

Chapter 1: Succeeding in Business Communication

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Description of the Chapter

Chapter 1 explains the needs for effective communication skills in the workplace, discusses the costs of poor communication, describes criteria for effective messages, explains why ethics is so important in business communication, and demonstrates how to analyze and solve business communication problems. In addition, the Chapter 1 has a section that explains how large language models are trained, explains their limitations, and provides guidelines for when and how to use LLMs. Students should return to the concepts in Chapter 1 throughout the semester as they analyze audiences for the messages they write and the presentations they deliver.

Chapter Learning Objectives

LO 1-1 Describe the benefits of good communication.

Communication helps organizations and the people in them achieve their goals. People put things in writing to create a record, to convey complex data, to make things convenient for the reader, to save money, and to convey their own messages more effectively.

LO 1-2 Explain why you need to be able to communicate well.

- The three basic purposes of business and administrative communication are to inform, to request or persuade, and to build goodwill. Most messages have more than one purpose.
- The ability to write and speak well becomes increasingly important as you rise in an organization.

LO 1-3 Describe the costs of poor communication.

Poor writing wastes time, wastes effort, and jeopardizes goodwill.

LO 1-4 Describe communicating on the job.

- Communication—oral, nonverbal, and written—goes to both internal and external audiences.
- People in organizations produce a large variety of documents.

LO 1-5 Explain the basic criteria for effective messages.

Good business and administrative writing meets seven basic criteria: it's clear, complete, and correct; it follows conventions; it saves the reader's time; it builds goodwill; and it's ethical.

LO 1-6 Analyze a business communication situation.

1. What is your purpose in communicating?
2. Who is your audience?
3. How will the audience initially react to the message?
4. What information must your message include?
5. What benefits will your audience find convincing?
6. How can you ensure that you communicate ethically?

LO 1-7 Explain when it is appropriate and helpful to use a Large Language Model (LLM) to generate language

- When the LLM has been trained on a great deal of publicly available and noncontroversial text data.

- When you need boilerplate language.
- When you don't need to show how you reached a conclusion.

Where Students Get Frustrated

There are several business communication concepts that frustrate students.

Getting Motivated to Develop Business Communication Skills

If you are teaching students who are currently working in business or professional situations, you will probably not need to convince them that business communication skills are important. Students tend to have difficulty primarily when they resist taking the course, either because they do not believe writing and communication will be important to their careers or because they have already had other writing courses.

While the importance of communication skills on the job is obvious to us, students are skeptical. Share examples of how students will need to communicate on the job in lectures, discussions with students before and after class, in office hours, and in assignment scenarios—basically any time it's appropriate throughout the course. Bring articles that discuss employers' requirements and expectations of communication skills to class. For example, the Newsweek article "[Companies Are Quickly Firing Gen Z Employees](https://www.newsweek.com/companies-are-quickly-firing-gen-z-employees-1958104)."

Across the board, 75% of companies reported that some or all of their recent college graduate hires were unsatisfactory.

Employers most often cited a lack of motivation in their recent graduate hires, at 50%, while 39% said poor communication skills and 46% said a lack of professionalism made this cohort difficult to work with.*

In addition to bringing material to class, encourage students to share their work experiences, share your own work examples, and pull examples of business communication from the news, whether that communication helped or adversely affected business.

Embracing the Difficulty

Students might struggle getting their ideas out of their heads and into text. Writing is integral thinking and getting ideas into text is integral to effective communication. They are also hard things to do, and it is tempting to rely on Generative AI like Large Language Models (LLMs). In fact, Generative AI may appear to understand questions posed to it and may appear to respond to prompts in a sensible manner. However, a deeper reading of LLMs' output text by a discipline professional often reveals serious issues[†], whether it is a lack of effective structure, content, or good practice.

We can't provide our students with a discipline's knowledge in a short period of time, but we can help students understand how "empowerment without wisdom"[‡] may not be as helpful as they

* Blake, S. "Companies are quickly firing Gen Z employees." September 23, 2024. *Newsweek*. <https://www.newsweek.com/companies-are-quickly-firing-gen-z-employees-1958104>.

[†] Nascimento, C.M.C. and Pimentel, A. S., "Do large language models understand chemistry? A conversation with ChatGPT." 2023. *Journal of Chemical Information and Modeling*, 63 (6), 1649-1655.

[‡] "Empowerment with Wisdom" is what Elmsore and McPeak identify as Challenge #1 in Generation Z Unfiltered.

think. We need to provide them with the experience, knowledge, and good judgment needed to communicate effectively just as we always have. Helping our students gain such wisdom now includes “AI Literacy.” Our students need to know that sometimes it’s best to complete the communication on their own, but if it’s appropriate to use an LLM to help create communications, they need to (1) follow best practices, (2) know their organization’s policy on LLMs and potential copyright issues, and (3) declare that it’s been used.

Writing for Someone Other than the Instructor

Most of our students spend their later elementary, middle school, and high school years—the last seven to nine years—writing to show their instructor how much they know about the subject. It is a significant developmental leap for students to go from writing-to-show-what-they-know to creating business communication documents that illustrate critical thought and anticipate audience needs.

When you introduce writing assignments and refer to writing assignments, remind students that they are not writing to you to show how much they know. Make it clear that they will have to alter their writing style to do well in this course. For example, if you’re teaching at a university, the writing that students have done in other courses (and back in high school) will likely not be effective in business communications. Whether it’s first-year composition or a history or a biology course, the students’ main purpose was likely to display knowledge to their instructor.

Accepting That There Is No Universal Template

Many of our students have become accustomed to being told exactly what to do when writing papers.

- Design (margin sizes, font and font size, double-spacing, etc.)
- Organization (number of paragraphs per document, the specifics on numbers of sentences per paragraph, and what each sentence should contain)
- Content (the content of each paragraph can be prescribed)
- And so on

These students have been writing for years by following a prescribed set of rules on how to write papers, and they have not been making their own decisions about the number of paragraphs, the content and organization of paragraphs, the overall design of a document. Making all those decisions on their own is a scary, and sometimes debilitating, thing to have to do.

When you introduce writing assignments and refer to writing assignments, remind students that you will not be giving them specifications for the assignment. You will give them the requirements (genre) and situation (audience, purpose, and context), but they will have to decide how to fulfill the requirements for that specific situation.

Letting Go of a Specific Documentation Style

In addition, most of our students have spent the last seven to nine years perfecting, and maybe even memorizing, MLA format and documentation style for whenever they need to write a paper.[§] If you have assigned a message, progress report, memo, proposal, or some other genre and received a

[§] APA (American Psychological Association) is another common documentation style.

paper formatted in MLA format, your student is paying attention to what they have been taught to do in the past.

Our students are moving outside of their comfort zone at almost all levels (especially first-year students). They have moved to a new place, are surrounded by new people, taking classes from new instructors with different expectations, learning entirely new subjects, and more. One thing that they think they have complete knowledge of is the formatting of their writing papers—but then we say, nope, that needs to change too.

When you introduce writing assignments and refer to writing assignments, remind students the document's design depends on the requirements (genre) and situation (audience, purpose, and context). No MLA/APA format. The documents should be formatted to look like they would in the workplace.

Accepting That Every Audience (and Instructor) Wants Something Different

Some students really struggle to accept that every audience wants something different and that every communication situation is unique. Every time they create a document and every time they communicate, they need to negotiate two things:

1. What they are required to do.
2. What they need to do for the audience.

There is no formula or prescription for making sure that they fulfill all the assignment requirements in a manner that is effective for making the content of the document easy for the audience to read, understand, and accept. The negotiation is what students need to do for themselves.

Stepping into Their Audience's Shoes

Students can often repeat the purpose of a negative message, for example, but they struggle to fully realize what that means for them in the writing process. It is easy for students to say, "I'm writing this message so my audience understands the [*insert bad news*] and will accept it yet still like me and my organization," but it is difficult for them to produce the message's organization and content with *you*-attitude and goodwill.

In addition, context is difficult for students both as a concept and in application. It is difficult for them to imagine or envision the context in which their audience will read the message and to accept that, as communicators, they are responsible for contextualizing factors *even if they didn't know about them* (e.g., the message uses a phrase or word that has negative/racist/sexist/ableist/agist connotations, history, or undertones).

We have found that students benefit from seeing actual business documents early in the course and having immediate experiences writing. Bring in examples, or have your students bring in examples, of professional documents that you can analyze together. Ask them to identify purposes, audiences, and contexts of the documents. Moreover, to help them come to terms with the different demands of writing in a business setting. Consider giving some short writing exercises for which you give feedback but not a letter grade. Starting in this way can give students a solid foundation on which to build for the rest of the semester.

Note that examples of miscommunication having negative effects on business are sometimes more memorable than positive examples.

Knowing When to Use Large Language Models

Students may be unclear when it's appropriate and helpful to use LLMs to output text for use in business communication. It will be helpful to clarify your university and course policies on using LLMs.

It is our strong suggestion that people use LLMs for the specific purposes for which they were each individually created: (1) modeling the limited set of language that each LLM was designed to model and (2) making predictions using that specifically trained model.

- **When there is a great deal of publicly available and noncontroversial text data that the model could have been trained on.** When you need text on a subject that had a great deal of texts on that subject in the data the LLM was trained on—and those texts were largely in agreement with one another—the LLM is likely going to predict usable text for you. However, if you need text on a controversial subject where the training data text has polarizing verbiage or a lack of consensus, the LLM may struggle to predict useful text. If you need language on an upper level or a discipline-specific type of topic, a generic LLM will not likely have been trained on relevant texts and will likely be unable to predict relevant language for you. If you need text on a recent topic, say something that occurred within the last two years, generic LLMs will similarly not be useful.
- **When you need generalized, not unique language.** When you need boiler plate or language that sounds like many others have said it, the LLM will likely be helpful. However, note that most successful business communication requires unique, personalized language.
- **When you don't need to show your work.** If you're learning a foreign language and you need to show an instructor that you can put words together into a sentence, do not use an LLM. If you need to illustrate the thought process behind a decision or to show how much you personally know about a subject, do not use an LLM.

When you do use a LLM to generate language for you, make sure to:

- **Declare when it's been used.** Some journals are accepting articles that have used LLMs to generate language, but that use was explicitly acknowledged.
- **Be cognizant of organization's policy on using LLMs and potential legal or copyright issues.** For example, this author has used a LLM to create base scenarios as examples for their courses, but this textbook publisher's policies prevent using a LLM to produce any text for inclusion in the textbook.

Connect[®] for Business Communication

Connect[®] for Business Communication empowers students' workforce readiness skills and prepares them for the networked world using the latest proven effective adaptive resources. Connect[®] for Business Communication offers assignable, auto-graded activities proven to increase test scores, retention rates, and attendance. Connect includes:

SmartBook® personalizes learning to individual student needs, continually adapting to pinpoint knowledge gaps and focus learning on concepts requiring additional study. For instructors, SmartBook tracks student progress and provides insights that guide teaching strategies and advanced instruction, for a more dynamic class experience.

Adaptive Learning Assignment for Grammar and Usage® provides each student a personalized path to learning concepts by continually adapting to the individual, identifying knowledge gaps, and focusing on areas where remediation is needed.

Application-Based Activities are highly interactive, assignable exercises that boost engagement and provide a safe space to apply concepts learned to real-world, course-specific problems. Each ABA involved the application of multiple concepts, providing the ability to synthesize information and use critical-thinking skills to solve realistic scenarios.

Comprehensive Test Bank includes various question types, allowing the instructor to create auto-graded assessment material with multiple problem types, and randomized question order.

Document Makeover Exercises (DMEs) provide opportunities to apply chapter concepts to real business documents. DMEs allow students to engage in real conversations with their colleagues and a writing coach to correct a document to achieve the most optimal outcome.

Chapter Quizzes include a 20-question auto-graded multiple-choice quiz per chapter that allows instructors to quickly assess student comprehension of their chapter readings.

Chapter Specific Exercises are author created exercises that allow students to engage more deeply with the content of each chapter and test their knowledge. Exercises vary in their degree of difficulty and complexity, from matching, labeling, and grouping activities to case analyses and video cases.

In addition, there is an accessible PowerPoint for every chapter. Consider using the PPTs as is, in parts, adapted with your own materials and examples, and incorporate into lectures. You can even make a video for students to watch outside of class.

Exercises

The following exercises are specific to Chapter 1, and they can be used in several ways. They can be used as:

- **A quiz** at the end of all activities coming from Chapter 1.
- **A review** after lecture and discussion.
- **Homework** after in-class work

Stale Cookies

LO: 1-3, 1-5

Exercise Type: Case Analysis

Business Competency: Communication

Blooms: Apply

Difficulty Level: Hard

This case analysis exercise with multiple-choice questions demonstrates students' ability to apply the learning outcomes from Chapter 1 that focus on crafting effective business messages, using conventions appropriately, and considering the context in which they're communicating.

Costs of Poor Communication

LO: 1-3

Exercise Type: Matching

Business Competency: Communication

Blooms: Understand

Difficulty Level: Medium

This matching exercise helps students recognize different ways that poor communication can cost them and their organization. The **Determining Costs of Poor Communication** activity is helpful, if your students are skeptical about the need to develop or hone their communication skills.

Communicating Lab Results

LO: 1-3, 1-4, 1-5, 1-6

Exercise Type: Case Analysis

Business Competency: Communication

Blooms: Apply

Difficulty Level: Medium

This case analysis exercise with multiple-choice questions demonstrates students' ability to identify the thinking process needed for analyzing and addressing the issues of potential ethics breaches. This assignment asks only about the thinking process and does not ask students to discuss what is ethical or unethical, nor does the assignment ask students what they would do in the scenario.

Communicating Problems with a Learning Management System (LMS)

LO: 1-5

Exercise Type: Case Analysis

Business Competency: Communication

Blooms: Analyze

Difficulty Level: Hard

This case analysis exercise with multiple-choice questions demonstrates students' ability to analyze a scenario about a technical issue with multiple stakeholders and make decisions about planning a message.

Determining When to Use Text-Generating AI

LO: 1-7

Exercise Type: Grouping

Business Competency: Communication

Blooms: Apply

Difficulty Level: Medium

This click drag exercise asks students to apply guidelines for the appropriate use of text-generating AI to several scenarios.

Answers and Analysis for End-of-Chapter Exercises and Cases

Answers for the end-of-chapter exercises and cases in Chapter 1 are given below.

1.1 Reviewing the Chapter

LO: 1-1-1-7

Difficulty Level: Easy

General answers are provided below. Ideally, we want students to be able to relate these ideas to specific instances to show that they understand and can apply the concepts.

Why do you and your business need to be able to communicate well? (LO 1-1)

Communication helps organizations and the people in them achieve their goals. People put things in writing to create a record, convey complex data, make things convenient for the reader, save money, and convey their own messages more effectively. In addition, employees with effective communication skills are highly valued.

Employers rely on their employees to communicate with internal and external audiences to get work done. Employees spend a great deal of time, if not most, writing and speaking in the workplace. Being a good communicator will increase your chances of raises and promotions.

What are some flawed assumptions about workplace communication? What is the reality for each myth? (LO 1-2)

Myth: “Won’t AI just do it for me?”

Reality: While text-generating AI is helpful with some routine tasks (we’ll give recommendations later), most business communication still requires a personal touch.

Myth: “I’ll use form letters or templates when I need to write.”

Reality: A form or template is designed to cover only routine situations or to provide a general model for a type of communication; they are not meant to replace genuine communication but to provide you with a basic structure into which you add text for a specific audience, purpose, and content. Also, the higher you rise in an organization, the more frequently you’ll face situations that aren’t routine and that demand creative solutions.

Myth: “I’m being hired as an accountant, not a writer.”

Reality: Almost every entry-level professional or managerial job requires you to share your domain knowledge with others, write email messages, speak to small/large groups, write documents, present your work for annual reviews, and more. People who do these things well are likely to be promoted beyond the entry level. Employees in jobs as diverse as firefighters, security professionals, and construction project managers all are being told to polish their writing and speaking skills.

Myth: “Why can’t I just text?”

Reality: Important conversations and communications generally require follow-up documentation, usually in the form of emails. People in organizations put things in writing to make themselves visible, to create a record, to convey complex data, to save money, and to convey their own messages more effectively. “If it isn’t in writing, it didn’t happen” is a maxim at many companies. Writing is an essential way to record agreements, to make yourself visible, and to let your accomplishments be known.

What are the costs of poor communication? (LO 1-3)

Some costs can include wasted time, wasted effort, jeopardizing goodwill, and legal problems.

What is the difference between internal and external audiences? (LO 1-4)

Internal audiences are other people in the same organization: subordinates, superiors, and peers.

External audiences are people outside the organization: customers, suppliers, distributors, unions, stockholders, potential employees, trade associations, special interest groups, government agencies, the press, and the general public.

What are the basic criteria for effective messages? (LO 1-5)

Good business and administrative writing meets seven basic criteria: it’s clear, complete, and correct; it follows conventions; it saves the audience’s time; it builds goodwill; and it’s ethical.

What are the questions for analyzing a business communication situation? (LO 1-6)

1. What is your purpose in communicating?
2. Who is your audience?
3. How will the audience initially react to the message?
4. What information must your message include?
5. What benefits will your audience find convincing?
6. Are you communicating ethically?

What are the five different audiences your message may need to address? (LO 1-6)

- Gatekeeper
- Primary
- Secondary
- Auxiliary
- Watchdog

What are the five characteristics of good audience benefits? (LO 1-6)

1. Adapt benefits to the audience
2. Stress intrinsic as well as extrinsic motivators
3. Prove benefits with clear logic and explain them in adequate detail
4. Overcome potential obstacles
5. Phrase benefits in *You*-Attitude

When is it appropriate and helpful to use a large language model to general language? (LO 1-7)

- When the LLM has been trained on a great deal of publicly available and noncontroversial text data.

- When you need boilerplate language.
- When you don't need to show how you reached a conclusion.

1.2 Assessing Your Punctuation and Grammar Skills

Difficulty Level: Easy to Hard (depending on students' knowledge)

The answers to the Diagnostic Test, B.1, from Appendix B can be found in the Appendix B Instructor's Manual file.

1.3 Messages for Discussion I—Asking for a Class

LO: 1-5, 1-6

Difficulty Level: Medium

Message 1

Salutation is too informal. The message is to a professional that the writer does not know personally.

Message lacks *you*-attitude.

Message lacks goodwill by stating the student didn't take it last year "cuz I really didn't want to."

There is no incentive for the audience to act on the message.

Grammar and spelling need to be improved.

Message 2

The salutation is better than the first message but still not effective.

The writer blames other people instead of taking responsibility.

The tone is too informal overall.

The writer dismisses their program and the audience's expertise ("I shouldn't have to take this class anyway, but whatever").

The writer is too demanding.

There is no incentive for the audience to act on the message.

The message lacks *you*-attitude. The emphasis is on the writer not the reader.

Message 3

The salutation is good.

The tone is much better than the previous two.

The student takes responsibility and politely asks to be put on a waiting list in case a seat opens, something that the instructor can do without adding to their workload (reflects understanding of audience needs, values, and attitudes).

The student builds goodwill by stating their interest in the course.

The closing is professional by thanking the reader for her time.

Message 4

The salutation is good.

The spelling and grammar need attention and lose goodwill for the writer in the current state.

The tone is too informal.

The writer seems to be uninformed and offers little reason for the reader to act.

The writer doesn't explain his need for taking this course.

The closing is insincere and not appropriate.

1.4 Messages for Discussion II—Responding to Rumors

LO: 1-5, 1-6

Difficulty Level: Medium

Message 1

The subject line is vague and overly positive (could be perceived as insincere).

The first paragraph emphasizes the writer's role, rather than stating what readers need and want to know: how they will be affected by the merger.

The second paragraph contains negative references and blames readers for the rumors that are circulating.

Even the last paragraph sheds no new light on the effects of the merger on employees. As a result, rumors are likely to increase rather than decrease.

Message 2

This memo gives too little information.

The subject line is not specific.

The body of the memo offers no details to make "no lay-offs" seem credible. For the rumors to stop employees must be reassured—by hard information from someone they trust—that their jobs are not in jeopardy.

The writer dismisses rumors and implies blame on anyone not in HR.

Message 3

The subject line does not inform readers.

The first paragraph gives too many details too soon, de-emphasizing the main point: no lay-offs. It's unfriendly. Placing the supporting details in a second paragraph and omitting the sarcastic "if you do the math" would improve the message considerably.

The second paragraph gives readers two reading assignments without explaining why or what employees are to derive from the assignments. The writer might have cited passages of Acme's mission statement and goals to reinforce his no-layoffs message.

Message 4

The subject line sets a negative tone for the message.

The first paragraph has a harsh tone. It lacks information designed to reassure employees and quell rumors about layoffs.

The second paragraph lacks *you*-attitude. It, belatedly, contains the main message: “. . . we won’t be laying off employees after the merger.” But the extremely negative, disrespectful tone makes the statement seem insincere. The paragraph shows ill will toward employees, rather than goodwill.

The third paragraph continues to scold employees and undercut any trust between them and the writer.

Message 5

The subject line is acceptable, though “Layoffs—the True Story” would be better in case the readers’ screen displays fewer than the 28 characters in this line.

The first paragraph has an understanding, neutral tone, but since the main message (no plans to lay off any of our valued people) is positive, it should appear here instead of in the second paragraph.

In the second paragraph, although the writer wants to reassure employees, “Have no fear!” is inappropriate. Much of this paragraph belongs in Paragraph 1. The writer could have increased *you*-attitude by writing himself out of the picture and by stressing that updates will appear in the newsletter and on the intranet at regular, predictable intervals.

The third paragraph could be more positive and forward-looking. “Our people” is patronizing. And the writer issued an open invitation to bombard him with all sorts of questions.

1.5 Understanding the Role of Communication in Your Organization

LO: 1-1

Difficulty Level: Medium

This exercise works well for students with either part-time or full-time jobs. If your students are not currently working, ask them to interview one of their professors or someone in their chosen career field.

Discuss the questions at some length before directing students to begin. Most students will need guidance on conducting an interview. Specifically, discuss what to do before, during, and after an interview (e.g., knowing purpose, setting up interview, organizing questions, bringing proper materials, writing a thank-you). If you discuss these steps ahead of time with students, their interview experiences will be more fulfilling, and they won’t lose goodwill with their interviewees.

1.6 Making Ethical Choices

LO: 1-4

Difficulty Level: Medium

Discussions will vary by student teams and their individual perspectives and experiences. Try to get students to think about specific consequences of their actions.

1.7 Identifying Audiences

LO: 1-6

Difficulty Level: Hard

Kent, Carol, and José

- **Primary audience:** Financial institutions
- **Secondary audiences:** Employees who will manage the website; employees of the financial institutions who will process the paperwork.
- **Auxiliary:** Other people interested in opening a small business website
- **Watchdog:** Lawyers; state/city agencies

Quinn

- **Gatekeeper:** Quinn's boss
- **Primary audience:** Potential customers over 65 years old
- **Secondary audiences:** Workers of the travel agency
- **Auxiliary:** People under 65 years old who may encounter the letter
- **Watchdog:** Travel review websites; AARP/Senior advocate groups

Riley

- **Gatekeeper:** Riley's boss, the mayor
- **Primary audience:** Council members who will vote
- **Secondary audiences:** Citizens, mayor's offices in other cities; union representatives; department heads; blue-ribbon panel; lobbying groups who will comment on the proposal
City workers who will be affected if it passes
- **Auxiliary:** Anyone else in the city who takes an interest in the proposal
- **Watchdog:** Voters or any other groups that have economic, social, or political power over the mayor and the council

Bigster Corporation

- **Primary audience:** All employees in Sharon's division
- **Gatekeeper:** Sharon, Steve's boss
- **Secondary audiences:** Those who will conduct the training session; HR Department
- **Auxiliary:** Other Bigster employees who may encounter the email but are not required to attend the training or have already attended the training session

1.8 Analyzing Multiple Audiences

LO: 1-6

Difficulty Level: Medium

This exercise works best as an in-class activity where you can hold a large class discussion. Some students are who not familiar with government agencies, particularly the U.S. Census Bureau, may have more difficulty analyzing the different types of audiences involved. At a minimum, this exercise should help to demonstrate to students how complex audiences can be and how messages need to be tailored for each.

1.9 Identifying and Developing Audience Benefits

LO: 1-6

Difficulty Level: Medium

This exercise works best as an in-class activity where you can hold a large class discussion. Some students who are not familiar with how organizations work may have more difficulty analyzing the different types of audience involved. At a minimum, this exercise should help to demonstrate to students how complex audiences can be and how messages need to be tailored for each. Consider using this exercise as a means of demonstrating how to research benefits for a variety of audiences.

1.10 Identifying Objections and Developing Audience Benefits

LO: 1-5, 1-6

Difficulty Level: Medium

Responses to these prompts will vary. It is helpful to go over it as a group. Have the class brainstorm the motives or needs that might be met by one of the activities and write these on the board. Choose one of the motives or needs and turn it into an audience benefit and write that benefit in a topic sentence on the board. Ask the class to help turn it into a full paragraph. Then assign the remaining activities to groups (one activity per group). Share with whole class when done.

1.11 Analyzing Benefits for Multiple Audiences

LO: 1-6

Difficulty Level: Easy

This activity works best as a quick warm-up activity on the day you're going to discuss audience benefits or the day after you have already discussed them.

1.12 Evaluating When to Use an LLM

LO: 1-7

Difficulty Level: Medium

This activity works well after reviewing and discussing when it's appropriate to use an LLM.

1. **Senja's situation. Not appropriate.** An LLM is not a knowledge database.
2. **Emil's situation. Not appropriate.** An LLM—even one that is linked to a search engine—cannot reason or evaluate. The work normally done by the user—source evaluation, source choice, determination of details, synthesis of content, and so on—is bypassed for modeled text based on training data patterns.
3. **Mustafa's situation. Appropriate.** Boilerplate language is an appropriate use of an LLM.
4. **Artem's situation. Not appropriate.** Personalized language is needed. Also, the user's prompt is used by the LLM's company and potentially shared with others; protected information (like the client names, account numbers, refunds) should not be entered into a prompt. Sharing in this manner may also violate company policies and even laws.

5. **Lesedi's situation. Possibly appropriate.** Lesedi would be using an LLM to model text on a topic that was likely well-represented in the training data and with consensus on the topic. Using that output text as a starting place for ideas and words to further her own research is using the LLM as a tool and not a replacement for her own thinking. That said, if Lesedi's instructor, course, or university has the policy that LLMs should not be used, then it would be inappropriate.
6. **Amal's situation. Not appropriate.** LLMs cannot evaluate. Amal should do that herself.
7. **Nuray's situation. Appropriate.** Nuray is using the LLM for ideation on topics that the LLM is likely trained on (i.e., the topics were sufficiently represented in the training data and there is a consensus about those topics across the training data).
8. **Gael's situation. Possibly appropriate.** Gael is using the LLM as a tool for ideation. That said, if the publisher said absolutely no use of LLMs, then it is inappropriate.
9. **Rowan's situation. Not appropriate.** Class assignments are to show how much Rowan is personally learning and how well he can articulate his understanding of the course material. In this scenario, Rowan is using the LLM to get out of doing the work himself.
10. **Youssef's situation. Appropriate.** Class assignments are to show how much Youssef is personally learning and how well he can articulate his understanding of the course material. In this scenario, Youssef is doing the work but using the LLM to check the correctness of his already completed work.