan had the pen mailed to James to arrive in time for his first book signing. She included a card in the shipment.

Ten days passed, and Susan had not heard from James that he had received the pen. Finally, in a phone conversation with him, she asked whether he had received the gift she had sent. He hesitated for a few seconds, then said, “Oh, that pen? Yeah, thanks.” Susan felt disappointed and embarrassed that James barely acknowledged her substantial gift.

Write the thank-you James should have written. Make up any useful details, but do not be silly or outrageous (for example, James should not offer to buy Susan a car). You may
use your *Business Writing With Heart* text for ideas. Note: In this assignment James writes the thank-you promptly rather than making Susan ask whether he received the book—so there’s no need for him to apologize in the message.

Allow up to 10 minutes for students to write the thank-you. Then place them in groups of four or so to read their thank-yous aloud in their small groups. Ask each group to pick the best thank-you based on the chapter content. Then have the writer or someone else read the group’s best thank-you to the class. The group should also report why they chose this thank-you. If it seems useful, you may want to have the entire class pick the best thank-you overall—and tell why.

Note: If you will cover positive feedback (Chapter 4) next, you may wish to have students draft quick positive feedback messages for the person in their group who wrote the best thank-you message—before you discuss feedback. Then they can revise the message after you discuss effective positive feedback.

4. **Homework assigned:**
   - Read Chapter 4 and come to class prepared to discuss it.
   - **Complete Personal Application: Writing and Sending a Thank-You.**

   **Instructions:**
   Write—and send—a thank you note, letter, email, LinkedIn note, or Facebook message. Write something fresh. Do not pull out and dust off an old thank-you letter or note you have written. You are on the honor system for actually sending the message, but do! It would be senseless to write a thank-you and not send it.

   **Points:** _______

   **Length guideline:** Your thank-you will probably be between 50 and 100 words.

   Instructor note: Have students submit a copy of their thank-you to you electronically. With their permission, you may want to read several excellent examples during the next class session.
Give Positive, Powerful Feedback, Chapter 4

Student preparation: Read the chapter and come prepared to discuss it.

Learning content—why this chapter is important:

The chapter shows students how to communicate positive feedback in writing to strengthen performance and build relationships.

Learning activities in brief:

1. Student in-class drafting of a positive-feedback message.
2. Polling of students on their experiences with positive feedback, followed by sharing and brief discussion.
3. Instructor-led discussion of the chapter content.
4. Student revising of their own positive-feedback drafts, followed by sharing and exchange of positive feedback.
5. Homework assigned:
   Read Chapter 16 and come to class prepared to discuss it.
   Complete Personal Application: Communicating Positive Feedback.

Learning activities in detail:

1. Student in-class drafting of a positive-feedback message.
   An effective way to launch this discussion is to have everyone in class draft a positive feedback message based on a shared experience. Then, after discussing the principles of positive feedback, students can revise their drafts. Here are two ways to consider:

   • Option 1. If you cover this chapter directly after the chapter on thank-yous (and on the same day), you can launch the topic by having students each write a positive feedback message to the person in the small group who wrote the best thank-you note. (See Chapter 3 notes.) The people who wrote the best thank-yous can write positive feedback for the instructor on the value of the assignment, or something like that.

   • Option 2. Arrange for one or more students to give an informal class presentation—perhaps a report on a book or a networking event. Then have everyone write a positive feedback message to the presenters, and have each of the presenters give positive feedback to another presenter (or to the book author, the networking event organizer, etc.). The idea is to create an opportunity for everyone to give positive feedback.

   Students keep their messages handy throughout the class discussion.
2. **Polling of students on their experiences with positive feedback, followed by sharing.**

Do a “four corners” poll of students on the survey question below, which the author mentioned in the chapter (p. 83). Designate each of the four corners of the room (or four places in the room) for students to stand, based on their answers to this question (which applies to both spoken and written feedback):

**Do you give feedback?**
I give people with whom I interact (fellow students, roommates, coworkers, teachers, etc.) positive feedback:

- Daily or nearly every day
- Frequently
- Occasionally
- Never, can’t recall such an occasion

Once students are in the locations that represent their responses, ask the groups to discuss among their members the questions below, or similar ones. (If a corner has only one member, have that individual join another closely related group.) After a couple of minutes, have groups share ideas with the entire class.

- **For the Daily or nearly every day group:** To whom do you give positive feedback? In what kinds of situations?
- **For the Frequently group:** Is it natural for you to praise others, or do you have to work at it?
- **For the Occasionally and Never groups:** What stops you from giving positive feedback or giving it more often?

After all three groups have shared their ideas with the class, ask:

- Seeing and hearing people in your own group and other groups, do you believe you actually have more opportunities to give positive feedback than you thought?

Do another four corners poll for this survey question, which the author mentioned in the chapter: (p. 83):

**Have you wanted more feedback?**
I have wanted to leave a job or an assignment (you may use the word “situation”) because I was not receiving the positive feedback on my work that I felt I deserved:

- Many times
- A few times
- Once or twice
- Never, can’t recall such an occasion
If the students are like the individuals in the author’s survey (80 percent of them had wanted to leave a job or assignment), the four corners will illustrate that positive feedback is essential to people’s job satisfaction.

Invite one or several students to describe situations in which they did not receive the positive feedback they felt they deserved, and how they felt.

Tell your own story of not receiving positive feedback, or highlight the author’s story (pp. 81-82). Emphasize the importance of positive feedback in building relationships (p. 82).

3. **Instructor-led discussion of the chapter content.**

   Touch on key topics, linking them to what students and you have already shared.

   Ask:
   - Have you ever received feedback like this message to Luke? How would you feel if you did? (Regarding specific feedback, pp. 86-87.)
   - If you think positive feedback is mushy, can you see yourself writing any of these examples? (Regarding “I don’t do mushy,” pp. 87-89.) How about the message to Bobby or to Larry? Notice how specific they all are—only one “Great job.”
   - If you think it would take too much time to do this, notice the examples on pp. 90-91. (Read one or several.) Can you think of someone who would appreciate some quick positive feedback right now?

   Display the positive feedback message below. (This example is not in the text.) Then ask students what makes this feedback, which is from Eva’s supervisor, unmistakably positive.

   Eva,

   I saw in the employee rankings yesterday that you ranked 2nd out of 26 people filling web orders. That’s amazing! This was only your second week filling orders, yet you soared to the top of the rankings. Terrific work!

   Your focus and hard work are very valuable to our team, especially during this hectic holiday shopping season. Thanks so much!

   Janine

   Students will notice evidence of most of the tips on pp. 91-92: The message is specific (2nd out of 26, second week), positive (amazing, soared, terrific work, focus, hard work, valuable, thanks so much), and timely (yesterday). Also it focuses only on positives—no buts or takeaways, and it shows the significance of the employee’s contribution (valuable to our team, especially during the hectic holiday season). Also, it uses you-your pronouns four times, clearly acknowledging Eva’s performance.
4. **Student revising of their own positive-feedback drafts, followed by sharing and exchange of positive feedback.**

Ask students to go back to the draft of the positive feedback they wrote earlier. Have them revise it, making sure it includes:

- Specific positive details
- No negatives or *buts*
- A statement of why the person’s behavior or contribution is significant
- Uses of *you* and *your* to acknowledge the individual

When students finish revising, have them pair up and review each other’s work, evaluating it on the four points above.

Then have each person write 1-2 sentences of positive feedback for their partners, and read them to their partners. Ask for volunteers to share those sentences with the entire class.

5. **Homework assigned:**

- **Read Chapter 16 and come to class prepared to discuss it.** *(Note: Emphasize to students that the next chapter to read is *not* Chapter 5.)*

- **Complete Personal Application: Communicating Positive Feedback.**

  Instructions:

  Applying what you learned in the chapter, write an effective positive-feedback message to an individual or a group. Choose an individual or a group for whom you can provide detailed positive feedback, for example, a sports teammate or team, a coworker or group of coworkers, a supervisor, a coach, or an instructor. Send the feedback electronically, and send a blind copy (a Bcc) to the instructor.

  Points: _______

  Length guideline: Your feedback message will probably be between 75 and 150 words.

  Instructor note: To reinforce the importance of giving positive feedback regularly, you may wish to have students do this assignment again for a different individual or group in 2-4 weeks.
Share Constructive Feedback to Improve Performance—and Relationships, Chapter 16

Student preparation: Read the chapter and be prepared to discuss it.

Learning content—why this chapter is important:
The chapter helps students give constructive feedback the right way—to help others improve their performance and to build work relationships.

Learning activities in brief:
1. Instructor-led discussion of the effects of destructive feedback.
2. Optional: Small-group discussion of the elements of destructive feedback.
3. Instructor-led discussion of the Karla scenario.
4. Student completion of pop quiz or content-review exercise.
5. Student discussion and revision of feedback examples.
6. Homework assigned:
   Read Chapter 5 and come to class prepared to discuss it.
   Complete Personal Application: Providing Written Feedback on the Class.

Learning activities in detail:
1. Instructor-led discussion of the effects of destructive feedback.
   Begin by telling students about a time that you received negative feedback, perhaps a situation that took place a long time ago. Tell them why it was hurtful. Point out, if appropriate, that you still remember it clearly because of how hurtful it was. Touch briefly on the opening of the chapter, where the author recounts something that took place decades ago but has stuck with her. Hurtful feedback continues to hurt.

   State the author’s survey data on constructive feedback: 77 percent of the 686 adults who responded to the survey said they had felt extremely hurt when receiving negative feedback on the job. (Below are the survey question results, which you may choose to share with students.)

   I have felt extremely hurt when receiving negative feedback on a job
   
   Many times 4 percent
   A few times 24 percent
   Once or twice 49 percent
   Never 23 percent
For discussion, ask students questions like these:

- Have you ever felt extremely hurt by negative feedback—perhaps from a supervisor, coach, teacher, or someone else? (See how the percentage of students compares to the 77 percent in the author’s survey.)
- How did the feedback affect your relationship with the person who gave it?
- How did the feedback affect your performance, particularly in the areas it covered?
- Based on your experiences and the chapter content, what makes feedback destructive? That is, what are the components of destructive feedback? Is it harsh? Sarcastic? Unfair?

2. Optional: Small-group discussion of the elements of destructive feedback.
   If you have time available and want to engage more students than those who always answer, group students in quads to discuss and report their answers to this question (which also appears as the last bullet above):

   - Based on your experiences and the chapter content, what makes feedback destructive? That is, what are the components of destructive feedback? For example, is it harsh? Sarcastic? Unfair?

   Allow 5-7 minutes for discussion. Then have the groups report their answers round-robin style, with each group sharing just 1-2 answers at a time so that other groups have the opportunity to share. Comment supportively on their ideas, and help to clarify or refine their ideas as needed.

3. Instructor-led discussion of the Karla scenario.
   Regarding the Karla scenario (pp. 322-323), help students recognize that Maria and Priscilla communicated the same information but in very different ways. Ask questions like these:

   - Both messages shared the same information. What was it?
   - How did Maria communicate the information while building a relationship with Karla?
   - What made Priscilla’s message destructive?
   - How do you think Karla would feel about Maria’s message? About Priscilla’s?

4. Student completion of pop quiz or content-review exercise.
   You may give the quiz below as a real one in class or as a tool to review the chapter content in class. Alternatively, you could assign it as homework to complete before the class.

   These items should begin with Don’t: 1, 2, 5, 7, 9, 12, 14, 15, 17, 19.

   These items should NOT begin with Don’t: 3, 4, 6, 8, 10, 11, 13, 16, 18, 20.
Quiz: Tips on Giving Constructive—Not Destructive—Feedback

Of the 20 tips below, 10 should begin with the word Don’t; 10 should not. Cross out the word Don’t if it doesn’t belong at the beginning of the tip. If it does belong, circle it.

1. Don’t exaggerate.
2. Don’t be cute or clever.
3. Don’t make a sincere, positive comment before constructive comments.
4. Don’t try to balance the positives and negatives.
5. Don’t equate rudeness with straight talk.
6. Don’t avoid the pronouns you and your in constructive comments.
7. Don’t act dense.
8. Don’t be specific.
9. Don’t be a hit-and-run critic.
10. Don’t avoid the word but after a compliment.
11. Don’t provide suggestions or offer to provide them.
12. Don’t copy other people on constructive feedback.
13. Don’t be sure your correction is valid when you correct other people’s work.
14. Don’t assume someone else has a problem you can help to fix.
15. Don’t comment if it is not your job to do so and you have not been asked or paid for an opinion.
16. Don’t focus on the future.
17. Don’t counterattack.
18. Don’t put your feedback in context.
19. Don’t give feedback when it is too late to incorporate.
20. Don’t give constructive feedback privately.

Talk through the items. You may wish to discuss the items in order, or you may want to separate the Dos and Don’ts. If you want to separate them, begin with the Don’ts, which appear below. They are in the same order as the Don’ts on pp. 330-333 in the text. Incorporate any ideas that came up earlier in the discussion.
1. Don’t exaggerate.
2. Don’t be cute or clever.
5. Don’t equate rudeness with straight talk.
7. Don’t act dense.
9. Don’t be a hit-and-run critic.
12. Don’t copy other people on constructive feedback.
14. Don’t assume someone else has a problem you can help to fix.
15. Don’t comment if it is not your job to do so and you have not been asked or paid for an opinion.
17. Don’t counterattack.
19. Don’t give feedback when it is too late to incorporate.

These items should not include Don’t. They appear on pp. 324-329 and on p. 333 in the same order as the items on the quiz. Not all the tips presented on these pages were included in the quiz.

3. Make a sincere, positive comment before constructive comments.
4. Try to balance the positives and negatives.
6. Avoid the pronouns you and your in constructive comments.
8. Be specific.
10. Avoid the word but after a compliment.
11. Provide suggestions or offer to provide them.
13. Be sure your correction is valid when you correct other people’s work.
16. Focus on the future.
18. Put your feedback in context.
20. Give constructive feedback privately. [on p. 333]

5. **Student discussion and revision of feedback examples.**
Below are eight brief feedback examples that need revisions. You may have students determine what is wrong with each one and discuss it. After they share what is wrong with an example, you may show the revision and ask students to describe how it is better. For some of the examples, you may have students revise them on the spot. When students revise, they can make up any necessary details.

You may wish to hold back some of the examples to use on a test.

Commentary and a sample revision follow each example below.

**Example 1:**
Gayle, the T-shirt idea is good, but you should have considered our budget before telling the team about it. That was a dumb move.
Comments: “You should have” uses “you” in a blaming way. The use of but directly after “idea is good” erases the positive feeling. The positive comment is brief and general, not meaningful. “That was a dumb move” is rudeness, not straight talk.

Revision 1:
Gayle, the T-shirt idea is good—great for team spirit! People are already taking about them.

Have you checked with the treasurer about where we will get the money for these? I’m not sure where they might fit in the budget.

Thanks for your creativity!

Example 2:
Kayla, I’ve been reading the plan. I have no idea what you are talking about in this section!!???

Comments: The writer is being dense, and the punctuation exaggerates. Nothing positive is included.

Revision 2:
Kayla, I’ve been reading the plan, and I have questions about the ______ section. Do you have some time to talk so I can ask you about it?

The rest of the plan is clear and helpful.

Thanks.

Example 3:
Jon, thanks for getting the report to me, but it’s too long and too filled with numbers.

Can I get a revision by tomorrow? I’d like to have it for my 3 p.m. meeting.

Comments: The feedback is vague. Which part is too long? What does “too filled with numbers” mean? There is no explicit positive feedback.

Revision 3:
Jon, thanks for getting the report to me. The logic and flow are excellent. I like how you incorporated the team’s feedback.

I am worried that the recommendation section may be too long. Would you consider stating the Pros and Cons just once? I think some of them are repeated. Or you might cut some of them, just hitting the highlights.

Also, the many columns of numbers might overwhelm people. I suggest transferring the essential numbers to one table or to a graph. How does that sound to you?
I know this is a lot to ask, but can you get me a revised copy tomorrow morning? I’d like to share this great information with the people at my 3 p.m. meeting.

Example 4:
Rob, I see you got business cards for the new employees. Why didn’t you wait until the graphic designers showed us their new logo ideas? I wouldn’t have spent the money on cards when we might be getting new cards in the not too distant future.

Comments: This feedback is too late—the cards have been purchased. The message includes nothing positive.

Revision 4:
Rob, thanks for taking the initiative and getting business cards for the new employees. I am sure they were happy to get them and become “official.”

I believe the designers are almost ready to show us their new logo ideas. For new employees after this group, would you ask the designers where we are in the process to make a decision? If it’s a short time, you may want to hold off on cards until the new logo is in place.

I’m happy you are handling this process. Thanks for your efficiency.

Example 5:
Chris, I know you’re not in my group, but your hair seems awfully long for somebody who works with clients. Have you thought about the kind of impression it makes? We’re not members of a rock band—we’re service reps.

Just a suggestion from someone who cares.

Comments: This feedback assumes the individual has a problem that needs fixing, but Chris’s long hair may be fine. It’s also none of the writer’s business, since he or she is obviously not Chris’s supervisor. “Someone who cares” is meddling.

Revision 5: None. Say nothing.

Example 6:
Aliyah, I saw the way you arranged the new furniture in the break room. I think the ping-pong table should be in the corner farthest from the door. That’s the way it was in our old room.

Comments: The feedback states nothing positive. Also, it may not be valid. The table may be fine where it is.
Revision 6:
Aliyah, I saw that you arranged the new furniture in the break room. Thanks for doing that. It looks good!

I have just one concern: I’m worried that where the ping-pong table is now, the balls may go flying out the door and have to be chased down the hall. It may not be an issue, but I think that is why we had the old table in the corner farthest from the door.

Again, thank you for handling the furniture!

Example 7:
Wei, this is the worst project idea I have ever read. I think it would earn us an F.

Comment: This is a rude exaggeration.

Revision 7:
Wei, thanks for your idea. I have never heard of a project like that. How would it work?

Example 8:
Izzy, I like these skits. They are original and very funny. But your song is all over the place—it’s like Joey Bada$$ meets Mr. Rogers. Were you on drugs when you wrote it?

Comment: The feedback begins with something positive and specific. But in the criticism of the song, the writer displays his or her cleverness at Izzy’s expense. If Izzy is thick-skinned it may work, but otherwise it’s a callous putdown.

Revision 8:
Izzy, I like these skits! You are original and very funny. You really know how to write.

I was thrown off by the song. I’m not sure if it is intended to be tough and street savvy or gentle. If both, how will the audience take it? Let’s talk about that when we meet. I’d like to hear where you are going with it.

I’m very glad you are working on this!

6. Homework assigned:
• Read Chapter 5 and come to class prepared to discuss it.
• Complete Personal Application: Providing Written Feedback on the Class.

Instructions:
Provide written feedback on the class thus far. Your feedback should demonstrate your understanding of the ideas in Chapters 4 and 16. Focus your feedback on these areas:
1. Do you feel engaged in the class content and learning? What helps you feel engaged or would help you feel more engaged?
2. Do you feel comfortable participating in the class? What helps you feel comfortable or would help you feel more comfortable?
3. What would you encourage me to keep doing? Why?
4. What do you wish I would do more of? Why?
5. What do you wish I would do less of? Why?

Points: ______

Length guideline: Your written feedback will probably be between 300 and 400 words.

Instructor note: You may wish to let students choose any three questions rather than doing all five, in case they don’t know what to say about certain topics. In that case you might shorten the length guideline to 250-350 words.
Send Congratulations to Warm Hearts and Build Relationships, Chapter 5

Student preparation: Read the chapter and be prepared to discuss it.

Learning content—why this chapter is important:

The chapter gives inspiration, tips, and examples to help students write notes of congratulation.

Learning activities in brief:

Note: The learning activities for this chapter require less time than for other chapters. If you have a group project to assign and discuss (like the one described on p. 90 of this plan), you might want to do so during this class period.

1. Student sharing of situations that merit congratulations, followed by writing congratulations.
2. Instructor-led discussion of how to write your best congratulatory notes, using student examples.
3. Instructor-led discussion: why and when to send congratulations.
4. Homework assigned:
   Read Chapter 6 and come to class prepared to discuss it.
   Complete Personal Application: Sending Congratulations.

Learning activities in detail:

1. Student sharing of situations that merit congratulations, followed by writing congratulations.

   Get a few volunteers to tell something that happened to them recently that they are proud of. While they are sharing, have everyone in the class take notes on what people say. For each person who shares, draw out details of what the person did that led to the accomplishment. If the person shares something that doesn’t merit congratulations—such as being drunk but not getting caught—don’t draw out what the person did. Just say “Thanks for sharing” or something similar.

   Three sample exchanges:

   Jan (student): I got chosen for an internship.
   Instructor: Where?
   Jan: At PACCAR in the marketing department.
   Instructor: What did you do to get the internship?
   Jan: I filled out an application, went for two interviews, and sent references.
Instructor: What was the most challenging part?
Jan: The interviews—I was so nervous.
Instructor: But you succeeded—congratulations!

Jorge (student): I became an uncle.
Instructor: Do you have a new niece or nephew?
Jorge: A niece.
Instructor: What is her name? Where does she live?
Jorge: Her name is Aurelia, and she lives in town.
Instructor: So you will be able to see Aurelia when you’re not studying?
Jorge: Yes, and I’ve volunteered myself as a babysitter.
Instructor: That was thoughtful. Congratulations on your new family member!

Bruce (student): I passed my econ test!
Instructor: Great! How did you do that?
Bruce: Lucky, I guess.
Instructor: No really—what did you do to succeed?
Bruce: I went to the tutorials, and I studied my brains out, I guess. I thought I might fail, but I ended up with a B.
Instructor: Nice work! Congratulations on your hard work paying off!

Having heard and taken notes on a few people’s accomplishments (or situations like being a new uncle), direct students to write a note of congratulations to one of the people. (You may want to assign people like Jan, Jorge, and Bruce to certain parts of the room so that everyone who shared a workable example gets notes of congratulations.) Permit students to consult their texts for ideas. Allow up to 10 minutes to write the congratulations.

2. Instructor-led discussion of how to write your best congratulatory notes.
Lead a discussion of how to write congratulations (pp. 99-101), using the congratulatory notes just written as examples.
Point 1: Be specific. Use the individual’s name and mention the specific achievement.
Ask for volunteers to read portions of their congratulations that use the individual’s name and mention the specific reason for the congratulations.

Point 2: If possible, share a compliment that ties to the achievement. (For example, complimenting Bruce on his hard work.) Ask volunteers to read any sentences that compliment the reader.

Point 3: Avoid sarcasm, teasing, and anything that might detract from the positive feeling. Ask for volunteers who are willing to read their entire message if it doesn’t include anything that would detract from the positive feeling.

Ask whether anyone realizes that his or her note might include something negative that would make the message less effective. If the individual is willing to share the example, it would benefit the group to recognize what NOT to do.

Point 4: Do one job in the message: Congratulate. This isn’t a message in which to make requests or focus on one’s own needs. Ask for additional volunteers to read their entire message if it focuses solely on congratulating.

If people remain who have not yet read their messages, take a few minutes for students to move around the room and read their congratulations notes quietly to the individuals they are intended for.

3. Instructor-led discussion: why and when to send congratulations.
Cover the reasons and ways to write congratulations (pp. 97-99).

Begin by sharing this information:

In a survey completed by the author of the text, 91 percent of respondents indicated that they appreciate receiving written congratulations when they achieve a goal or experience success. So with the majority of people, you can use sincere congratulations to help maintain or strengthen your relationships with them.

Ask:

- Do you like to receive congratulations? Would you like to receive them? How about those of you who received congratulations today? Did you feel good about the messages you received?

- Outside this class, what are some things you might congratulate people for? (If students mention ideas that relate only to college students, ask what they might congratulate coworkers on. (Ideas appear in the list on pp. 97-98.)

- Why would you not write notes of congratulations? (Dig to find out why students might not send such notes. Elicit helpful contrasting opinions from students who would send congratulations.)
4. **Homework assigned:**
   - **Read Chapter 6 and come to class prepared to discuss it.**
   - **Complete Personal Application: Send Congratulations.**

   **Instructions:**

   During the term write and send a real, sincere note of congratulations that applies what you learned in the chapter. You may send a hard copy or virtual message by LinkedIn, Facebook, email, etc. However, you must submit an electronic copy of the note to the instructor.

   You may submit the note any time, but the final due date is _____.

   Points: _____

   Length guideline: The congratulatory note will probably be between 50 and 100 words.
Convey Condolences to Connect With Others, Chapter 6

Student preparation: Read the chapter and be prepared to discuss it.

Learning content—why this chapter is important:

The chapter helps students overcome reluctance to writing and sending condolences. It provides the reasons for communicating condolences, tips for writing them, and many varied examples.

Learning activities in brief:

1. Instructor presentation of shocking scenario.
2. Student writing of a condolence message.
3. Students staking out a position on a “comfort continuum.”
4. Instructor-led discussion of feelings and attitudes toward writing and receiving condolences
5. Student sharing of condolence messages in small groups.
6. Students again staking out a position on a “comfort continuum.”

Homework assigned:
Read Chapter 8 and come to class prepared to discuss it.
Complete the scenario Conveying Condolences.

Learning activities in brief:

1. Instructor presentation of shocking scenario.
   This plan begins with a shocking scenario involving a tragic death. You may choose to replace it with something that has actually happened in the community or the news, something with an equally emotional component.

   Start with a shocking statement. For instance, announce that your nephew (or another imaginary relative) has been shot and killed. Make up brief, believable details about your nephew such as his name and age, the brief circumstances of the shooting, etc.

2. Student writing of condolence message.
   Let the students remain stunned for a few moments. Staying in character, tell them that this terrible situation at least provides perfect timing to work on writing condolences. Direct them to write an email or note of condolence to you now. Since they have read the chapter, they should be able to do so. Tell them they may use the text as a resource to compose the message. Allow 5 to 10 minutes. During the writing time, continue to appear distressed.

   When students are finished drafting their message, tell them that you made up the situation. You do not have a nephew (or the imaginary relative) who has died, but you
wanted them to experience the feelings of having to write a condolence message in a stressful situation.

3. **Students staking out a position on a “comfort continuum.”**
   Announce and point out a continuum along the wall or down the middle of the classroom, with one end of the continuum being extremely uncomfortable and the other end being extremely comfortable. The middle ground is “someplace in between the two extremes.” Ask students to move to the place on the continuum that represents their answer to this question (plan ahead for any students who have limited mobility):
   - How comfortable did you feel writing that sympathy note to me?

   Invite students to take a couple of minutes to talk with their neighbors on the continuum about how they felt.

4. **Instructor-led discussion of feelings and attitudes toward writing and receiving condolences.**
   Comment on what you observed in the comfort continuum. For discussion, ask questions like these:
   - If I had not told you to write the message, would you have written it for me, your instructor, if I experienced such a tragedy? Why? Why not? (Explore what keeps people from writing these important messages.)
   - Why do we express condolences? (To comfort and connect with the bereaved.)
   - If this tragedy had really occurred, how do you think I would feel in response to a real condolence message from you? (The author suggests that receiving condolence messages reduces isolation, loneliness, and helplessness. Tell the students how you would feel.)
   - You wrote the message because I required it. How difficult was it to write? What affected the degree of difficulty? (According to the author, 28 percent of survey respondents [37 percent of men and 25 percent of women] said they did not know how to write a message or were not sure they knew how.)
   - Which examples in the text, if any, helped you compose your message?

   Broaden the discussion beyond the situation in the scenario, asking students these types of questions:
If you have a friend or an acquaintance who experienced a tragedy recently, did you express your condolences? If so, how? If not, why not?

If you have experienced a personal tragedy in the last few years, do you recall receiving (or not receiving) condolence messages? If so:

- What was it like to receive messages?
- Did anything about condolence messages make them especially meaningful?
- Did anything in a condolence message annoy you or hurt your feelings?

From the last question above—about annoying or hurtful content in condolences—tie to the chapter content (pp. 111-112).

Ask:

- The author suggests that condolences should not include religious sentiments like “He is with the Lord now” unless the reader will definitely welcome those sentiments. From what you know of me, do you think I would definitely welcome those sentiments? (Share how you would feel if appropriate.)
- How did you end your message? With a complimentary close? With just a signature? Why? (The text includes sample complimentary closes on p. 112.)

5. **Student sharing of condolence messages in small groups.**
Mention that condolence message reach out to the bereaved person with comfort and caring. They do not need to be perfect business messages, but they need to communicate sincerely and thoughtfully.

Ask students to form groups of four or five and read their condolences messages aloud to one another. The group is to choose the one or two messages that seem to communicate most thoughtfully and sincerely.

Have each group read aloud the one or two messages they have chosen. Encourage the class to comment on what is effective about those messages.

6. **Students again staking out a position on a “comfort continuum.”**
Announce the continuum again, with one end of the continuum being extremely uncomfortable and the other end being extremely comfortable. Ask students to move to the place on the continuum that represents—they must be honest—their answer to this question:

- On the job (imagine a future job if you don’t have one), if a close coworker were to experience the death of one of his or her parents, how comfortable would you feel about writing a condolence message now, after our discussion today?
Ask students to raise hands if they have become more comfortable about writing condolence messages.

Ask:

- For those who still feel uncomfortable about such messages, does it help to know that your message would likely be very welcome and helpful to your coworker?
- What would help you feel more comfortable?

If the point has not come up yet, mention that condolence messages are written for situations besides expressing sympathy for a death.

Ask:

- From your reading of the chapter, which situations besides a death might inspire a sympathy message? (Guide students to think of impending death, illness and injury [of the reader or someone close to the reader], unexpected job loss, and natural disasters.)

7. Homework assigned:

- Read Chapter 8 and come to class prepared to discuss it.
- Complete the scenario Conveying Condolences.

Instructions:

Choosing from the scenarios below, write a condolence message. When you submit the assignment, note how you would send it, that is, by email, a Facebook private message, or a personal note.

Scenario 1: Imagine that a close friend has just left college to return home to be with his or her parent, who was in a serious car accident and may not live. Make up any details to write a message of condolence on this grim situation. You may use phrases from “Business Writing With Heart,” but at least one half of the message must be your own wording.

Scenario 2: Imagine that you have a job or an internship. The home or apartment of one of your coworkers (or your supervisor) has burned to the ground, and his or her dog died in the fire. Make up any details to include in your message of condolences on your coworker’s serious loss. You may use phrases from “Business Writing With Heart,” but at least half of the message must be your own wording.

Points: _____

Length guideline: Your message will probably be between 50 and 100 words.
In Your Job Search: Write Messages That Build Relationships and Create Opportunities, Chapter 8

**Student preparation:** Read the chapter and be prepared to discuss it.

**Learning content—why this chapter is important:**

This chapter shows how to write messages that build relationships and vital support during a job search and throughout one’s career. It covers these relationship-focused written messages:

1. Announcements of graduating and looking for a job (in the text these are announcements about leaving a job and looking for a new one, but students can adapt them)
2. Requests for help in their job search
3. Thank-yous for support
4. Updates on their job search
5. Announcements of their new job

Note: You may decide not to cover or not to assign some of the messages—for example, updates on the job search. Not all messages will be equally relevant to students.

**Learning activities in brief:**

1. Experiential learning: benefiting from the help of others.
2. Instructor debrief of the learning experience.
3. Instructor-led discussion of relationship-building job-search messages and student assignments.

**Homework assigned:**

Read pp. 145-149 in Chapter 7 and come to class prepared to discuss the content.

Complete Personal Applications (those selected by the instructor):

- Announcing Your Job Search
- Requesting Help in Your Job Search
- Thanking Someone for Help in Your Job Search
- Updating Your Network
- Announcing Your New Job

**Learning activities in detail:**

1. **Experiential learning: benefiting from the help of others.**

Start the class with an activity that shows that it makes sense to communicate with and rely on others when facing a challenge. One such activity, assembling playing cards, is described here.
Advance preparation: Cut a deck of playing cards. Cut each playing card in half diagonally, then in half diagonally again, so you have four triangular pieces for each card. Before class or at the start of class, take the card pieces and place them face up randomly around the room, on students’ desks, on tables, on bulletin boards, etc. (Students may help you, but not the same students who volunteer for the challenge.)

To begin the activity, ask for 3 to 5 volunteers to accept the challenge of assembling playing cards. (For a small class, 3 will be enough; for a larger class, 5 will be more interesting.)

Instructions for the volunteers:

Around the room are the pieces of a deck of playing cards. Your task is to assemble any three cards correctly as fast as you can. You may move anywhere in the room and may pick up any cards, but you may not speak and no one may communicate with you about the location of card pieces. When you have assembled three cards, yell, “I did it! I did it!” You are not competing against one another—you are competing against time. I will be tracking your time.

Time the students to see how long it takes each one to assemble three cards. Congratulate each one as they finish.

Then ask several students (not the challenge volunteers) to help you return the pieces and to move the card pieces around so the volunteers can make a fresh try.

Instructions for the same challenge volunteers:

Once again, around the room are the pieces of playing cards. Your task is to assemble any three cards correctly as fast as you can. As before, you may move anywhere in the room and may pick up any cards. But this time you may speak, you may ask for help, and people in the room may speak to you to help you find cards. When you have assembled three cards, yell, “We did it! We did it.” Again, you are not competing against one another—you are competing against time. I will keep time for you.

This second time people should be able to assemble three cards much faster because they can call out the pieces they are looking for, and others can help them find the pieces.

2. **Instructor debrief of the learning experience.**

Debrief the exercise with questions like these:

- Why were our players much faster the second time? They knew what they were doing because they had done it before, but why else?
- How was the feeling different the second time?
- Why did I ask the players to say “We did it” in the second round but not the first?
- Which way is more productive and effective, the first or the second?
• For those of you who helped them, was it a burden or a pleasant experience to help?
• What might the results of this challenge say about other life activities such as a job search rather than a card search?

Guide the class to the realization that assembling the cards was a lot faster when people were able to ask for help, and the same is true for many life activities. If we involve people in helping us (without shirking our own responsibilities), the energy, knowledge, and abilities of others can make our tasks much easier—and it can be rewarding for them.

The chapter is about writing messages to involve people in our job search. It’s about building support for our job search while building our personal and professional relationships.

3. Instructor-led discussion of relationship-building job-search messages and student assignments.

You may want to touch on each of the five messages, providing details about any messages you will assign.

**Message 1: Announcements About the Job Search**

Clarify with students that although the text covers announcements about leaving a job, the student assignment will focus on announcing that one is looking for a job. In a class discussion, review the tips on pp. 162-163, asking students which ones apply to them, which do not, and how those that do not apply might be changed to fit. The tips below might be the result of the class discussion.

The messages should:

• Include the basic information about the student’s graduating and seeking a job (or completing a certain semester and seeking an internship or part-time job).
• Mention the kind of opportunity the student seeks and possible next steps.
• Stay positive, even if the student has feelings of anxiety, fear, or incompetence.
• Thank readers, if appropriate, for any ways they have been supportive.
• Share how people can contact the student: email, phone, LinkedIn, etc.

The examples in the text (pp. 157, 158, and 160) are all written by people leaving a job. This message, which does not appear in the text, is a student example to share:

**Good News: Graduating and Ready to Work!**

Dear _________, [a friend, friend of the family, relative, professional contact, etc.]

I’m excited to let you know that I will graduate with a degree in business from _________ College on ______ [date]. After a short break, I will be looking for job
opportunities, especially in creative, youth-oriented businesses in the ______________ [geographical] area.

During my internship at Mattel, I realized that I thrive in fast-paced environments. I love challenges that involve meeting deadlines, finding solutions, and helping to create products that make people happy. A good job for me might have the title ______________ or ______________, but I am open to learning about many kinds of positions.

Thank you for always being a great person to talk with about my interests and goals. If you have suggestions for my job search, or contacts you would be willing to share with me, please let me know. You can email me at the address above or call me on my cell phone at _____________. I am also on LinkedIn now, and I will send you a request for a connection.

I am working on my resume and will send it to you when it is finished.

Best regards,

Barbie Jones

Ask students why a message announcing their search for an internship or a job is essential. Guide them to the idea of getting support, not doing it all on their own, and involving others who may be eager to help. Also ask them what obstacles might get in the way of their writing such a message. After you have helped them recognize how to eliminate obstacles, discuss their written assignment, Announcing Your Job Search (described below), and answer any questions about it.

- **Complete Personal Application: Announcing Your Job Search.**

  Instructions:

  Write an email announcing that you are looking for an internship or a part-time, full-time, or summer job—whatever matches your situation. The email may be to a group of people or to an individual.

  As discussed in class, your email is likely to include:

  - Basic information about your school or job status and your timing, that is, when you hope your job will start.
  - The kind of opportunity you seek and any steps you plan to take.
  - Positive language.
  - A thank-you for any ways your reader or readers have been supportive.
  - Contact information: email, phone, LinkedIn, etc.
Points: ______

Length guideline: Your announcement is likely to be between 150 and 200 words.

---

**Message 2: Requests for Help in the Job Search**

Ask students how someone might help them in their search for a job or an internship. Would they like feedback on a resume? Feedback on a cover letter? A networking meeting? Interview practice? Advice or a unique perspective? Contacts? An introduction to a particular company? Moral support?

Then ask them to focus on one area in which they would like help, for which they will write a request. Students should keep their message in mind as you talk through the tips on p. 171. (Note: If you have sufficient time in class, you might want to have students draft their message before you talk through the tips; that way, they might assess their draft as you touch on each tip.)

Discuss these tips in detail:

- **Make reasonable requests.** Students may need help recognizing reasonable requests. You might ask what would be a reasonable request for contacts and what would be unreasonable, and repeat the question for other types of help.
- **Indicate why you are asking the specific individual for help.** The examples on pp. 167-68 provide good examples.
- **Take initiative.** This blog post has a good discussion of taking initiative: [http://www.businesswritingblog.com/business_writing/2013/08/networkers-take-initiative-.html](http://www.businesswritingblog.com/business_writing/2013/08/networkers-take-initiative-.html)

Clarify the details of the assignment below.

- **Complete Personal Application: Requesting Help in Your Job Search.**

  Instructions:

  Write an email, Facebook message, or LinkedIn message in which you request help in your job search. Your request may be for a networking meeting, feedback on a resume or cover letter, advice, an introduction to someone at a particular company, or something else that would help you in your search for a job or an internship. Apply the tips on p. 171 in the text.

  Points: ______

  Length guideline: Your request is likely to be between 75 and 125 words.
Instructor note: You may wish to incorporate a review of this request—by you or by student peers—before it is sent out.

---

**Message 3: Thank-Yous for Help in the Job Search**

This is an easy message to write, especially if you have already covered the chapter “Write Mighty Thank-Yous.” You may wish to simply talk through the tips on pp. 175-76 and clarify any details of the assignment below.

- **Complete Personal Application: Thanking Someone for Help in Your Job Search.**

  Instructions:

  Write—and send—a thank-you note, letter, email, LinkedIn note, or Facebook message for someone who has helped you on your academic or career path. You are on the honor system for actually sending the message, but do! It would be senseless to write a thank-you and not send it.

  Points: _______

  Length guideline: Your thank-you will probably be between 50 and 100 words.

  Instructor note: Have students submit a copy of their thank-you to you electronically. With their permission, you may want to read several excellent examples during the next class session.

---

**Message 4: Updates on the Job Search**

Tell students that updates on one’s job search can be the most difficult messages to write.

Ask:

- Why do you think updates on a job search might be difficult to write? (Guide to the idea that people often feel embarrassed that they have not yet found a job and they often have doubts about what to communicate and how to stay positive.)
- Why is this message important, despite the challenges in writing it? (Guide students to the idea that it’s vital to keep one’s network in the loop. This message can help in the job search and strengthen relationships.)

Use details of Lynn Takaki’s story (pp. 176-179) to support your side of the discussion.
Ask students to close their texts and their computers (if they are using an electronic copy of the book), to get in small groups, and with their group to come up with three tips for writing job-search updates. These may be ideas they remember from the chapter, common sense, or their own good ideas. Allow about 5 minutes. Then compare students’ lists with the ideas on pp. 183-184.

If you will have students write a job-search update, discuss the details of the assignment below.

- **Complete Personal Application: Updating Your Network.**

  **Instructions:**
  
  Write a message to someone in your professional or academic network updating the individual on your progress in securing a job, an internship, or your next opportunity. Use the examples from the chapter as inspiration, but use your own words to communicate your thinking and experiences. Submit your assignment electronically.

  Points: _______ Receive ___ extra points for sending the message with a blind copy (Bcc) to the instructor.

  Length guideline: Your update will probably be between 100 and 150 words.

**Message 5: Announcing Your New Job**

Ask students to visualize themselves in their new job. (They may close their eyes if that is comfortable for them.) Where do they work? What do they do? What is most exciting about having the job? Who are they grateful for who helped them achieve this success?

The next message they are going to write is the one telling everyone about that new job. Ask them why this message is important. Guide to the idea of keeping alive the relationships they developed during their job search, thanking people for their help, and continuing to nurture their business relationships. Remember the “We did it!” of the card assembly challenge.

Lead a group discussion asking students what they should include in this message (without looking at their texts). They should be able to list these, which appear on p. 190 in the text.

- Details about the new job: where they work, what they will be doing
- Enthusiastic tone
- Thank-you for help in their job search, especially if it led to the new job
- Their new contact information if it is available
Talk through the assignment, which may be an announcement to a group of people or an individual.

- **Complete Personal Application: Announcing Your New Job.**

  Instructions:

  Write an email, Facebook message, or LinkedIn message in which you announce your new job. Follow the tips on p. 190 in the text. Your message may be to an individual or to a group.

  Points: _____

  Length guideline: Your announcement is likely to be between 100 and 200 words.

Wrap up the chapter by reminding students of the theme of the card game exercise. Don’t do it alone! Keep your network alive and supportive by communicating every step of the way.

**Additional homework assigned:**

- Read pp. 145-149 in Chapter 7 and come to class prepared to discuss the content.
Personal Introductions: Pave the Way to New Relationships, Chapter 7

Student preparation:

- Read pp. 145-149 in Chapter 7. Come to class prepared to discuss the content.

Learning content—why this section of the chapter is important:

This section of the chapter covers the important task of introducing oneself to a stranger for networking purposes.

Learning activities in brief:

1. Instructor-led discussion of introducing yourself to a stranger, and student sharing in trios.
2. Homework assigned:
   - Read Chapter 10 and come to class prepared to discuss it.
   - Complete Personal Application: Introducing Yourself to a Stranger.
   - Optional: Complete the extra credit assignment Introducing Two People for Networking.
   - Optional: Complete the extra credit assignment Reintroducing Yourself.

   1. Instructor-led discussion of introducing yourself to a stranger, pp. 145-149, and student sharing in trios.
   Have students think of and list three people who might be helpful to them in their academic or career pursuits. These should be three people who do not know them, perhaps a dean, an instructor, a program director, an entrepreneur, a local professional, a talented graduate student or senior, a friend of their parents (who doesn’t know them), or someone in their career of choice.

   Then direct students to reread Dwight’s introduction to a stranger, which appears on p. 147 in the text, and then reread the second version at the top of p. 148. Point out good aspects of the examples, for instance, the content mentioned at the bottom of p. 147.

   Have students read an additional example, which appears in Chapter 8 on pp. 169-170. Ask them to point out specific good aspects of the message and to think about how they might incorporate such aspects into their own messages.

   Ask students to choose one of the individuals on their list of potential resources to write to. In the message they will introduce themselves and ask a favor, for example, request a meeting, ask for advice, or ask for expert information.

   Give students a couple of minutes to think about the message they will write. Then have them get in pairs or trios and tell their partners:
Partners should share any ideas they have about dealing with difficulties. After the partnered sharing, ask for examples of the bulleted items above. Help students brainstorm any solutions to the challenges they foresee in writing the message.

2. **Homework assigned:**

- Complete Personal Application: Introducing Yourself to a Stranger.

  **Instructions:**

  Building on the examples in the class text, write an email in which you introduce yourself to a stranger. This stranger should be someone you would like to connect with for information or guidance related to your academic or career pursuits.

  Rather than sending the email, bring two printed copies to the next class session to share in trios for feedback from your fellow students.

  Points: ______

  Length guideline: Your introduction is likely to be between 100 and 150 words.

  Instructor note: At the next class session, have students get in trios to review one another’s work, answering the questions:

  - Does the introduction present the writer well? If yes, how? If no, how can the writer improve the message?
  - Why is the writer contacting the individual? Read aloud the portion of the message that gives the reason.
  - What specifically does the writer want the individual to do? Read aloud the portion of the message that includes that information. (This answer may be the same as the one above.)
  - Does the writer include sufficient contact information? (Not just an email but a phone number too?)

  Students can do a final version of the message before submitting it to you. You may wish to require them to send the message, or to send it for extra credit points. (They must blind copy (Bcc) you on the message they send.)
• **Optional: Complete the extra credit assignment Introducing Two People for Networking.**

  Instructions:

  Review the Tips for Making Introductions on p. 136 in the text. Then choose two people to introduce, and email your message of introduction to them. You must actually send the email, and blind copy (Bcc) the instructor.

  Extra credit points: _____

  Length guideline: Your email will probably be between 100 and 150 words.

• **Optional: Complete the extra credit assignment Reintroducing Yourself.**

  Instructions:

  Applying the tips on p. 140 in the text, write a professional email reintroducing yourself. This message may be to someone you met recently—for example, at a conference, a trade show, or a career fair—or someone you have not seen in a long time, perhaps a professor. To receive credit for this assignment, you must send the email and blind copy (Bcc) the instructor.

  Extra credit points: _____

  Length guideline: The message of reintroduction will probably be between 75 and 135 words.
Write Apologies to Mend Fences and Support Relationships, Chapter 10

Student preparation: Read the chapter and be prepared to discuss it.

Learning content—why this chapter is important:

This chapter helps students recognize how and why to write sincere, productive apologies.

Learning activities in brief:

1. Interactive scenario to open the discussion.
2. Instructor-led discussion and writing of apology.
3. Homework assigned:
   Read Chapter 11 and come to class prepared to discuss it.
   Complete the assignment Reviewing and Assessing an Apology.
   Optional: Complete the extra credit Personal Application: Writing an Apology (fictional or real).

Learning activities in detail:

1. Interactive scenario to open the discussion:

   Sometime before the class (when no one else is present), ask a brave student to play a role with you when class begins. (Let’s call the student Jon.) Jon’s role will be to ask you several questions aloud at the beginning of class. The questions might be about an assignment or several assignments, or they might be about something else going on at the college. Jon’s questions should be reasonable, not ridiculous.

   When class begins, Jon asks the first question. You answer curtly. Then he asks another related question, and again you answer curtly or even rudely. Jon persists, asking another question, and you lose it, snapping something like “Can’t you see that I’m not in the mood to answer your constant questions!” (or something that would be realistic for you). Try to make your behavior bad enough that it merits an apology.

   Stay quiet for a minute while the students sit with their discomfort and shock. Then say something like “Well, it looks like I owe Jon an apology.”

   Offer the idea that everyone occasionally does things that require an apology. At work, people need to apologize for being rude (as you just were), being late, saying something inappropriate, not showing up for a meeting, not finishing an assignment, etc.
2. **Instructor-led discussion and writing of apology.**

Ask (continuing the preceding discussion):

- What do you have to apologize for? (probably the same kinds of things as people at work)
- What happens if people do not apologize for things that merit an apology? (bad feelings fester, relationships weaken, trust dries up)
- This class began with my acting in a way that requires an apology. What would happen if the situation were real (it wasn’t!), and I did not apologize?
- To whom do I owe an apology—just one student or all of you? (the entire class)
- What would happen if I wrote an apology only to Jon, not to the entire class? (respect would erode, teacher would appear to be explosive and unpredictable)

Explain that you are going to write an apology to Jon now. You will write it as though the class ended without your acknowledging what you had done.

Ask:

- What do you think the apology should include?

The text covers Professor Aaron Lazare’s four parts of an effective apology (p. 211):

1. Acknowledging the offense
2. Explaining what happened
3. Communicating feelings such as remorse, shame, humility, and sincerity
4. Making or offering reparations

Dr. Lazare wrote, “The importance of each part—even the necessity of each part—varies from apology to apology depending on the situation.”

Ask:

- Do you think my apology to Jon requires all four parts? (probably yes)

With the class’s input, particularly regarding the four parts, write your apology. Or show a draft of an apology and get their input to finalize it. Here is a draft as a good example:

Subject: Apology for My Actions in Class Today

Dear Jon,

I am very sorry for how I responded to your questions at the start of today’s class. My impatience and abruptness were uncalled for, and I apologize sincerely for them. [Acknowledging the offense, communicating feelings]
Our class was my first activity after learning that my beloved cocker spaniel has cancer. I didn’t realize being upset about Willy would affect my mood so much. I don’t intend that information as an excuse, only an explanation. [Explaining what happened]

I will make myself available to answer your questions at a convenient time for you. If you still want to discuss them, please email or text me to arrange a time. [Making or offering reparation]

My comments at the beginning of class embarrassed everyone, but especially you. That is why I am writing this apology to you. I will also apologize to the class. [Making or offering reparation]

Please accept my apology.

Sincerely,

When you are finished writing the apology with the help of the class, lead a discussion assessing its effectiveness by using the tips for apologies on pp. 215-216.

Ask students to respond to the David Baad “apology” on p. 212. Ask whether they have ever received “apologies” that blamed them or included a “sorry but.” If they have, how did they feel about the so-called apology?

Ask “Jon” how he feels about the apology you wrote with the class’s help.

If time allows, you may write the apology to the entire class, using a version of the original apology. Example:

Subject: Apology for My Actions in Class Today

Dear Students,

I am very sorry for how I responded to an individual’s questions at the start of today’s class. My impatience and abruptness were uncalled for, and I apologize sincerely for them.

I have written a personal apology to the individual I was rude to at the start of class. But because you had to witness that behavior, I am writing this apology to you too.

As I mentioned to the individual, our class was my first activity after learning that my beloved cocker spaniel has cancer. I didn’t realize being upset about it would affect my mood so much. I don’t intend that information as an excuse, only an explanation.

Again, I am sorry for my behavior, and I hope you will accept my apology.

Sincerely,
Mention that at work people need to apologize sometimes for things that are beyond their control—like a tenant’s air conditioning or heat not working, a product not being available, or extreme weather causing a cancellation. These apologies are very important because they help the other person feel heard.

Also note that at times people need to apologize even though they do not believe they did anything wrong. Ask students to imagine that instead of your rude response at the beginning of the class, you had simply asked Jon to save his questions until the end of the class because you wanted to be sure to cover the new material. What if Jon had then come to you or written to you saying he felt his questions were ignored? It would be important to apologize even though you did not feel you had done anything wrong. You might write things like these three examples:

I am sorry that I did not take time to address your questions at the start of class. I thought we would have time at the end of class for you to raise them, but we did not.

I am sorry that I did not answer your questions. Please raise them at the beginning of our next class, and I will be sure to address them. Or stop by my office during office hours, and we can discuss them.

I am sorry that I appeared to ignore your questions. I certainly did not intend to do so.

Ask students why individuals often don’t apologize when it would be helpful to them and to the offended person if they did so. Try to frame the discussion around how to NOT be the person who doesn’t apologize. Help them identify and reduce any obstacles.

3. **Homework assigned:**
   - **Read Chapter 11 and come to class prepared to discuss it.**
   - **Complete the assignment Reviewing and Assessing an Apology.**

   **Instructions:**

   Find the text of an apology made in the past three years by a famous person. The individual may be a politician, entertainer, sports figure, religious figure—any famous person.

   Review and rate the apology 1-5 (5 being the best) on effectiveness. Provide your assessment of the apology using Professor Lazare’s four parts of an apology, along with the tips for apologies included on pp. 215-216 in the text.

   In your assignment, provide the text of the original apology.

   Points: _____
Length guideline: Your review and assessment will probably be between 150 and 250 words, not including the apology itself.

• **Complete the extra credit Personal Application: Writing an Apology.**

  **Instructions:**

  Write an apology in which you apply what you learned in the chapter. Choose one of the scenarios below and make up any necessary details.

  In these scenarios, apologize because you:

  1. Didn’t do your part in a group project, even though the group was relying on you.
  2. Didn’t show up for a project or group meeting and did not let the group know in advance.
  3. Didn’t show up or call in for a shift at a volunteer assignment.
  4. Left your dorm room or apartment a mess, causing your roommate and his or her guests (or your family members and their guests) to have to deal with your clutter.
  5. Cancelled a date at the last minute—and not because you were sick.
  6. Lost your temper and said something hurtful or told someone to shut up.
  7. Showed up very late for an event that was important to someone.
  8. Forgot about a commitment with a friend and therefore made a second commitment that caused you to break the first commitment.
  9. Lied to a friend to get out of making a commitment—but then were caught in the lie.
  10. Were very cold to a friend without explanation.

  Points: _____

  Length guideline: Your apology will probably be between 100 and 150 words.
Share Bad News Without Fostering Bad Feelings, Chapter 11

Student preparation: Read the chapter and come to class prepared to discuss it.

Learning content—why this chapter is important:

This chapter helps students recognize the importance of communicating bad news rather than concealing it. It also provides tips and examples for bad-news messages.

Note: Many business communication curricula include the assignment of writing a bad-news message. If communicating bad news is covered another way in your program, you may wish to skip this chapter or use it as a supplement.

Learning activities in brief:

If you have assigned a Group Project: Class Presentation for this chapter, you will want to schedule the presentation in the learning activities (See project description at the end of this document.)

1. True-False quiz.
2. Instructor-led discussion of chapter content and optional case studies.
3. Homework assigned:
   Read Chapter 12 and come to class prepared to discuss it.
   Complete Personal Application: Communicating Bad News.

Learning activities in detail:

1. True-False quiz.

   Begin the session with a True-False quiz to get into the principles and practicalities of bad-news messages. The correct answer for each item (according to the text) is shown in bold below. Questions follow the order of the text. If you prefer, you can have this be an open-book test whose purpose is a review of the chapter contents.

   1. **T-F** Whenever possible, it is preferable to communicate bad news in person rather than in writing.
   2. **T-F** Whenever possible, a bad-news message communicating that someone has not gotten a job should include positive statements about the individual.
   3. **T-F** It is not a good idea to apologize when communicating bad news. Apologies may lead to your being blamed.
   4. **T-F** It is important to be serious when delivering bad news so your audience is not confused about the seriousness of the message.
   5. **T-F** Netflix experienced a backlash in response to its price increase despite sending out an effective bad-news message announcing the change to its customers.
6. T-F When you communicate bad news, do not include the good-news aspects of the news, or readers may be confused about your intent.

7. T-F Whenever possible, minimize or disguise bad news with positive language to make it easier for people to accept it.

8. T-F When RadioShack laid off employees by email, an online poll showed that the vast majority of people think layoffs should be done face to face.

9. T-F Whenever possible, use a variety of media to communicate bad news: email, memos, letters, blog posts, etc.

10. T-F Bad news should be communicated first to people who are most affected by it—not communicated broadly all at once.

11. T-F Whenever possible, communicate bad news more than once, adding information as it becomes available.

12. T-F Bad-news messages should not be tailored to recipients. The same bad-news message should be communicated to employees, managers, coworkers, and others.

The 12-point quiz above totals 96 points if you allot 8 points per question. To reach 100 (or 101), you may wish to add this question:

What are the five components of a job-rejection letter, according to the text? You will receive 1 point for each correct component. [The components appear on p. 228 in the text.]

2. Instructor-led discussion of chapter content.

Review the chapter contents by going through the correct answers to the quiz and discussing them as necessary. Share your own examples of having to share or receive bad news.

Ask:

- Have you ever had to communicate bad news? How effective was your message?
- Can you remember a time when you received bad news? Was it delivered well or badly?
- Can you remember a time when someone should have delivered bad news but did not? What happened because of the bad news not being communicated?

The text refers to RadioShack’s and Netflix’s ineffective communication of bad news. If other good or poor examples are in the recent news, add them to the discussion.

This short Harvard Business Review article has two brief case studies: [https://hbr.org/2015/03/how-to-deliver-bad-news-to-your-employees](https://hbr.org/2015/03/how-to-deliver-bad-news-to-your-employees). One way of adding them to the class discussion would be for you to tell the first part of each case, and ask students how they would handle communicating the bad news. Then you could share how the manager actually communicated the bad news.
3. Homework assigned:
   - Read Chapter 12 and come to class prepared to discuss it.
   - Complete Personal Application: Communicating Bad News

Instructions:

Write a message communicating bad news. You may choose one of the scenarios below, or write a real bad-news message from your life experience. Apply the tips and information from Chapter 11 to your message.

Scenarios:

1. Inform an individual in writing that he or she did not make the cutoff for a sports team, sorority or fraternity, or another group. The person may try out or apply again next semester.
2. Inform the members of your team, club, or other group that the group is ineligible for an award this year because you (you yourself) were too late in submitting the application.
3. Inform the members of your team, club, or other group that a celebrity who was supposed to do something for the group (an appearance, concert, etc.) will not do it. The celebrity has instead taken a more lucrative assignment.
4. Inform your employees that there will be no bonuses because the company did not reach its income targets.
5. Inform your employees or coworkers that a popular member of the team has been hospitalized and is in intensive care because of a serious accident.
6. Inform your parent or guardian that you will not receive your academic scholarship next year because your grade point average (GPA) slipped below the required minimum.
7. Inform your parent or guardian that you have been fired from your part-time job because of excessive absenteeism or tardiness.
8. Inform your coach, orchestra conductor, or professor that you are unable to continue with your commitment because you have accepted another commitment or opportunity.

Points: ______

Length guideline: Your message communicating bad news is likely to be between 65 and 250 words. The more complex your bad news is, the longer your message will be.

Instructor note: You may want to have students bring copies of their message to the next class. In small groups, they could receive feedback from their peers on the effectiveness of their messages.
**Say No Clearly and Courageously, Chapter 12**

**Student preparation:** Read the chapter and come prepared to discuss it.

**Learning content—why this chapter is important:**
This chapter helps students recognize the value of the message that says no—the value to both the writer and the receiver. (Receivers may not want a no, but they do want an answer.) The chapter also illustrates the simple, identifiable parts of the “no message.”

**Learning activities in brief:**
If you have assigned a Group Project: Class Presentation for this chapter, you will want to schedule the presentation in the learning activities (See project description at the end of this document.)

1. Instructor-led discussion of the story of Melanie and Aleea.
2. Brief lecture on the parts of the no message.
3. Quick small-group exercise identifying the parts of no messages.
4. Student in-class writing of a no message.
5. Instructor-led discussion of students’ no messages.
6. Homework assigned:
   Read Chapter 13 and come to class prepared to discuss it.
   Complete Personal Application: Saying No

**Learning activities in detail:**

1. **Instructor-led discussion of the story of Melanie and Aleea.**

   Lead a brief discussion of the story of Melanie and Aleea (pp. 245-247), which is a true story whose details have been changed.

   Ask:
   - Did you find the story believable?
   - Why did Melanie have trouble saying no?
   - Would the situation have been better for Melanie and Aleea if Melanie had said no from the beginning?
   - Why does the author refer to saying no as a gift?
   - Have you been in a situation in which it was difficult to say no? (Invite details.)
   - What makes such situations difficult?
2. **Brief lecture on the parts of the no message.**

Present the three essential parts of the no message, which are illustrated in the message on p. 250:

- A neutral or positive opening
- A clearly stated or strongly implied no
- A positive or professional close

Review the additional three parts (p. 250), using the new example below. (Show the example on a slide, if possible; otherwise, read it slowly and have students call out the parts.)

- An explanation for the no
- An offer of an alternative
- A brief apology

**Dear Mr. James,**

Thank you for inviting me to join the chamber group. [positive opening] I am sorry that I cannot. [clearly stated no, brief apology] This semester I will be doing an internship, and I will have to commute an hour each way. The time on the job and on the bus will not give me time to practice sufficiently or rehearse. [an explanation for the no]

If you need woodwinds next semester, please think of me. [an offer of an alternative] I would love to play with your group.

Thanks again! [positive close]

Katie

Ask students which parts of the no message appear in Melanie’s example on p. 249. (neutral or positive opening, clearly stated no, explanation for the no, brief apology, positive close)

3. **Quick group exercise identifying the parts of no messages.**

Divide students into small groups. Assign each group two examples from the text. Direct them to determine which of the six parts of a no message appear in their examples and to label them. Here are five sets of examples:

- p. 252 message from Julian / p. 255 message from Elijah
Have each group report their results. Guide students to recognize that the parts of a no message are clearly identifiable.

4. **Student-in class writing of a no message.**

Tell about a situation in which you sometimes have to say no to a student. (Note: In the example below, a student wants to have a late assignment accepted because of having been sick, but you might prefer the example to be to a student who wants to receive a higher grade on an assignment, or wants to change something about an assignment.) Choose an example that students can readily understand.

Ask students which part of the no message you need to include (probably all six parts, but it depends on the situation). Emphasize that you want to preserve a good relationship with the student.

After gaining general agreement about what belongs in the no message, give students about 10 minutes to draft the message for you. If you wish, you may give them a choice of writing independently, in pairs, or in trios. This assignment will not be graded.

5. **Instructor-led discussion of students’ no messages.**

On a slide, share your own example. Below is an example of a no message written to someone who wanted to turn in an assignment late because he was sick:

Dear Eric,

Thank you for your email asking about submitting your bad-news assignment late. I am sorry that I cannot accept that assignment late. Doing so would not be fair to the students who submitted their assignment by the deadline, because I stipulated that I would not accept the assignment late.

To make up for lost points, you may choose to complete any or all of the extra credit assignments described on the syllabus.

I hope you feel better now, and I look forward to seeing you in class.

Best wishes,
Ask students to read your message and identify each of its six parts of the no message. As they name each part, ask them to share sentences from their drafts that cover the same part, like this:

Student: You have a positive opening. You actually thank the student for asking.
Instructor: Yes, I’d like to hear examples of how you opened neutrally or positively.

Point out that your message does not label, criticize, or shame the student as the bad examples below would have done (based on the discussion on pp. 260-262 in the text).

Share these examples on a slide:

Labeling: You are being self-centered if you expect me to accept a late assignment because you did not plan.

Criticizing: You should have started the assignment before you got sick.

Shaming: Trying to bend the rules all the time does not reflect well on your character.

Direct students to review their own examples carefully to see whether any of their content comes across as labeling, criticizing, or shaming. (You may have them show their examples to partners for a second review.) Encourage students to share any examples before they delete them so that others can learn from the negative examples.

Emphasize that the job of the denial (no) message is to say no while maintaining the relationship. It is not to label, criticize, reform, shame, argue, or express anger.

6. Homework assigned:
   - Read Chapter 13 and come to class prepared to discuss it.
   - Complete Personal Application: Saying No

Instructions:

The chapter gives several examples of saying no on the job. Make up two examples (one in which you use just three parts in your no message, another in which you use all six parts) to say no in situations you might experience or have already experienced in school or on the job. Be sure to include enough content to say no courteously and maintain the relationship. You may submit your messages as though they are texts or emails.

Points: ______

Length guideline: Your total number of words for this assignment will probably be between 75 and 150 words.
Instructor note: You may choose to have students provide peer feedback on their classmates’ work. The feedback might involve answering these questions: Did the writer include the necessary content? Which steps did he or she incorporate? Is the message likely to maintain the relationship?
Disagree With Discretion, Not Destruction, Chapter 13

Student preparation: Read the chapter and come prepared to discuss it.

Learning content—why this chapter is important:

The chapter shows how to communicate disagreement while supporting relationships.

Learning activities in brief:

If you have assigned a Group Project: Class Presentation for this chapter, you will want to schedule the presentation in the learning activities (See project description at the end of this document.)

1. Instructor-led discussion of the differences between disagreeing with destruction and disagreeing with discretion.
2. Instructor-led discussion of the table Transforming Destruction Into Discretion.
3. Student Mad Libs or fill-in-the-blank exercise on tips for disagreeing without destruction.
4. Homework assigned:
   Read Chapter 14 and come prepared to discuss it.
   Complete Personal Application: Disagreeing With Discretion.

If you have not already done so, assign the Final Personal Application: Reporting on What You Have Learned and How You Intend to Apply It, which is due at the last class session. (See assignment on p. 89 of this plan.)

Learning activities in detail:

1. Instructor-led discussion of the differences between disagreeing with destruction and disagreeing with discretion.

   Begin the discussion by asking whether anyone knows a “Pavel” (pp. 269-70), a person who disagrees destructively. If you have volunteers, ask them to describe their Pavel’s behavior and its impact on them, on their Pavel, and on productivity. If no one knows a Pavel, share any experiences you have with people who disagree in ways that are harmful to teamwork, productivity, and relationships.

   Display Kelly's email to Donald (below, or have them read from p. 271) and ask students to point out what is wrong with the message. (Its problems are covered on the top of p. 272.) Ask how they would feel if they were to receive that kind of a response to a proposal.
To: Donald
From: Kelly
Re: Problem With Your Recruiting Proposal

I read your proposal for on-campus recruiting. I think you are making a big mistake to invite employees directly. You ought to go through their supervisors. You don’t want to have supervisors upset at Recruiting, as they were with the job-shadowing program you instituted without their involvement.

Otherwise, it’s okay.

Kelly

Go through the good version of Kelly’s message (p. 272) line by line, from subject to closing, asking students to describe specifically how the message is better.

If time permits, discuss the additional versions of Kelly’s email on pp. 273-276 and the reasons they are effective.

2. Instructor-led discussion of the table Transforming Destruction Into Discretion.

Distribute abridged copies of the table called Transforming Destruction Into Discretion (p. 79 in this plan, from pp. 279-80 in the text). In the abridged version, leave some of the boxes blank so that students will be required to think about the information as you discuss the transformation of each destructive expression to an effective, discreet one. (A sample sheet with selected blanks appears on p. 80 in this plan.)

With student input (and students using their abridged table), talk through each destructive comment, why it is destructive, how to revise it, and why the revision is better. Of course, your answers may differ from those in the text.

After reviewing the table, ask students if they can think of additional destructive comments. Have the class deal with them as though they were part of the table—that is, explaining why the comment is destructive, how to revise it, and why the revision is better.

3. Student Mad Libs or fill-in-the-blank exercise on tips for disagreeing without destruction.

To review the tips on how to disagree without destruction (pp. 281-282) play a Mad Libs game to fill in the blanks (see p. 81 in this plan). Invite students to get into pairs or trios or work alone, if they prefer, to think of one silly and one realistic answer to fill in each of the blanks, without using their texts. (You may wish to set rules for words that can’t be used—for example, swear words and anything else that might offend members of the class.) This should be a fun, light-hearted review. But if this approach is too silly, have students fill in the blanks with serious words only.
<table>
<thead>
<tr>
<th><strong>Disagreeing With Destruction</strong></th>
<th><strong>Why It’s Destructive</strong></th>
<th><strong>Disagreeing With Discretion</strong></th>
<th><strong>Why It’s Discreet</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“I disagree.”</td>
<td>Sets up an adversarial situation rather than a collaborative or supportive one.</td>
<td>“I have an alternative to consider.”</td>
<td>Avoids adversarial tone. Offers support.</td>
</tr>
<tr>
<td>“I disagree with you completely.”</td>
<td>Emphasizes I vs. you.</td>
<td>“I have a different perspective.”</td>
<td>Suggests sharing information rather than clashing.</td>
</tr>
<tr>
<td>“It’s stupid for you to . . .”</td>
<td>Hits the person with a negative label.</td>
<td>“It might also be smart to . . .”</td>
<td>Sounds like support rather than an assault. Is respectful.</td>
</tr>
<tr>
<td>“Your plan will not work.”</td>
<td>Suggests the person is incompetent. Your personalizes the criticism.</td>
<td>“I have strong reservations about parts of the plan.”</td>
<td>Uses an I statement, which focuses more on the writer’s concerns than the plan’s deficits.</td>
</tr>
<tr>
<td>“Your solution is completely unworkable.”</td>
<td>Suggests the person is incompetent. Personalizes the criticism with your.</td>
<td>“The proposed solution may have some drawbacks.”</td>
<td>Suggests rather than states unequivocally. Depersonalizes.</td>
</tr>
<tr>
<td>“Your approach is unethical, if not illegal.”</td>
<td>Implies the person is unethical, perhaps even a lawbreaker.</td>
<td>“I worry that this approach might be considered unethical, if not illegal.”</td>
<td>Expresses concern rather than criticism.</td>
</tr>
<tr>
<td>“You are making a big mistake to . . .”</td>
<td>Suggests the person is foolish.</td>
<td>“There may be unexpected con-sequences if we . . .”</td>
<td>Comes across as a caution rather than a criticism.</td>
</tr>
<tr>
<td>“Your problem is that you focus exclusively on . . .”</td>
<td>Accuses the person of having a problem. Focuses negatively on you and your.</td>
<td>“One potential obstacle is the exclusive focus on . . .”</td>
<td>Comes across as good advice rather than an attack. Depersonalizes.</td>
</tr>
<tr>
<td>“You should . . .”</td>
<td></td>
<td>“I suggest . . .” [or] “One suggestion is . . .”</td>
<td></td>
</tr>
<tr>
<td>“Whose brilliant idea was this?”</td>
<td>Bites with sarcasm.</td>
<td>“I’d like to hear how this plan came together.”</td>
<td>Comes across as a sincere inquiry.</td>
</tr>
<tr>
<td>Disagreeing With Destruction</td>
<td>Why It’s Destructive</td>
<td>Disagreeing With Discretion</td>
<td>Why It’s Discreet</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>“I disagree.”</td>
<td>Sets up an adversarial situation rather than a collaborative or supportive one.</td>
<td>“I have an alternative to consider.”</td>
<td>Avoids adversarial tone. Offers support.</td>
</tr>
<tr>
<td>“I disagree with you completely.”</td>
<td>Emphasizes I vs. you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“It’s stupid for you to . . .”</td>
<td>“It might also be smart to . . .”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Your plan will not work.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Your solution is completely unworkable.”</td>
<td>Suggests the person is incompetent. Personalizes the criticism with your.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Your approach is unethical, if not illegal.”</td>
<td>“I worry that this approach might be considered unethical, if not illegal.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“You are making a big mistake to . . .”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Your problem is that you focus exclusively on . . .”</td>
<td>Accuses the person of having a problem. Focuses negatively on you and your.</td>
<td>“One potential obstacle is the exclusive focus on . . .”</td>
<td></td>
</tr>
<tr>
<td>“You ought to . . .” “You should . . .”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Whose brilliant idea was this?”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Have you considered . . .”</td>
<td>“I suggest . . .” [or] “One suggestion is . . .”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“I’d like to hear how this plan came together.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mad Libs or Fill in the Blank: Disagreeing Without Destruction

Both Pavel and you can disagree without destroying relationships if you apply these tips:

Talk rather than write, when possible, so you can adjust your message based on the other person’s reactions and _______.

Avoid the word _______, which puts you and the other person on opposing sides. Instead, simply state your views. Or describe them as suggestions or _______.

Avoid the use of the pronouns you and your with _______ _______. For example, avoid “you failed” and “your illogical plan.”

Use _______ statements to express concerns, for instance, “I worry that . . .” and “I have _______ about . . .”

Turn criticisms into _______. Rather than writing, “Your proposal lacks depth,” write, “The proposal would benefit from more discussion of . . .” Offer ideas and _______.

Communicate _______ rather than cavalierly, _______ rather than sarcastically. Omit exaggerations such as “I would rather jump off the George Washington Bridge than do as you suggested.” Avoid superlatives such as “This is the worst report I have ever _______.

Appreciate the possibility that you are _______. Your ideas may be out of fashion or too cutting edge for the _______. Use tentative language such as “may be” and “could be” rather than insisting things “are” exactly as you interpret them.

Avoid making negative assumptions about the other person’s _______, and never include such assumptions in your message. Assume the best of the other _______.

Recognize when your negative feelings will be obstacles to writing a tactful message. Try to see the other person in a _______ _______.

Relationships are built on honest, tactful communication. Disagreeing with discretion will help you create and maintain strong business _______.

Homework assigned:

- Read Chapter 14 and come prepared to discuss it.

- Complete Personal Application: Disagreeing With Discretion

Instructions:

Imagine that Dana is the leader of a school program that requires students to raise funds to supplement the program budget. The email below is Dana’s destructive response to Chris, who recommended raffling off gift baskets. Following the tips and examples in the chapter, revise Dana’s message completely so that it responds effectively and discreetly to Chris. Make up any details.

To: Chris Latham
From: Dana Woods
Subj. Re: Fundraising Ideas

I read your idea for raising money for our program. Raffling off gift baskets? Are you kidding? I know my mom is into winning gift baskets, but I don’t think anyone under 50 is.

Got any good ideas?
Remind People Without Nagging or Whining, Chapter 14

Student preparation: Read the chapter and come prepared to discuss it.

Learning content—why this chapter is important:

This chapter helps students write diplomatic, efficient reminders and even to eliminate the need to write some reminders.

Learning activities in brief:

If you have assigned a Group Project: Class Presentation for this chapter, you will want to schedule the presentation in the learning activities (See project description at the end of this document.)

1. Instructor-led discussion of people’s feelings about reminding.
2. Brief lecture on ways to eliminate the need to remind people.
3. Instructor-led discussion applying the Tips for Gentle Reminders to two examples.
4. Student revision of you statements.
5. Homework assigned:
   - Read Chapter 15 and come to class prepared to discuss it.
   - Complete Personal Application: Writing a Reminder.

Learning activities in detail:

1. Instructor-led discussion of people’s feelings about reminding.

   Begin with a story or an example of a reminder you had to communicate. Tell how you felt about the reminder, tying it to the chapter title “Remind People Without Nagging or Whining.” Explain whether you were concerned about nagging or whining and why. Link your feelings to the class goal of building and maintaining relationships.

   Bring students into the discussion. Ask questions like these:

   - Do you have to remind people of things? For example, do you have roommates who may not complete their agreed upon chores? Or members of a project team who don’t do what they are supposed to do for the group?
   - How do you feel about having to remind others?
   - Do you nag or whine when you remind people?
   - Do you end up doing a task yourself rather than reminding someone? If not, how do you avoid those behaviors?
   - In your opinion, why do people not do what they are supposed to without being reminded? (Guide to the idea of people being reluctant, ambivalent, unaware, unable, or too busy to respond, as described on p. 284.)
Note: If you have people in the class who always answer—and people who never do—you may want to make the discussion above small-group rather than instructor-led. You would then call on the small groups to share what they learned about themselves regarding reminders.

2. Brief lecture on ways to eliminate the need to remind people.

Point out that although the chapter is about writing effective reminders, it also offers suggestions on ways to eliminate the need to remind people (pp. 284-286) by making requests in specific, effective ways. These ways are to help reduce the possibility that others are reluctant, ambivalent, unaware, unable, or too busy to respond, as stated on the top of p. 284.

Talk through the suggestions from pp. 284-286, using an example to clarify the points. Possible example: Imagine that a student, Manny, is the leader of a group and wants someone in the group to volunteer to take notes at meetings. How can Manny make this request so that he doesn’t need to repeatedly remind (nag) people in order to get a volunteer? (The tips below appear on pp. 284-286.)

1. **Personalize the message** so that every individual who receives it know is it from you to him or her, not to a group. (Manny can write to one individual, not the entire group.)
2. **State why something is important.** (Manny can share why meeting notes are important to the group—without them, the group won’t remember what they decided and will not make progress.)
3. **Show how taking an action benefits the reader.** (Manny can state how past meeting notes would have helped the individual he is writing to; he can also state that building note-taking skills can be helpful professionally.)
4. **Do as much as you can to help the other person comply.** (Manny can share a note-taking template or an example.)
5. **Follow up on any requests you make.** (Manny can call, ask the individual in person, or communicate an additional way to support his request.)

Once you go through the suggestions, ask students how any of the five suggestions can be applied to situations in which they would like to reduce the need to remind or nag. For example, could they apply any of them to get a roommate to take out the trash or to get someone to return a phone call?

3. Instructor-led discussion applying the Tips for Gentle Reminders to two examples.

Display or distribute the effective reminder below (it does not appear in the text), and use it as an example to discuss the Tips for Gentle Reminders on pp. 287-293 in the text. While
viewing the reminder, go through each of the tips and ask whether it is applied in the example. (Beneath this first example, see the example with instructor notes inserted.)

Re: Reminder: Agenda Items and Materials for Sunday’s Meeting

Hi Roxy,

I am preparing the agenda for our meeting on Sunday, and I haven’t yet received your information. I believe you want us to talk about the plan for the creativity expo, so I wanted to be sure you have the chance to get on the agenda.

If I receive information from you by Friday at noon, I will be able to include it in the agenda and packet of materials I send out on Friday afternoon. That way, people will have plenty of time to read it.

Below is the agenda so far. Feel free to just insert your information and attach anything you want us to review in advance. I’ll take care of sending it out.

See you on Sunday night.

Angelina

Example with instructor notes inserted:

Re: Reminder: Agenda Items and Materials for Sunday’s Meeting

Hi Roxy,

I am preparing the agenda for our meeting on Sunday, and I haven’t yet received your information. [good I statement rather than you statement] I believe you want us to talk about the plan for the creativity expo, so I wanted to be sure you have the chance to get on the agenda. [positive rather than using accusing language]

If I receive information from you by Friday at noon, I will be able to include it in the agenda and packet of materials I send out on Friday afternoon. [consequences and next step the writer will take] That way, people will have plenty of time to read it.

Below is the agenda so far. Feel free to just insert your information and attach anything you want us to review in advance. I’ll take care of sending it out. [frames the reminder as a helpful tool, in a way]

See you on Sunday night.

Angelina

Follow the same discussion format with the example below, which does not appear in the text. Let students conclude that it is somewhat flawed.
FW: Got to Get Tryouts on the Calendar

Hey Jacob,

We need to schedule the tryouts, and you haven’t sent me the dates you are available. If I don’t hear from you, tryouts will be delayed, and that will put stress on the schedule. Below is my email about possible dates. Glenn and Michael have already told me they are free all those times, so you can pick any.

Let me know ASAP.

Will

Example with instructor notes inserted:

FW: Got to Get Tryouts on the Calendar [good idea to forward the original message]

Hey Jacob,

We need to schedule the tryouts, and you haven’t sent me the dates you are available. [ineffective you statement—he may have sent them] If I don’t hear from you, tryouts will be delayed, and that will put stress on the schedule. [good to include consequences]

Below is my email about possible dates. Glenn and Michael have already told me they are free all those times, so you can pick any. [good to include the original request]

Let me know ASAP. [Should name what the writer will do next. What if he doesn’t hear from Jacob?]

Will

4. **Student revision of you statements.**

Give students practice turning you statements, which may come across as accusatory, to I statement, which state facts. These kinds of statements may appear in reminders. Decide whether you want students to write their responses or shout them out. Writing is quieter but gives people time to think. Shouting is more energetic, but some people will always be faster than others. You might also decide to have half the examples be shouted out and half be written.

Here are you statements with sample revisions:

*You* statement: You haven’t sent me your assignment.

*I* statement: I haven’t received your assignment.
You statement: You haven’t graded my project yet.
I statement: I would really like to get your feedback on my project.

You statement: You haven’t responded to my request for a meeting.
I statement: I would like to meet you with you as soon as possible.

You statement: You haven’t paid the fee yet.
I statement: I have not received your payment for the fee yet.

You statement: None of you have submitted your agenda items.
I statement: I am waiting for your agenda items.

You statement: You are avoiding me after class.
I statement: I haven’t been able to catch you after class.

You statement: You haven’t approved the graphics for the article.
I statement: I need your approval of the graphics for the article.

5. **Homework assigned:**
   - Read Chapter 15 and come to class prepared to discuss it.
   - Complete Personal Application: Writing a Reminder.

   **Instructions:**
   Choose one of the scenarios below, and write an effective reminder. Incorporate the Tips for Gentle Reminders (pp. 287-291) that suit your situation. Make up the necessary details.

   **Scenario 1:**
   You met a manager or another professional at a local event, and the individual invited you to email him or her to set up a networking lunch (his or her treat). You emailed the individual over a week ago to set up the lunch, but you have not yet received a response. Write an email reminding the individual of your original meeting and again requesting a date for lunch. (Adapt the scenario to make it realistic for you.)

   **Scenario 2:**
   You are the leader of a project group for another class. Two people in the group have not submitted the plan for their portion of the project (at least you have not received it), which they are working on together. It was due to you yesterday to incorporate into the master plan. Write to remind the two people.
Scenario 3:
You interviewed a college or industry leader for an article you have written for a newsletter or blog. At the interview, you told the individual that he or she would have the opportunity to approve the quotes you included in the article. You emailed the draft of the article three days ago, with the quotes highlighted, and asked the individual to respond within 48 hours. Email the individual reminding him or her of your need for approval of the quotes.

Points: _____

Length guideline: Your reminder will probably be between 60 and 100 words.

Instructor note: You may wish to have students bring copies of their reminder to class and share them in pairs or trios. Partners can reviews each reminder and determine which of the Tips for Gentle Reminders (pp. 287-291) are apparent in the message.
Deal With Anger (Yours and Theirs) to Preserve Relationships—or End Them Well, Chapter 15

Student preparation: Read the chapter and be prepared to discuss it.

Learning content—why this chapter is important:

The chapter provides students with language, examples, and tips to help them maintain relationships even in charged situations. It also gives them an example of how to end a relationship professionally.

Learning activities in brief:

If you have assigned a Group Project: Class Presentation for this chapter, you will want to schedule the presentation in the learning activities (See project description at the end of this document.)

1. Instructor-led discussion, including a student poll, on dealing with one’s own anger at work.
2. Instructor-led discussion, including a student poll, on dealing with the anger of others at work.
3. Homework assigned:
   • Read Chapter 17 and come to class prepared to discuss it.
   • Complete Personal Application: Dealing With Anger in Writing.

Learning activities in detail:

1. Instructor-led discussion, including a student poll, on dealing with one’s anger at work.

Open by briefly retelling the true story of Jude, who lost his job because he lashed out in email. Then find out about the students’ experience with telling someone off in writing by polling them on the statement below, which appeared on the author’s survey of 686 adults working in the U.S. You may wish to cut the phrase “at work” if your students have little work experience. (The author’s survey results appear in parentheses.)

“I have written a message in which I told off someone [at work]—and have regretted it”:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage of Those Surveyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many times</td>
<td>(0 percent of those surveyed)</td>
</tr>
<tr>
<td>A few times</td>
<td>(5 percent of those surveyed)</td>
</tr>
<tr>
<td>Once or twice</td>
<td>(25 percent of those surveyed)</td>
</tr>
<tr>
<td>Never, can’t recall such an occasion</td>
<td>(70 percent of those surveyed)</td>
</tr>
</tbody>
</table>

Note that in the author’s survey, 30 percent of people had told someone off in writing and regretted it. Compare that figure to the students’ experience.
Invite students who did write such a message to briefly describe the circumstances. Invite them to share what they wish they had done instead.

Build on one or more of the students’ experiences—or use your own or a friend’s—to review the detailed points on pp. 302-304, “How to Protect Business Relationships When You Are Angry and Under Stress.” (Note: The tips are not numbered in the text.)

1. Do not commit your anger to writing.
2. Talk with the appropriate person, typically the person who can help you change the situation or see it differently.
3. If you communicate by email, write only to the person who can make a difference—not to a group.
4. If you communicate in writing or talk with the person with whom you are angry, avoid using you statements.
5. Avoid combining the pronoun you with any negative word.
6. If the behavior that upsets you is abusive, get help.
7. Do not keep anger and frustration inside until you explode.

2. Instructor-led discussion, including a student poll, on dealing with the anger of others at work.

Transition to the idea that sometimes we are on the receiving end of angry, insulting messages. Read aloud the two angry messages on pp. 314 (to Jane from her boss) and 315 (to Henry from his coworker, Martin) in the text. Ask students how they would feel if they had received either of those messages.

Find out about the students’ experience receiving angry or insulting messages by polling them on the statement below, which also appeared on the author’s survey of 686 adults working in the U.S. To wake up the class, you might want to do a “four corners” poll of students by designating each of the four corners of the room (or four places in the room) for students to stand, based on their response to the question. You may wish to cut the phrase “on the job” if your students have little work experience. (The author’s survey results appear in parentheses.)

“(On the job,) I have received written messages that are angry or insulting”:

- Daily or nearly every day (1 percent of those surveyed)
- Frequently (6 percent of those surveyed)
- Occasionally (64 percent of those surveyed)
- Never, can’t recall such an occasion (29 percent of those surveyed)
Point out that 70 percent of survey respondents have received at least one angry or insulting message at work, and compare the students’ percentage.

Invite students who have received angry, insulting messages to share the circumstances briefly and tell how they handled them. You might share your own experience handling such messages. Read aloud Jane’s message (p. 314) and Henry’s (pp. 315-16), which are good examples, and ask students for their reactions to those responses. Could they themselves write such messages?

Using student examples, your own, or Jane’s and Henry’s, discuss the “Tips for Responding to Upsetting Written Messages” on pp. 311-313. To keep the discussion lively, you may wish to limit the number of tips you discuss. The tips below relate directly to Jane’s or Henry’s situations. (Note: These selected tips are not numbered in the text.)

1. At first, do nothing. (Jane waited 20 minutes before responding.)
2. Do not broadcast your anger or upset feelings. (There is no evidence that Jane or Henry broadcast their anger to others.)
3. Decide whether you need to respond. (Did both Jane and Henry need to respond? Yes, because they have ongoing work relationships with the other individuals.)
4. Consider the possibility that you are overreacting or misinterpreting the message and the intent. (At first, Jane focused on the attacking language. Then she focused on the content.)
5. Try to find any truth in the message. (Both Jane and Henry realized the part they played in the situation.)
6. Keep value judgments, emotional language, and unsupported remarks out of any response. (Jane and Henry did a good job of limited their messages to the facts and their apologies.)
7. Keep your response short. (Jane and Henry included only the essential statements.)

3. Homework assigned:
   - Read Chapter 17 and come to class prepared to discuss it.
   - Complete Personal Application: Dealing With Anger in Writing.

Instructions:

Below are two messages exchanged between Lisa, the manager of a frozen yoghurt store, and Natalie, the employee (a student), who worked last night and is off today. As you can see, both of them are angry.

Your two tasks:

1. Revise either Lisa’s or Natalie’s message, applying the tips from the chapter and other tips on relationship-building communication that you have learned this
term. Make up any necessary details. Assume that Natalie does want to keep her job.

2. In bullet point format, list the changes you made and why. For example:
   • The greeting warms up the message.

Natalie’s message to Lisa:
What the heck were you doing last night? When I got in this morning, half the machines were empty, and we are almost out of the 16-ounce cups! IT’S YOUR JOB TO MIX THE YOGHURT AND FILL THE MACHINES, AND YOU HAVE TO LET ME KNOW WHEN WE ARE OUT OF CUPS! If you want this job, you’ve got to take care of this stuff on your shift.

N.

Lisa’s message to Natalie:
What I was doing last night was working my tail off. If you review the receipts, you will see that it was crazy busy. I filled as many of the machines as I could before I left—you are the one who told us not to work overtime! As for the cups, I called the downtown store, and George said he’d get them to us by the morning. I can’t help it if George screwed up. Sorry for taking the initiative!

L.

Points: _____

Length guidance: Your message will probably be between 50 and 100 words. Your list of ways you improve the message will depend on your improvements.

Instructor note: Below are two sample revisions with their changes noted.

Sample revision of Lisa’s message:
Hi Natalie,
I know you are off today, but I have a couple of concerns I need to ask you about. When I arrived, six of the machines were empty, and there are only a few 16-ounce cups. Can you take a minute to tell me what happened? I’ll be rushing to set up with Ahmed, but I would like to hear from you. Please text me.
Lisa

• The greeting using Natalie’s name warms up the message.
• The opening sentence acknowledges Natalie’s situation, that she is off today.
• The revision eliminates the use of you with blaming language.
• The revision eliminates the emotional “what the heck” phrasing.
• The revision leaves out the threat of Natalie losing her job.
• The revision eliminates the all-capital letter yelling.
• In the revision, Lisa asks rather than assuming anything negative.
• Positive language such as “like to hear from you” and “Please” warms up the message.
• The use of the name Natalie seems warmer than just the initial N.

Sample revision of Natalie’s message:

Hi Lisa,
We were super busy last night. I filled as many of the machines as I could, but I didn’t stay late because I know you don’t want us working overtime. I guess I should have called you to see what you wanted me to do. Sorry for not doing that.

I called George last night to see if downtown had cups. He said he would drop off a case before opening this morning.

I’ll be in tomorrow if you want to talk about these things.

Natalie

• The greeting begins the message positively.
• The apology acknowledges responsibility.
• The revision eliminates the accusing “you are the one who.”
• The revision leaves out the emotional use of exclamation points.
• The revision eliminates the defensive and accusing “I can’t help it if George screwed up.”
• The revision eliminates the sarcasm of “Sorry for taking the initiative!”
• The closing sentence expresses the willingness to keep talking.
• The use of the names Lisa and Natalie warms up the message.

Instructor note: You may wish to have students bring copies of their revisions to the following class to share with others. Groups of “Lisas” might choose the best message among them to share with the class. Groups of “Natalies” might do the same.
Communicate Around the Globe With Courtesy and Wisdom, Chapter 17

Student preparation: Read the chapter and come prepared to discuss it.

Learning content—why this chapter is important:

The chapter shares stories, tips, and strategies to help students build business relationships across cultures and across the globe.

Learning activities in brief:

If you have assigned a Group Project: Class Presentation for this chapter, you will want to schedule the presentation in the learning activities (See project description at the end of this document.)

1. Instructor brief review of the chapter’s stories.
2. Small-group discussion and reporting: Have we communicated with courtesy and wisdom?
3. Homework assigned:
   - Read Chapter 18 and come to class prepared to discuss it.
   - Complete Personal Application: Communicating Around the Globe.

Learning activities in detail:

1. Instructor brief review of the chapter’s stories.

   Briefly review the stories of the three individuals featured in the chapter:
   - Richard, who smiled rather than scowled through exhausting circumstances, ending in the humorous mistake “starved for attention” instead of “staff retention.”
   - Jerry, who continues to apply an uncomfortable lesson he learned as an exchange student who focused too much on himself.
   - Deb, who noted the significance of language choices in global communication, when a dog breed question frustrated people around the world.

2. Small-group discussion and reporting: Have we communicated with courtesy and wisdom?

   Applying the points raised in Richard’s, Jerry’s, and Deb’s stories, small groups will determine how well the class (both the instructor and students) communicated in ways that build global relationships. (This exercise assumes that the chapter is being covered toward the end of the semester or quarter. If it is being covered earlier, the questions can focus on recommending changes for the future.)

   This exercise will provide a richer experience if you have students from a variety of cultures. If the group is homogenous, you may want to ask the group to imagine having a class of students from a variety of backgrounds, countries, and cultures.
If you have sufficient students (at least 24 or so), divide them into six groups, with two
groups assigned to Richard’s, Jerry’s, and Deb’s content. If you have a small number of
students, divide them into three groups, with one group per content category. If you have
students from other cultures in your class, consider placing them in a group or groups where
they will be a majority; in a majority, their ideas will more likely be heard.

You will need to provide the bulleted approaches to each of the groups, along with the three
questions. (The bulleted lists are different for each of the three stories, but the numbered
questions are the same.)

**Group(s) Assigned to Richard:**

The approaches inspired by Richard’s story are:

- Communicate first as a person, then as a professional.
- Use polite language such as *please, thank you,* and *appreciate.*
- Recognize that there is more than one way to get results.
- Be humble. Recognize that you do not know it all.

Considering those ideas as they are fleshed out on pp. 343-345, answer these
questions and prepare answers to share with the class:

1. In our class, how well did we or you as individuals apply the approaches
   above in our communication?
2. What did we or you as individuals do well?
3. What could we or you as individuals have done better?

**Group(s) Assigned to Jerry:**

The approaches inspired by Jerry’s story are:

- Ask questions.
- Do your homework [about others].
- Cultivate acceptance.

Considering those ideas as they are fleshed out on pp. 346-348, answer these
questions and prepare to share your answers with the class:

1. In our class, how well did we or you as individuals apply the approaches
   above in our communication?
2. What did we or you as individuals do well?
3. What could we or you as individuals have done better?

**Group(s) Assigned to Deb:**
Three approaches inspired by Deb’s story are:

- Use plain English.
- Use concrete language rather than figurative language or slang.
- Know your audience.

Considering those ideas as they are fleshed out on pp. 350-352, answer these questions and prepare to share your answers with the class:

1. In our class, how well did we or you as individuals apply the approaches above in our communication?
2. What did we or you as individuals do well?
3. What could we or you as individuals have done better?

Allow groups 15 to 20 minutes to prepare their answers and choose a spokesperson. Then give each group about 5 minutes to present their answers. (When two groups are focused on the same content, have them present back to back.) Share your feedback and ask clarifying questions. Encourage class members to voice their agreement and add ideas.

3. **Homework assigned:**

- Read Chapter 18 and come to class prepared to discuss it.
- Complete Personal Application: Communicating Around the Globe.

Instructions:

**Option 1:** The chapter includes stories of cross-cultural communication. Write a report on your own true story of a cross-cultural communication you experienced, whether it was successful, awkward, or something else. Tell what you learned or relearned from the experience or what you hope the other person learned (if he or she was rude to you).

**Option 2:** Interview someone from another country or culture to learn the story of one of his or her memorable cross-cultural communications. Report the individual’s story and what you learned from his or her experience.

Points: _____

Length guideline: Your report will probably be between 150 and 300 words.

Instructor note: These stories will probably be very much worth sharing. You may wish to get students’ permission to post them, you may ask them to post them, or you may have students volunteer to read them aloud in the next class session.
Create Your Action Plan for Building Relationships One Message at a Time, Chapter 18

Student preparation: Read the chapter, complete the final personal application, and bring their final assignment to the class to share portions of it.

Learning content—why this chapter is important:

The chapter echoes Chapter 1 in its stories of positive intent in communication. It provides many examples of little actions individuals can take to communicate positive intent and build work relationships.

Learning activity in brief:

1. Brief instructor-led discussion of communicating positive intent.
2. Student sharing of selected content from their Final Personal Application: Reporting on What You Have Learned and How You Intend to Apply It.

Learning activities in detail:

1. Brief instructor-led discussion of communicating positive intent.

   Mention the two stories of thank-you notes to students that positively affected their decisions to choose a certain school, which appear at the beginning of the chapter. Share your own examples of brief messages that affected your decisions or attitudes.

   Ask:

   o When has a brief message or a seemingly small gesture positively affected your attitude or a decision you had to make? Was the situation personal or professional?
   o Did you feel the person’s positive intent?
   o What action did the person take that communicated that intent?

   Invite students to share examples and elaborate on them. Guide them to the idea that it’s not just huge communications that make a difference in our business and personal decisions. Sometimes small gestures demonstrate people’s positive intent toward us and build our relationships.

2. Student sharing of selected portions of their final assignment.

   Group students in trios or quads to discuss what they have learned in the class. For discussion, choose several aspects of the final assignment that will be an effective
review and acknowledgment of their learning and how they intend to apply it. For example, they might discuss:

- Their most important lessons (learning) from the class and why were they important.
- The most surprising thing they learned.
- The ideas or suggestions they still resist.
- The incidents in class that helped them learn significant lessons.
- Things they have already changed in their communication habits.
- Steps from Chapter 18 that they intend to implement.

At the end of discussion time, ask each group to report commonalities in what they shared and any insights they experienced through their discussion.
Final Personal Application: Reporting on What You Have Learned and How You Intend to Apply It

Your final assignment requires reviewing what you have learned from the text and in the class, reflecting on how you intend to apply what you have learned, and writing a report describing your thoughts and intentions.

In your report, explore these questions or similar meaningful ones that help you share what you have learned and how you intend to apply your learning:

1. What are your most important lessons (learning) from the class? Why were they important to you personally?
2. What was the most surprising thing you learned? Why was it surprising?
3. Which content, if any, did you find difficult to swallow? Why? Do you still resist certain ideas or suggestions from the text and the class?
4. Which incident or incidents occurring in class helped you learn a significant lesson about communicating?
5. Which assignment was the best learning opportunity for you? Why?
6. Considering what you have learned, what have you already changed in your communication habits?
7. Considering what you have learned, how do you intend to apply it on the job or in your next academic situation?
8. Chapter 18, “Create Your Action Plan for Building Relationships One Message at a Time,” lists many steps to take to build and maintain relationships. Which of those steps do you intend to apply?

Points: _____

Length guideline: Your report is likely to be between 750 and 1500 words.
Group Project: Class Presentation on the Theme or Essential Learning of a Chapter

Your group will create a class presentation on the theme or the essential learning of the chapter assigned to you. Your chapter will be one of the following:

Chapter 11: Share Bad News Without Fostering Bad Feelings
Chapter 12: Say No Clearly and Courageously
Chapter 13: Disagree With Discretion—Not Destruction
Chapter 14: Remind People Without Nagging or Whining
Chapter 15: Deal With Anger (Yours and Theirs) to Preserve Relationships—or End Them Well
Chapter 17: Communicate Around the Globe With Courtesy and Wisdom

Choose a format for your presentation that presents the chapter theme or essential learning in a memorable way. For example, it might be a:

- Serious or funny video
- Skit followed by a brief discussion
- Learning activity you design and run
- PowerPoint presentation
- Panel discussion
- Song whose lyrics you have written that you teach to the class
- Performance art
- Oral report on examples of your topic in the news

Your presentation should not involve a quiz—at least not a serious one.

Length guideline: The length of your presentation should be suitable for its genre. For example, a video might be as short as a minute, whereas a learning activity might take 15 minutes.

Other parts of the project:

- A description of your presentation is due at least one week before the class in which you will present it. Length guideline: 20 to 200 words—enough to indicate how it will fit in the flow of the class.
- Within three days after your presentation, each participant must submit an individual report on what he or she contributed to the organization, creation, and delivery of the project. Length guideline: 100 to 250 words.
- Within three days after your presentation, each person must submit a report assessing how well he or she communicated to build relationships during the project. Length guideline: 250-350 words.

Presentation points: ______
Individual contribution points: ______
Communication self-assessment points: ______
ABOUT THE CURRICULUM DESIGNER: LYNN GAERTNER-JOHNSTON

Over the past 25 years, Lynn Gaertner-Johnston has taught business writing for more than 100 organizations, from MasterCard, Microsoft, and Moss Adams to TIAA-CREF, AARP, Association of Legal Administrators, and Tennessee Valley Authority. As an adjunct instructor, she taught managerial communications in the MBA programs of University of Washington’s Foster School of Business and University of Washington – Bothell.

Lynn is the author of Business Writing With Heart: How to Build Great Work Relationships One Message at a Time, along with other business writing aids. The book won two Benjamin Franklin awards from the Independent Book Publishers Association. (Learn more about Business Writing With Heart at www.syntaxtraining.com/writing-guides/heart and www.tinyurl.com/syntaxtraining.)

The Wall Street Journal, Vanity Fair, Atlantic, Vogue, and other media have quoted Lynn on business writing etiquette. Her Business Writing blog (www.businesswritingblog.com) gets more than 4 million visits annually from readers across the globe. The blog has served as a resource for college instructors for many years.

Lynn’s master’s degree in communication is from University of Notre Dame in South Bend, Indiana. Her undergraduate degree in English is from Bradley University, in Peoria, Illinois.

She lives and works in Seattle, Washington, where her company, Syntax Training is located (www.syntaxtraining.com). You may reach Lynn at:

lynng@syntaxtraining.com
206-782-8410
7332 16th Avenue NW
Seattle, WA 98117-5415
U.S.A.