**SCENARIO**

Kevin Arrington is a system analyst in charge of the help desk at a large insurance company. Kevin's group is responsible for responding to hardware and software problems at the company. When questions arise from various offices, Kevin sends a technical person to investigate and then reports to the person who asked for help with the problem.

Kevin receives a call from the customer service department, which has been trying to use a new customer complaint tracking program. Kevin investigates and finds that the customer service staff had not installed the program as Kevin's team had instructed. Now the program has shut down. Kevin types this response to Foster Davey, who had made the call for help:

TO: f-davey@ign-mail

If your employees had read the procedures before installing the program, AS WE SPECIFICALLY TOLD THEM TO DO, particularly the installation warnings, they would have seen that the program takes 40 full minutes to install. Not allowing the full 40 minutes, which includes a short break before the final 3 minutes, caused the entire program to shut down. This is a simple program to install, IF all instructions are followed. Tell your people to read the manual with specific attention to p. 1, which warns that the program is not fully loaded after 37 minutes. After a 40-second interval, the program will automatically begin the final installation segment. A "program installed" note will appear at the end.

**Kevin winces, and starts over:**

Foster, we have found the problem with your new CS tracking program. Please note, on page 1 of the installation manual, that the program takes a full 40 minutes to install. The program may appear to be ready to go after 37 minutes. However, a 40-second interval, during which the screen is blank, except for the blinking cursor, precedes the final 3 minutes of program installation. After this final stage, a "program installed" note will appear. If the program is not allowed to load correctly, it will shut down. Praba Raghaven explained the importance of following the load time requirement to your group, but he will help your group reload the program before tomorrow morning. Everything else appears normal, so the program should operate correctly. Let us know if other problems arise.

**Kevin feels better about the second version and sends the message.**

**chapter 4**

**Writing for Your Readers**

Goals of Communication

As we discussed in Chapter 2, developing effective documents requires a process involving at least five stages: planning the document, discovering content, arranging ideas, drafting and revising, and editing. While each of these stages can be a separate activity, when you write you will more than likely be moving back and forth from one activity to the other, as you develop your document. Following this process will help ensure that content is appropriate as well as correctly and effectively presented.

Planning is the most important of the five stages, but it is much more than just collecting information and then arranging it in some kind of order. Planning requires that you (1) understand as precisely as possible who will be reading and using what you write, (2) determine your purpose in sharing the content with your readers, and (3) know the context in which your writing will be received and used and how that context has led to the need for your document.

Too often, writers become absorbed in the ideas and information they either want or need to write and forget that the person or group who will read the document may have a very different view of the content. As a writer, you must never forget that your reader(s) cannot climb into your mind and know exactly what you are thinking. Written documents, designed after careful analysis of some of characteristics of those who will read them, become your way of helping readers understand what's in your mind.

## GOALS OF COMMUNICATION

Before studying the planning process, remember that in developing any communication, you have three main goals that show the relationship among reader, purpose, and context:

1.  You want your reader(s) to understand your meaning exactly in the way you intend.
2.  You want your writing to achieve its goal with the designated reader(s).
3.  You want to keep the good will of those with whom you communicate.

## THE PLANNING PROCESS

To achieve the three goals just listed, you must pursue the following five tasks, both before you begin to write and while you are actually composing your document:

1. Determine as fully as possible who will read what you write.
2. Know what goals you want your writing to achieve.
3. Understand your role in the organization as a writer and how this should be reflected in what you write.
4. Determine the content by considering your readers' frame of reference and your purpose in writing.
5. Understand the business context in which you are communicating.

We introduced these concepts in Chapter 2, but in this chapter we want to discuss each one in more depth.

**Determining Your Readers**

***Academic versus Nonacademic Readers***     In understanding your readers' point of view, it's helpful to examine how the writing you have been doing in school differs from the writing that you will do as an employee in an organization. Writing in school is very different from writing in the workplace. Understanding the differences is critical to your becoming an effective employee writer.

***Writing in School*** The writing you have done as a student has been directed toward teachers and professors. Your goal has been to convince them that you understand and have mastered concepts and facts presented in a course. In school, your teachers are a captive audience: They are paid to read what you write (no matter how good or bad, how clear or muddled it is), to assess the accuracy of the content, and to determine your grade. Your teachers are knowledgeable about the subject you are writing about. They expect a specific response, and part of their job is to determine what you are trying to say.

Academic writing follows a predictable sequence. In a class setting, your written assignments are submitted, graded, and then returned to you. These assignments have relevance for a specific course of study for a specific time, usually several months. Even when you do team projects, you usually work with the students whose backgrounds are similar to yours.

In a work context, however, the writing situation is very different.

***Writing at Work—Different Readers, Different Purposes*** In a work context, the reader for whom you write is no longer a single reader, a professor who is an expert in the subject area. On the job, employees write to many readers who have varied educational and technical backgrounds. The person for whom you work, for example, may have an educational background very different from

yours, or your supervisor's responsibilities may have channeled his or her technical knowledge into other areas. For example, you may report directly to a person with an educational background in physical chemistry or electrical engineering and present job responsibilities in personnel management, data-base administration, quality control, or financial analysis. You may have been hired because you bring a specific kind of expertise to the organization, an expertise that your immediate supervisor does not have. One of your tasks may be to share your knowledge with your supervisor and other employees who are not well informed about the work you have been hired to do. Some times you will write to people who are interested in the financial aspects of an issue. At other times, you will write to people who are interested only in the technical, the personnel, or perhaps the liability aspects of the same issue.

You will often need to communicate with employees from other departments within your organization. They will read what you write based on their own jobs, backgrounds, educational profiles, and technical expertise. You may also find yourself writing to customers outside the organization. Unlike students with whom you took classes in college, many of those with whom you work and communicate will be older than you and will have different educational and technical backgrounds. Your ability to communicate with these customers and coworkers will depend on your ability to perceive the unique background each brings to the job and the way individual backgrounds differ from yours.

In short, you may have a single reader or a variety of readers. Your reader(s) can and likely will change with every document you have to write. You can count on one important fact: These readers, all of whom have their own job tasks and come from a variety of age, cultural, educational, and disciplinary backgrounds, will not approach what you write as your professors did. They will feel no commitment to read what you write unless your message is useful to them as they do their own jobs.

***Information Overload and Indifferent Readers***     Because we live in an information age where the quantity of information grows rapidly, where people have more to read than they can ever hope to read, few documents are read completely. Most are skimmed. Because writing at work is not material for leisure reading, your readers—all involved in doing their own jobs—will read as little as possible, and they will focus only on the parts of your document that will be helpful to them. As they pick up your report, for example, they will immediately be asking: What is this? Why should I read it? How does it affect me? What am I going to have to do? They will want to find the main points quickly, and they will become impatient if they are unable to do this by glancing at the page. They will not usually read any document completely or bother to respond to it unless the message at the beginning indicates that they should do so. How they respond to the first few sentences of your writing will often determine how much more of it they will read.

***The Challenge of the Indifferent Reader*** As you make the transition from student writer to employee writer, remember that unlike your teachers, your readers in your job context do not have to read what you write. If you want your writing to be read, you must make your message clear and easy to read. You must make your message as interesting and relevant to them as possible. Because your readers have to read selectively, conciseness and clarity are basic ingredients of effective writing. Mechanical correctness remains a desirable quality, but correct writing that cannot be read easily and quickly will not be considered effective. Few readers will be either patient or impressed with verbose, disorganized writing, even if each sentence is mechanically correct. Without conciseness and clarity—topics that are discussed in Chapter 5—few people will read what you write, much less respond to it.

*Who Will Read What You Write?*
*Who Will Act on What You Write?*

***The Potential for Unknown Readers*** In a work context, you will never know for sure who will read what you write, thanks to copy machines that allow documents to be duplicated and shared and the ease with which e-mail messages can be forward. But in most organizations, you will be expected to send copies of what you write to a specific group of individuals, called a distribution list. However, you should still anticipate that what you write will be disseminated to others unknown to you. Thus, you will have a primary reader (the person to whom the report is addressed), secondary readers (those who receive copies—the distribution list, often labeled DIST or cc, for copy), and unknown readers (those who receive copies from any of your expected readers). The memorandum heading (Figure 4-1) shows how complex the problem of determining readers can be. And, copies of anything you write will be filed, either in paper or electronic form.

Among those receiving copies, you need to attempt to determine who will act on what you write. In many cases, your primary reader will transmit your document to someone else for action. Perhaps this individual is one of your secondary readers. Or, the person who will be responsible for acting on what you write may be unknown to you. Thus, assessing your readers—WHO will act on what you write—is critical because your assessment of this reader's perspective will tell you how you will compose the message to be conveyed.

**Asking Questions to Analyze Your Readers**

When you consider your reader (or readers), you will want to determine as much as you can about them.

**How much do they know about what you are writing?**
- **Is your reader an expert in the area about which you are writing?**

Readers who are technical experts in an area about which you are writing have different needs from readers who are not experts.

- **Does your reader know anything at all about your topic?**
- **What is your reader's educational level?**
- **What is the reader's cultural background?**

If your reader is from a culture other than your own, you will want to review material covered in Chapter 7, Writing for International Readers. Culture affects communication style. For example, in the United States, readers value direct, concise letters. In most other countries, this approach is considered rude. In the United States, business documents focus on business only. In many other countries, individuals do not separate business and personal relationships. Therefore, business communication prepared for such readers may contain "personal," non-business-related elements. In short, you often cannot write to a person in another culture as you would write to a person in your own. If you fail to adopt your content and your style to the perspectives of readers in the culture in which you wish to do business, you can easily ruin any possibility of a successful business relationship.

- **Will your reader(s) be interested in what you write? If not, how could you present your message to make it appealing?**
- **What kind of relationship do you have with this reader? What is the reader's attitude toward you, the subject matter you need to communicate, the job you have, and your area within the organization? Do you have credibility with this reader?**

In short, when you ask yourself these questions, you are trying to determine your reader(s)' perception, which is determined by a host of factors: education, family, geographical and cultural background, job responsibilities, rank in the organization, age, life experiences—just to name a few demographics that define how people see the world. How much your reader knows about your topic is critical because it determines what you say and the technical level of your presentation. The following situation illustrates this point.

### Situation 1

Josh Means is the computer information system manager for a civil engineering company. Josh has been asked to write a report to explain whether the company should purchase personal computers or workstations, which are more powerful and more costly than PCs, to run the popular design application AutoCad. Josh decides to write a summary memo, which will be attached to the longer report, addressed to the vice president of operations, Greg Monaco. The summary memo will also be

given to members of the board of directors, since the decision to purchase either PCs or workstations will require a substantial expenditure of funds.

In planning the memo, which will be read by Greg and by the board of directors, Josh decides on a short memo that highlights his reasons for recommending workstations rather than PCs. Josh also plans to use the memo as an agenda for discussing the two options when he gives his oral recommendation to the board. Thus, he builds his explanation about five points, which will be the outline for his presentation. Because he is writing to a nontechnical audience, he is careful to explain all technical terms (see Figure 4-2). Josh also knows that the board will be interested only in the main reasons for his recommendations, rather than technical detail.

Josh also decides to write a memo to Regina Huang, who is head of the Purchasing Department. Regina has extensive knowledge of computer hardware and is a supporter of PCs because of their lower cost.

Before you read each of Josh's memos, ask yourself: How will Regina's perspective differ from Greg's perspective? How will Regina's outlook differ from the perspective of the board of directors.

In writing to Regina Huang, Josh knows that he is communicating with someone who is familiar with the hardware side of personal computers but is less informed about the merits of workstations in comparison to PCs. Because of her technical expertise, Josh can use a more sophisticated explanation than would have been appropriate for the Board of Directors (see Figure 4-3).

The educational and knowledge level of your reader provides one critical difference with which you are already familiar as a student. What you knew about your major field has and will change dramatically as your move through the sequence of required courses in your major. The more a reader knows about a field of study, the more technical the language appropriate to that field can be used in reports about that filed of study. The less the reader knows about a field, the less complex the discussion about the topic will need to be. Being able to adapt your presentation to the technical level of your reader will be critical to the success of your message:

## Situation 2 (Figure 4-4)

A zoology graduate student was asked to teach a short course on bird-watching for the university's continuing education program. The four paragraphs in Figure 4–4 were part of a longer explanation that he wrote for people in the class, all of whom were adults who were experienced bird-watchers.

The student was also asked to discuss migratory birds with a members of middle school science class who were also going to attend a continuing education session. He translated his material on "Flocking" to fit their knowledge level and what they may have observed about birds. (see Figure 4-5).

In short, a reader's expertise about a topic will tell you how technical you can be, what level of language you can use.

- **How well do you know your reader?**

Many times you may know your reader(s) personally. However, if you know an individual's level in the organization, the responsibilities associated with that level, and the kind of technical expertise your reader has, this information will help you decide what you need to say and how to present your information. Knowing a person's responsibilities in the organization can be particularly useful in helping you anticipate your reader's attitude—how interested he or she will be in your subject. Because people tend to read only what is useful to them, try to relate your message to your reader's job. That knowledge can tell you whether the reader will be interested, mildly curious, indifferent, negative, or uninterested. Knowing the readers' attitude toward your message the topic addressed in will help you determine how to present your information.

- **Who else is likely to read what you write?**

Many times the person to whom you are addressing your report will not be the one to act on it. For that reason, you need to know who else will read your document.

Most reports and letters have distribution lists: the names of those who receive copies (see Figure 4-1). A person on the distribution list may be the person who will ultimately act on what you write. Thus, the needs and perceptions of those who receive copies should be considered.

- **Why is each person on the distribution list receiving a copy?**
- **How much does each person on this list know about your topic?**

Sometimes your primary reader may know the situation your are discussing, and the purpose of the report may be to inform others within the organization by going through proper channels.

- **What situation led to the need for this document?**

Many times you can better understand your reader's perspective if you understand the situation that requires you to write this document. The need for written communications develops from interactions of people involved in a work

environment. To be able to select content, level of language (technical or general), and the amount of explanation needed in a business context, a writer must be careful to determine the needs of each reader. Closely examining a situation requiring a written response may even help you determine what you need to tell your readers and how to present your message.

**Situation 3**

Andrew Williams, a tax specialist for an accounting firm, needs to write a client, Michele Miller, who owns a ranch, to explain how she can deduct from her income tax the costs of new ranch equipment. Michele, who studied animal science in college, is not a tax expert. She has asked Andrew a specific question, and Andrew needs to answer her question in language she can understand (see Figure 4-6).

Assume, however, that Andrew's supervisor, Paul Wagner, who has received a paper copy of one letter to Michele, asks Andrew to provide a summary of recent rules for deducting business expenses from an individual's annual income tax obligation. Paul is a tax specialist, and he is interested in the IRS rules governing business expenses as deductions. In one letter shown in Figure 4-7, Andrew uses the full range of specialized tax jargon to summarize the relevant rules.

You will find that your readers differ according to their knowledge of the topic about which you are writing, what they need to know, and the ways in which they will use what you write. In Situation 3, Michele, a rancher, wants a clear answer to her question: Can she deduct the cost of new equipment she has purchased for her ranch and, if so, how should the deduction be calculated and reported? In contrast, Paul Wagner wants to know the Internal Revenue Service rules for deducting purchases. How Andrew Miller presents the information to these readers is determined by what each one knows and needs to know about the topic.

**Determining Your Purpose**

- **Why are you writing?**
- **What do you want to achieve with your document?**

Determining why you are writing—what you want to achieve—is as important as determining your readers. *Purpose is always related to readers.* And, you may have more than one purpose. For example, you may be writing to inform readers, to provide information, to recommend a course of action. In addition, what you say may serve as documentation, proof of your efforts—to show that you have provided the information requested. Written messages that document employees' activities serve a major function in today's business organizations. Without

documentation, you may find it difficult to prove that you performed specific tasks.

**Situation 4**

Karen Thorpe, a project director, supervises nine engineers, who submit monthly project reports on the engineering work they are doing. Karen uses these monthly reports to compile reports to her supervisor and to keep track of how each project is progressing. For the past three months, Sharon Hall, one of the engineers, has submitted her project reports two weeks late. This past month, Sharon did not submit her report until a week before the next one was due. Talking with Sharon has not produced results. Thus, Karen writes Sharon a memo that has two purposes: (1) to notify Sharon officially that she needs to submit all project reports on time from now on and (2) to provide documentation for Sharon's personnel file that she has been informed that her tardy reports are affecting the project group and asked to comply with team deadlines (see Figure 4-8). In addition, the memo can emphasize that Sharon's contribution is important, while firmly but objectively warning her that a consistent pattern of lateness is unacceptable.

**Understanding Your Role as a Writer**

- **What is your position in the organization?**

As an employee in an organization, you will be hired to perform the duties that define a particular job. As the individual responsible for performing specific tasks, you will be communicating with employees above you, below you, and on your own level in the organization. In writing to individuals in any group, you will communicate, not as you would with a friend or family member, but as the person responsible for the work associated with that position in the organization. That is, when you write, you create a personality that should fit the position you hold.

If your are to have credibility as a writer in an organization, the image that you project should be appropriate to your position. What you say and how you say it should reflect your level of responsibility in the organization—the power relationship that exists between you and the reader. The image you project will change, depending on your readers. You will project the image of a subordinate when you write to those higher than you in the organization, but you will transmit the image of the supervisor to those who work directly under you. When you communicate with others on your own job level, you will convey the image of a colleague. Good writers have the ability to fit their message to each reader. Situation 5 provides examples that illustrate this technique.

**Situation 5**

Bill Ramirez, director of training, finds himself in a dilemma. He must write his

supervisor (Marshall Collins), an associate (Kevin Wong), and his assistant director (Joyce Smith) about the same issue: unqualified people have been enrolled in a training course, and not enough seats are available for qualified employees who need the class. Kevin is frustrated that employees in his office are not being scheduled for the class. Joyce is responsible for scheduling the class. Marshall Collins needs to know about how Bill is handling this dilemma Note how Bill's e-mails to Joyce (Figure 4-9) Kevin (Figure 4-10), and Marshall (Figure 4-11) differ.

From reading the three e-mails, explain how Bill shifts his message, depending on the position and needs of each reader in the organization. How does the perspective of each reader determine what Bill sends in each e-mail?

**Planning the Content**

**What ideas should be used to achieve the goals of the message?**

- **What ideas should be omitted?**
- **How should your ideas be arranged?**

Once you have analyzed your reader(s) and your purpose, you can begin to decide what you want and need to say, then how you will phrase your ideas. Knowing what your reader(s) need(s) to know will help you decide how to arrange your message.

- **What tone do you want to convey?**

Knowing how your message sounds will always be critical. Review the e-mails in Figures 4-9, 4-10, and 4-11. Note differences in the sound of each message. You should always try to convey a tone that is respectful and commensurate with your position in the organization. How a message is conveyed may often be as important as the content.

**Anticipating the Context in Which Your Writing Will Be Received**

- **How will your writing be used?**

Knowing what will happen to your writing when it is received also helps you know who might read it and what you need to say. For example, once it has reached its primary destination, a document may be quickly skimmed and filed; it may be skimmed and then routed to the person who will be responsible for acting on it; it may be read, copied, and distributed to readers unknown to you; it may be read and used as an agenda item for discussing a particular point; it may be read carefully and later used as a reference. Being able to visualize the context in which it will be read and used can often guide you in deciding not only what to say but also how to organize the information and arrange it on the page. The

following example explains how consideration of the context helped a writer know how to plan a letter:

**Situation 6**

Katheryn Stone is employed by the American Farm Bureau Federation. She tracks congressional legislation and reports to various community groups about legislation that effects them. Katheryn needs to report to the Dos Palos Ag Boosters the results of legislation passed by the 104th Congress that directly affects them.

Katheryn writes the president of Dos Palos Ag Boosters. She knows that the letter will be copied and distributed widely in the community as well as in the organization. Thus, she designs a letter (see Figure 4-12) that clearly summarizes the main points of the legislation. She uses a listing arrangement to enhance readability of the news. Because this letter will be read by a wide audience, she avoids discussing the legal issues involved in transferring the property.

Katheryn extracted her letter from the House of Representatives Bill shown in Figure 4–13.

## THINKING ABOUT YOUR READERS: A SUMMARY OF CONSIDERATIONS

As you think about those whom you want to read what you will write, keep in mind the following questions, which evolve from the preceding discussion. Throughout the writing process, you will need to consider each question. While the process may seem complicated, with practice, considering your reader(s) will become a natural part of your planning, your writing, and your revision processes:

1. **Who will read your message?** Always try to assess your readers: Who will act on what you write? Who else may read your document? For example, your reader may forward an e-mail message to one or many other people; you can never be sure. Who will act on what you write? Considering this point may help you anticipate other possible readers.
2. **How much does your reader know about your topic?** Does your reader have a strong background in and knowledge about your topic? Or, does your reader know little about it? If your reader is not an expert on your topic, you will need to define terms, explain concepts, and provide background information.
3. **Is your reader interested in your topic?** Writing to a reader who is interested in what you are presenting is much easier than writing to an uninterested or indifferent reader. Nevertheless, look for ways to make your writing interesting to your reader. Be concise: Provide your reader only what

is necessary. Use graphics if possible to help your reader "see" what you are saying. Chapter 5 deals with ways to create clear sentences.

4. **How technical should you be in explaining your position?** The answer to this question depends on the education and level of knowledge of your reader(s). Sometimes, the technical level of a presentation depends on a reader's position in the organization.

5. **What does your reader need to know? What is your purpose in writing?** Based on your reader profile, you will need to determine how much information you must give your reader, based on what you are trying to accomplish with your message and your reader's level of understanding and interest in the topic.

6. **How will your reader approach your document?** Most readers will likely skim or scan a document and then read parts of it critically or analytically, depending on their own needs or interest level. **NOTE:** Do not get into the habit of including extra information in a document "just in case" your reader needs it. Give readers what they needs. Supply additional material in attachments. Remember: We live in an information age where people are given more to read than they can possibly handle. Designing documents that target the needs and backgrounds of readers helps ensure the effectiveness of written communications.

7. **What is your business relationship to your reader?** Knowing your role in the organization and the level in the organization of your readers will also help you decide what to say and how to say it. Writing to your supervisor will be different from writing to customers or to your peers in the organization. A person's job responsibilities will shape how the individual approaches any document. Be aware of your relationship to your reader as you select the tone of your message. Try reading aloud what you have written. Does the message sound appropriate for your reader(s). Your writing needs to be clear and concise, but it also needs to convey an attitude that is appropriate for the reader, the occasion, and the context.

In short, once you have thought about your readers and your purpose in writing—these two aspects of communication are inextricable—you can make decisions about content, style, visual aids, and even the length of the document you will write.

## EXERCISES

1. Select an article in a specialized trade journal or publication in your field of study. Write a summary of the article to an audience unfamiliar with the information. Describe your intended audience as precisely as possible.
2. Use a database to locate three articles on the same topic. These articles should be selected from three different publications. Examine each article, and if possible the entire issue in which the article appeared. To what audience is each article directed? How do the articles differ? To what type of

audience is each publication directed? How does each writer target a specific article to the audience of the publication?

3. You have just received a letter from the dean of your college explaining that a college-wide study is under way to evaluate the required courses in each department. As part of this evaluation, the dean asks you to explain what you found to be the worst required course(s) you have taken. He also asks you to evaluate the best course(s) you have taken. In analyzing each course, he wants you to state specifically why you consider these courses to be best and worst. A committee composed of faculty from each department, from outside the department, and from the dean's office will be examining each curriculum. To help in assessing the curriculum in each major, the dean wants input from students with majors in each department.

4. Draft a letter to a faculty member from whom you have received a lower grade than you believe you should have received. Compare your letter with those of other students. Ask them to assess the effectiveness of your letter.

**Collaborative Assignments**

1. The president of your university has asked student groups to outline what they believe to be the major problems students confront on campus and to describe each problem briefly. Solutions can also be suggested. Work as a team. Assume your team is a fraternity, service organization, or student activity group.

2. Assume that the president of the university has taken a stand on an issue which your group finds objectionable. Write the president, stating your position and your reasons for that position.

As you and your team members plan your response in each situation, discuss each of the seven questions presented in the last section of this chapter as your consider your reader and how you want him or her to respond to your message.

**FIGURE 4-1 • Internal Report Heading**

**FIGURE 4-2 • Situation 1: Response to a Nonexpert Reader**

**FIGURE 4-3 • Situation 1: Response to a Technical Reader**

**FIGURE 4-4 • Situation 2: Response for an Knowledgeable Audience**

**FIGURE 4-5 • Situation 2: Response for a Nonexpert Audience**

**FIGURE 4-6 • Situation 3: Response to a Nonexpert Reader**

**FIGURE 4-7 • Situation 3: Response to an Expert Reader**

**FIGURE 4-8 • Response to Situation 4**

**FIGURE 4-9**

**FIGURE 4-10**

**FIGURE 4-11**

**FIGURE 4-12 • Situation 6: Response to a Broad Nonexpert Audience**

**FIGURE 4-13 • Situation 6: Legal Notification**