

Vanguard University  
School for Professional Studies  
Degree Program

“Organizational Communication”  
BUOM 361

(Formerly: Organizational Concepts & Communication BUOM 360)

Student Guide

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## **COURSE DESCRIPTION**

An examination of the formal and informal functions of organizations, including an analysis of an agency or organization based upon a system's model. Students will analyze and solve organizational problems using a step-by-step method. Effectiveness in personal and social relationships is also examined. Constructive feedback, dealing with anger and resolving conflict help each student develop a model for effective relationships.

## **TEXTS AND MATERIALS**

### **Text:**

Adler, Ronald B., and Jeanne Marquardt Elmhorst. Communicating At Work: Principles and Practices for Business and the Professions. Tenth Edition. New York, NY: McGraw-Hill, Inc., 2009. ISBN 978-0-07-338517-4, including Instructor and Student CD-Rom.

## **LEARNING OUTCOMES**

After completing this course, the student will be able to perform the following:

- Describe the culture in a specific organization or field
- Explain how to communicate most effectively within the culture of an organization
- Apply the guidelines for effective communication for one-on-one and group situations
- Apply appropriate methods to increase effectiveness of listening skills, interviewing skills, and presenting skills

## COURSE OVERVIEW

Consider the following list: listening, oral communication, interpersonal skills, negotiation, teamwork, leadership, self-concept, goal setting, and competence in reading, writing, and learning. Arguably, the skills just mentioned form the basis of what employers most desire in their employees. How to become fluent in each of these areas is the basis for this learning course.

Specifically, our focus will include:

- The principles of Communication within the organizational culture;
- A Systems Theory perspective on communication within organizations;
- Practicing interpersonal skills including awareness of diversity issues, handling criticism and conflict, verbal and nonverbal messages, and building positive climates and listening;
- Gender and ethical issues;
- Practical skills including interviewing, writing, leading meetings, and making presentations;
- Kurt Lewin's model of the Force Field Analysis to problem-solve.

The area of Organizational Communication is a large and interconnected field of study, and an attempt has been made to bring theory and application to the sessions. Each member will have the opportunity to examine his or her own style of learning and communicating, on an individual basis and in relationship with others.

As a text, Communicating at Work by Adler and Elmhorst presents a plethora of exercises, stories and tables. While there are specific required exercises, the benefits of reading and responding to the whole of the text cannot be overestimated. The Tenth Edition incorporates an Online Learning Center. The website address is <http://www.mhhe.com/adler10e> Some of these activities are incorporated throughout the course; however, the instructor can pick and choose activities based on the group. Some of the assignments will be found on the Online Learning Center.

Enjoy, and watch awareness and skills develop!

## COURSE POLICIES

- **ATTENDANCE AND TARDY POLICY**

You must attend class on time and remain present until dismissed. Class attendance is necessary in order to complete the course. The School for Professional Studies relies on the dynamics of class interaction and group processing in order to integrate and apply the learning of academic content. This model also emphasizes the development and practice of interpersonal communication skills and teamwork (e.g., group problem solving and negotiation). The format therefore necessitates class attendance. In practical terms, one course session is equivalent to three weeks of traditional semester course work.

*Due to the concentrated scheduling and the emphasis upon participatory learning, students need to be in attendance every week. Students who miss more than one class meeting (or more than five class hours) in any given course will automatically receive a failing grade and need to retake the course to obtain a passing grade. If an instructor deems that a student's second absence was under extremely unavoidable and unusual circumstances (i.e., an auto accident), the professor may file an academic petition on behalf of the student to the Director of SPS. If the academic petition is approved, the instructor may give the student a "W" (Withdrawal) grade in place of a failing grade. The student will still be required to retake the course.*

Students who arrive late disturb the class. At the professor's discretion, students who arrive late may not receive participation points for the unit covered. Students who are habitually late may be asked to drop the course.

- **DEGREE REQUIREMENTS**

Students must achieve a minimum grade of C- for all major course requirements. Any major course in which the student receives a grade below C- must be retaken.

- **CLASS PARTICIPATION**

You must be prepared and participate in all discussions. Criterion: Is the student engaged in classroom discussions? Does the student demonstrate an ability to handle assigned material with a degree of proficiency? (E.g., demonstrate the type of questions and issues consistent, and reflecting a familiarity with the assigned material). Participation evaluated according to quality, not quantity, of participation. Attendance will be scored, and no participation points will be awarded if the student is absent.

- **SUBMISSION OF FINAL EXAMS / PAPERS**

The School for Professional Studies office does not assume responsibility for any final papers. However, homework and final papers will be accepted for professors in the SPS office, and final papers can be picked up by the student in the SPS office. The method for the submission of homework and the final exam or final paper will be determined by the professor. The professor will discuss the method which will be employed during the first night of class. All exchanges of papers will be between the student and the professor.

- **LATE PAPER POLICY**

You are responsible for submitting assignments on time (by 6:00 pm). Unless authorized by the Professor in advance, no credit will be given for assignments not turned in when due.

- **ACADEMIC DISHONESTY**

Work submitted for assessment purposes must be the independent work of the student concerned. Plagiarism, or copying and use of another's work without proper acknowledgment, is not permitted. Nor is it permissible for any former or present student to allow another student to refer to, use as a sample, or in any way copy or review their work. Any student who commits plagiarism or is a knowing party to plagiarism in this class will receive a *failing* grade ('F') for the course. If a student needs guidance, he or she must seek the Professor's assistance.

- **DISABILITY SERVICES**

For students with documented medical or psychological disabilities, please contact the Coordinator of Disability Services to request reasonable accommodations. The Coordinator of Disability Services is located in the Counseling Center on the second floor of the Scott Academic Center and can be reached at extension 4489 or by email at [disabilityservices@vanguard.edu](mailto:disabilityservices@vanguard.edu)

For students with a documented learning disability who would like to request appropriate accommodations, please contact the Director of Learning Skills, located upstairs in Scott Academic Center at extension 2540 or by email at [disabilityservices@vanguard.edu](mailto:disabilityservices@vanguard.edu)

- **DIVERISTY STATEMENT**

The School for Professional Studies intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of all members, and values differences in gender, race, abilities, and generation. As such, we endeavor to communicate with honesty, to speak with encouraging and edifying words, and to create a safe environment in our classes and interactions.

## STUDENT EVALUATION

Students in this course will be evaluated by the quality of work done in the following areas:

1. Written homework assignments and the student's ability to discuss them in class (20%);
2. Reading assignments, as demonstrated by participation in class discussions, activities and weekly at home quizzes. (20%);
3. Take Home Final. Please refer to the section on the Take Home Final for further instructions. The final must be turned in one week after the last session of the course. Turning in the Take Home Final late will result in a penalty on the grade for the Take Home Final (40%);
4. Quality of the Week Five class presentation, including preparation, insight and extent of learning (20%).

**STUDENT EVALUATION**

<b>Percentages</b>	<b>Points</b>	<b>Grade</b>	<b>Significance</b>	<b>GPA</b>
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Average	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

## TAKE HOME FINAL

The Take Home Final is due one week from the last session of this course.

Directions: Write a separate essay for each of the following. Please include references to the Adler/Elmhorst text and to the other theories discussed during class. The essays should include both summary and application of concepts. The application section should demonstrate your ability to apply concepts in your personal and work environments through examples from class, work or home.

Grading: Essays will be graded on form as well as content. Use what you have learned about organization to craft a skillful introduction, concise body and interesting conclusion. Precise grammar, punctuation and spelling are essential! The document must be word-processed, and double-spaced, in 12-point font. A late Take Home Final will result in a grade reduction.

1. Read the article at the back of the Student Guide, “Feed the Hunger.” Comment on the article, in light of what you have learned about Communication. Also, address the four rules that the author lists—given what you have learned, are they legitimate? What other motivations could feed the hunger and inspire the workers? The essays must be no less than three pages in length and no more than four.
2. From what you have learned about giving presentations, specifically how will you prepare yourself for your next speech? Please take into consideration the feedback from your presentation during week 5. The essays must be no less than two pages in length and no more than three.
3. Discuss what you have learned about your own interpersonal skills. Be sure to include your verbal and nonverbal behaviors, gender and diversity awareness, listening, building positive climates, criticism, interviewing, managing conflict and negotiating. What do you consider your strengths and where do you plan to improve? The essays must be no less than five pages in length and no more than six.

## STUDENT ASSIGNMENTS

### Week One

1. Do an overview of the Student Guide. Read closely the Introductory Essay, Student Assignment page, and Student Evaluation. Write any questions you have, to ask at the first session.
2. Read Part One (Chapters 1 and 2) in the course text, Communicating at Work by Adler and Elmhorst. Do an overview of the entire text to discover the tools available, including the Appendix and Glossary at the back of the book.
3. Write a one-page response for the #2 Invitation to insight at the end of Chapter One.
4. Write a one-page response for the #5 Skill Builder at the end of Chapter Two.
5. Read "Whose Responsibility is it to Communicate" and "The Magic of a Good Business Letter" at the back of the Student Guide.

### Week Two

1. Read Adler/Elmhorst, Part Two (Chapters 3, 4 and 5).
2. Write a three to four-page response to the Strategic Case on page 66 – 67.
3. Bring 2 copies of an updated version of your cover letter and resume
4. On the website [www.mhhe.com/adler10e](http://www.mhhe.com/adler10e) click on the student edition. Using the side bar click on the appropriate chapter and take the multiple choice quiz for chapter 5 and the True and False Quiz for chapter 4. Email the results to the professor.

### Week Three

1. Read Adler/Elmhorst, Part Three (Chapters 6 and 7) and Part Four (Chapters 8 and 9).
2. Write a three to four page response to the Strategic Case on page 156-157.
3. Write a three to four page response to the Strategic Case on page 232-233.
4. Bring appropriate interview questions for employment interview simulation.
5. Write a one-page essay on the purpose of your organization. Address the following issues: Why does your organization exist; what does it set out to accomplish; is there a published mission statement; does the statement correspond with what workers understand about the real mission of the organization? These answers may be found in a policy statement, company brochures, and annual reports or simply "understood" by the members. Talk to a subordinate, a colleague and/or a superior in your organization and ask them what they think the purpose is. If you are not currently working, choose a former company or a volunteer group as your model. Discuss your memory and perception of the congruity between the implied and stated mission statement.
6. Read the "Introduction to Force Field Analysis" at the back of the Student Guide.
7. Read the outline at the end of the Student Guide titled "More Effective Business Meetings by Brian Tracy."

### Week Four

1. Read Adler/Elmhorst, Part Five (Chapters 10, 11, 12, and 13).

2. Write a three to four-page response to the Strategic Case on page 300-301
3. Write your Force Field Analysis. In preparation for next week's in-class presentation, use the Kurt Lewin Force Field Analysis to analyze and solve a problem situation of your choice. Remember that the presentation requires you to use Kurt Lewin's Force Field Analysis as a basis for the content of your presentation. Again, the discussion of the Force Field Analysis can be found in the back of the Student Guide.
4. On the website [www.mhhe.com/adler910e](http://www.mhhe.com/adler910e) click on the student edition. Using the side bar click on the appropriate chapter and take the True and False quiz for chapter 10, 11, & 12. Email the results to the professor.

**Week Five**

1. Present a five to seven minute presentation in class using the Kurt Lewin Force Field Analysis of a problem situation as your topic. Check with the instructor for options regarding visual aids.
2. Submit the completed Force Field Analysis and the completed Outline Tutor.

## WHOSE RESPONSIBILITY IS IT TO COMMUNICATE?

By Kenneth W. Oosting

Ron came back into his office after a hectic six hours in the field. On his desk were 12 notes about people who called. Ten of them requested that he call them back. The other two just said, "I'll call him later." Ron had a lot of other projects to work on for the rest of the time before he caught the commuter train to his home. "Should I take the time to call these people now?" He looked through the messages. One was from his immediate boss, Kevin. "There's one I ought to call," he thought. The others included sales people, three colleagues and some names he did not recognize. Ron thought to himself, "Is it really my responsibility to call all these people—if they really want to reach me they'll call again."

There are several issues that Ron might address:

1. Ron should reflect upon why his company hired him in the first place. What is the function they talked about? What did they say about communication within the company and its relationship with those outside the company? Is communication important to the company? Is it important to Ron?
2. How do I feel about people who I try to reach and, after leaving messages, do not hear from them? How would these people feel about me if I just wait for them to call again? Will it really matter?
3. How might these messages represent an opportunity for me to do my job better? Could I help make a sale, recruit that person we have been seeking, solve a problem for a customer, or just make someone happier?
4. Is there an ethical issue here? Do I have an ethical duty to return calls to these people?

It is easy for a manager to become so engrossed with a project that is before him or her that communicating with the rest of the world seems unimportant. At the same time, it is generally recognized that there are a lot of competent people who do not communicate well who are unemployed or feel unappreciated while others with less competency in technical areas but with excellent communication skills are doing well in their organizations.

Excellent managers and supervisors are always good communicators. This does not mean that they necessarily give a lot of speeches. Communication is most often with one or possibly two other people, without being scheduled, and on topics with low to moderate significance. Why, then, is it important?

The success of a manager is related to what he or she can do (competency level), to be sure. However, many competent people do not have a full opportunity to demonstrate that competence because they are not liked in the work environment. Probably the most important factor in whether the person is liked is in how well they communicate with those around them.

If people like you, they will find a way to like what you do. If they do not like you, they will find a way to criticize what you do. Think about it.

Success in management and supervision, then, ties very directly to the individual's ability and willingness to communicate. The level of significance of the topic is less important than the bond that is built with the other person. Communicating provides a wonderful opportunity to get people to like you. Communication that is other person centered, useful, accurate, timely and friendly will go a long way toward building a positive bond with another person.

In the final analysis, Ron has a responsibility to return the calls. First of all, it will be in his or her self-interest. He could learn some new information; he could communicate some new information to a specified audience.

But Ron also has a responsibility to those around him in the workplace. Communication is a major element in building and maintaining the organization. As a result, Ron has a responsibility to those around him to continue to communicate both to be an ethical colleague and an effective manager. Communicating can be time consuming and, at times, very difficult. Nevertheless, communicating well pays.

*Dr. Kenneth W. Oosting is a management and academic consultant in Franklin, Tennessee. Article reprinted by permission of the author. Reprinted by permission of the author.*

## THE MAGIC OF A GOOD BUSINESS LETTER

By Howard Upton

Reflect for a moment on the business mail you have received over the past week. Think of the stacks of direct-mail pieces, trade magazines, newsletters, invoices, catalogs, charity solicitations and other mass-produced pieces that have slithered across your desk.

Now, try to recall the single item in this flood of paper that you reached for with the greatest sense of anticipation. If you are a typical businessperson, the chances are that the incoming message that most totally arrested your attention was one that had not been imprinted by a computer or mailing plate. Rather, it was a letter that had been personally addressed to you: A genuine one-on-one communication, created by another man or woman and intended specifically as a message to be seen by your eyes.

You don't find many messages of this sort in business mail any more. We do most of our communicating electronically—through telephones, computer networks, and fax. That's one of the reasons why personally addressed business letters now enjoy a special cachet. And the fact that personal business letters are used with less and less frequency these days produces a special advantage for those business people who do use them. How can you get the most mileage out of your business letters? Here are some suggestions.

### **Make Your Letters Look Good**

Unlike messages transmitted by fax, telex or computer networks, the physical quality of your mailed business letter whispers subtle hints about your tastes and perceptions. If the paper used for your letterhead has the look and feel of a cheap photocopy stock, and if the design and printing is second-rate, the people who receive your business letters will form a less-than-positive impression about you and your company.

If you are a company employee and have no control over the quality of the firm's letterhead, at least make sure your letters look as good, physically, as you can make them look. See to it that the message is "framed" in the center of the page, and that it does not contain messy.

### **Be Conventional**

For maximum impact, a personal business letter should look like a business letter.

Modern laser printers, with a selection of fonts, enable one to turn out a business letter that, from a typographical standpoint, resembles a page from a magazine. Avoid using this technical capability in your one-on-one letters.

People have come to equate business letters with standard typewriter fonts, in either 10- or 12-point size, and without a justified right margin. If they receive a one-on-one letter that has been produced in some unconventional format, the personal nature of the message is eroded.

### **Confine Your Letter To A Single Page, If You Possibly Can**

Ideally, a personal business letter should consist of four or five paragraphs, framed in the center of a single letterhead sheet. A letter of this length is not so forbidding as to prompt the recipient to lay it aside. It also has the advantage of looking better, and thus more inviting, than a business letter that runs on for three or four pages.

Besides, if you deliberately try to hold your personal business letters to a single page, you will force yourself to get right to the point—a practice the person on the other end will appreciate. Sometimes the subject of your letter simply cannot be reduced to a single page; for example, when a client requests an opinion from an attorney. In such instances, consider writing a concise, one-page cover letter and accompany it with a three- or four-page opinion statement.

### **Be Temperate In The Tone Of Your Letter**

Be temperate in your letter—even when you would like to tell the person on the other end to drop dead. Unlike telephone conversations and other oral exchanges, the words used in business letters can be chosen with careful deliberation. For that reason, intemperate language used in a business letter can be doubly offensive to the person receiving it. Worse yet, the words cannot be summoned back.

Not all business letters, of course, are intended to convey sweetness and light. Sometimes, the purpose of the letter is to make the person on the other end comprehend your displeasure. In such instances, however, it usually pays to prepare a draft of the letter and then lay it aside for a day. As often as not, you will conclude it is the better part of wisdom, and legally prudent, to drop your letter in a wastebasket rather than in a postal deposit box.

*Spirit: "The Magic of a Good Business Letter" by Howard Upton (December, 1991), p. 23.*

## USING NEWSLETTERS IN YOUR BUSINESS

By Kenneth W. Oosting

Newsletters have grown in popularity in recent years in both for-profit and not-for-profit organizations. Part of this is due to the ease by which today's technology makes this possible with word processors and the software that can accompany them to do graphics. A newsletter can be done by many people after purchasing the hardware and software it requires and gaining some experience with its use. In most cities there are people who specialize in the production of newsletters whose expertise is quite affordable.

Another reason for the growth of newsletters is the increased understanding of the need for effective communication both within an organization and between organizations. One of the major emphases in management education today is the mandate to communicate effectively with people at all levels within both our own organizations and those with whom we would like to communicate (potential and current customers, suppliers, etc.).

Whole businesses can be built around a newsletter. Part of this is built on the concept that we tend to put great faith on anything in print. We might talk to an expert in a given field but if the expert disagrees with something in print, we tend to believe what is in print. Our society tends to be in awe of authors. Thus by printing a newsletter on a given topic, we give ourselves a high level expert status. This status need not be conferred by any recognizable authority either. By writing a newsletter we extend our expert status to people who do not know of us in any other way.

An established business can profit from a newsletter. Sears has done this recently by publishing a newsletter for senior citizens. A few articles coupled with discount coupons at Sears stores have led to a large national mailing. People who seldom go to a Sears store could still be on the mailing list with the impact of encouraging them to return to a store soon. Instead of reading a simple advertising circular, the newsletter has an added value in the form of articles of value to the reader.

A not-for-profit business such as AARP (American Association of Retired Persons) has a newsletter for a little different purpose. They use it to communicate the business and priorities of the organization and to keep the name of the organization in front of the people they wish to serve. Some articles, like with Sears, serve to keep the interest of the reader who then does not treat the publication the same as an advertising circular.

Whatever the mission of your business, there could be a newsletter in your communication plans for the future. What audiences could profit from receiving more information about a topic known to you and what other message(s) would you want to communicate with this information that could be helpful to your organization?

Keep in mind that the newsletter must contain some news—something that the reader does not already know and has an interest in reading about in the form you are offering. News and other information, however, must have credibility so the image of the newsletter, the choice of topics and the manner in which the material is written are all important in telling the potential reader that this newsletter would be worth reading.

A newsletter could be free or it could be by subscription. Many in the latter category start out free to engage a number of people in reading the newsletter and then deciding to subscribe to it. Those that are by subscription could be quite expensive with the newsletter itself being a profit center. Most, however, are used as a means of reaching an audience. The profit is made in the products or services the audience buys as a result of the contact. Doing it this way means that the newsletter can be done at a loss as part of a marketing cost.

The free newsletter must have some other goal in mind to defray the cost or be done by a foundation or government agency as a service. The free newsletter has the potential of reaching a much larger audience because it can be sent without permission and without cost to the recipient. Because the recipient has not sought out the newsletter, it could be treated as junk mail and tossed. A newsletter subscribed to is more likely to be read.

Whatever the purpose of your organization, it needs to communicate with a number of audiences. A newsletter could be one of the most cost effective ways of doing it.

*Dr. Kenneth W. Oosting is a management and academic consultant in Franklin, Tennessee.  
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## INTRODUCTION TO FORCE FIELD ANALYSIS

The following pages contain a force-field analysis model to use in solving problems. In using the worksheets it is critical that you clearly state the particular situation you want changed and then complete the rest of the items in sequence.

### Purpose

- Analyze a problem situation into its basic components
- Identify the key elements of the problem situation about which something can realistically be done
- Develop a systematic strategy for problem solving which minimizes "boomerang" effects and irrelevant efforts
- Create a guiding set of criteria for the evaluation of action steps

### Assumption

Any problem situation constitutes a level of activity which is different from that desired. It could be:

- The behavior of an individual or group
- The current state or condition of an organization
- A particular set of attitudes
- A frame of mind

### Activity Level

The level of activity is the starting point in problem identification and analysis.

This results from a number of simultaneous pressures and influences acting upon the individual, group, or organization in question. The influences, called *forces* by Kurt Lewin, may be both external and internal to the person or situation in question. Lewin identifies two kinds of forces:

- **Restraining forces**, which inhibit or oppose the occurrence of the particular activity of concern.
- **Driving forces**, which promote the occurrence of the same activity.

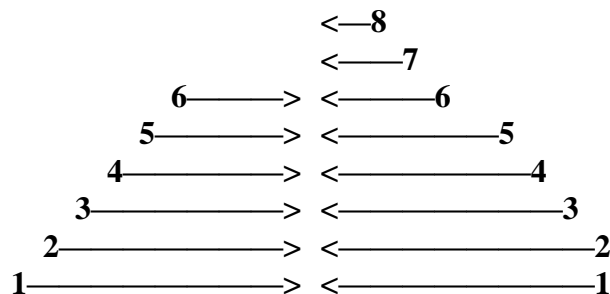
### Force Fields

The restraining and driving forces push in opposite directions, and the stronger of the two will tend to characterize the problem situation. Changes in the strength of either of the fields can cause a change in the activity level of concern.

**Example Objective:** Meet customer commitments by providing service/facilities on a timely (where and when the customer wants it) basis.

**Restraining  
Forces**

**Driving  
Forces**



**Restraining Forces**

1. Lack of proper administration
2. Lack of knowledge of company organization, including company segmentation (cooperation, coordination, identification, communication)
3. Uncertain about references, i.e., routines and sources to go to for technical information such as references or personnel
4. Lack of technical knowledge
5. Conflicting priorities, i.e., workload, force availability, improper short- and long-range planning
6. Attitudes

**Driving Forces**

1. Customers' schedules and satisfaction, including reducing customer complaints
2. Integrity of service (build good company image)
3. Building interdepartmental and departmental relationships
4. Competition
5. Pressure from superiors
6. Paychecks
7. Preventing duplication of effort (make job easier, fewer time restrictions, memory of past negative and positive experiences)
8. Personal accomplishment, including aiding in your own career path and chances for promotion.

**Using a Force-field Analysis**

Force-field analysis is a process of problem solving developed primarily by psychologist Kurt Lewin. By asking a series of questions, we can identify "forces" working to maintain the problem, as it exists—restraining forces—and forces working to change—driving forces. Actions can then be decided on, based on the strength of each driving and restraining force. What is important in this activity is identifying those forces that influence the problem(s) your agency may be experiencing.

Here is an example of how force-field analysis can be used:

1. Mr. Smith is a smoker who wants to stop smoking. He smokes two packs of cigarettes a day. This is a problem.
2. Restraining forces might be:
  - a. He's been a smoker for 10 years.
  - b. There is social pressure to be a smoker.
  - c. His body is physically addicted to nicotine.
  - d. His wife is a smoker.
  - e. His co-workers are smokers.
  - f. He thinks he enjoys smoking, although he knows it is unhealthy.

3. Driving forces might be:
  - a. His children have asked him to stop smoking.
  - b. The price of cigarettes is going up.
  - c. He has developed a coughing hack.
  - d. When he jogs, his chest hurts.
  - e. He knows it is unhealthy.
  - f. His best friend, Burt, stopped smoking.
  - g. His father is in the hospital with possible lung cancer after being a heavy smoker for 25 years.
4. Mr. Smith then looks at the strongest driving forces and can design ways to increase their effect and, likewise, find ways of decreasing the strength of restraining forces. This is the beginning of an action plan.

### **Steps to begin a Force-field Analysis**

1. State the problem.
2. Describe the "desired state."
3. Restraining Forces: What forces operate to keep problem alive? (Brainstorm)
4. List restraining forces in order of strength.
5. Which forces do you have some control over or effect on?
6. Driving Forces: What forces operate to change the problem?
7. List driving forces in order of strength.
8. Which of the driving forces do you have some control over or effect on?
9. Identify relationships among the restraining forces.
10. Brainstorm actions/steps you can take to increase the driving forces.
11. Brainstorm action steps to reduce restraining forces.

## **More Effective Business Meetings by Brian Tracy.**

### **1. TYPES OF MEETINGS**

- Information sharing: Process oriented
- Problem solving: Mission, goal
- Staff: Interdepartmental Big Picture
- Committee: Regular Agenda
- Teaching, Training and Seminar: Instruction

### **2. DEFINING THE PURPOSE**

- Is the meeting necessary?
- Another way to accomplish the purpose?
- Who must attend?
- What is the worst thing that would happen if no meeting were held?
- Define the purpose in 25 words or less?

### **3. MEETING AS INVESTMENT**

- Determine cost
- Investment justified?
- Before and during, increase the return on investment

### **4. DETERMINING THE AGENDA**

- Begin with one-sentence description of the objective
- Organize topics in order of importance
- Distribute agenda 24-48 in advance
- Invite only essential members

### **5. HOW TO RUN A MEETING**

- Outline (5-7 minutes)
- Announce Adjournment time
- Begin on time and don't cater to latecomer
- Encourage Open Discussion
- Leaders should not dominate
- When ever possible, delegate leadership
- Leader keeps discussion on track
- Close each point before moving on
- Summarize each point before moving on and summarize at end
- Distribute meeting minutes within 24 hours

**6. PARTICIPATING IN MEETINGS**

- Be prepared
- Participate within first five minutes
- Body language: be active
- Potential leaders identified by quality and quantity of participation

**7. PROBLEM-SOLVING MEETINGS**

- Restate and define the problem in all its facets
- Identify all possible causes
- Develop decision criteria
- Develop possible solutions--quantity over quality
- Test possible solutions against criteria
- Press for a decision at the meeting
- Assign specific responsibility for implementing decision
- Set specific deadline
- Agree on how implementation is to be monitored

**8. DECISION MAKING MODEL**

- Free discussion--air all views
- Arrive at clear decision
- Gain full support, not necessarily agreement

**9. PROBLEMS IN MEETINGS**

- Cancel the meeting when Group think or herding happens
- Conflict avoidance
- Values a decision rather than the right decision
- Influenced by louder, more verbal person
- Convergent thinking: moving toward one answer: everyone sees the meeting going in a certain direction and they put in evidence that supports that direction
- Politics: pleasing the boss

**10. REASONS FOR INEFFECTIVE MEETINGS**

- Vague Goals
- Leader ineffective in keeping the group on track
- Group fails to push to conclusion
- Fails to come up with an action

**11. ONE-ON-ONE MEETINGS**

- Held between manager and subordinate
- 60-90 minutes per week
- Subordinate prepares agenda
- Teach, giving suggestions

**12. DELEGATING ASSIGNMENTS MEETINGS**

- Explain clearly what's to be done
- Explain why--the purpose
- Explain your preferred method of approach
- Set a deadline and time to monitor progress
- To assure understanding, as the employee to feed it back
- End meeting with expression of confidence

**13. FACILITIES**

- Check out room in advance
- Arrange for furniture (comfort) and equipment
- Lighting and Ventilation
- Coffee and refreshments
- Cut off outside interruptions
- Start on time

**14. EXTERNAL FACILITIES**

- Hotels lie--leave nothing to chance
- Check out room in advance--lighting, sound, layout, etc.
- Check on hour in advance
- Read the contract carefully

**15. ROOM LAYOUT**

- Small room: all participants with backs to entrance. Leader faces the door.
- Boardroom: face door at head of table
- Medium sized: make a box and face door
- Large: cross-hatched

**16. PRESENTATIONS**

- Flip Charts: Lecture, and Tear off sheet to post in a different place
- Bring Pens

**17. DEVELOPING SELF CONFIDENCE IN MEETINGS**

- Determine to overcome shyness
- Join Toastmasters
- Visualize yourself performing effectively
- Do the thing you're most afraid of

**18. PARKINSONS LAW**

- Group meetings: set specific times to start and stop
- One on One: Set a specific time

**19. PERSONAL EFFECTIVENESS**

- Avoid attending if unnecessary
- Have your items discussed first, then depart
- Give participants not to attend if they are not essential
- Give permission to people to leave when they've made their contribution
- Ask for cooperation

**20. MEETINGS OUTSIDE OF THE OFFICE**

- Define purpose of meeting mutually
- Prepare
- Restate purpose at outset of meeting
- Stay on track
- Press for closure
- Summarize
- Keep complete notes

**21. MEETINGS AS MANAGEMENT AS ACTION**

- Make a decision to be excellent at leading meetings
- Become excellent in participation
- Preparation is key
- Practice until you master these skills

### **Week Five Presentation Feedback Sheets**

Rate each presentation using the following scale:  
1-Not at all, 2...3...4...5... 6...7...8...9...10-Very Much

#### **CONTENT AND STRUCTURE**

- Did the introduction catch your attention?
- Could you tell what the main points of the body were?
- Were there clear transitions between ideas?
- Was there a clear conclusion?
- Was there a clear style (persuading, entertaining or educating)?

Additional Comments:

#### **PRESENTER'S DELIVERY STYLE**

- Did the presenter come out from in back of the podium?
- Did their gestures aid their message?
- Their voice was expressive and resonant?
- Their facial expressions were aligned with their message?
- Did the presenter connect with your heart? How so?
- Did the presenter connect with your head? How so?

Additional Comments:

#### **VISUAL OR AURAL AIDS**

- Was there an effective use of visual aids?
- If appropriate, was music or sound used to aid the presentation?

Additional Comments:

## FEED THE HUNGER—INSPIRE YOUR WORKERS TO ACT LIKE OWNERS

(First appeared in Success magazine, October 1992. Authored by Jack Stack, it was reprinted with permission of Success magazine, Copyright © 1992 by Hal Holdings Corporation.)

I want to get rid of the living dead. I can't stand going into businesses and seeing those faceless people standing around. They don't look healthy, don't act healthy, and they're a big problem for corporate America. I'm talking about the people who are there just because it's a job. Here at Springfield Remanufacturing Corp. (SRC), we have a company filled with employees who think and act like *owners*. It's a different way of running a business. What lie at the heart are simple rules:

**Rule #1:** *The most efficient, most profitable way to operate a business is to give everybody a voice in saying how the company is run and a stake in the financial outcome—good or bad.* Guided by this, we created the Great Game of Business.

The Game worked for us in a big way. From 1983 to 1986, SRC went from a loss of \$60,488 to pretax earnings of 2.7 million. And by 1991, we had annual sales of more than \$70 million.

We didn't do this by riding some hot technology. Remanufacturing is a dirty business in which many of our people spend their days putting washers on bolts and leave the factory covered in grease. But remanufacturing engines is incidental to what we do here. Our real business is education. And the Game creates an environment in which everybody takes pleasure in his work, even those who put washers on bolts. You begin by getting people away from focusing on the specific mechanical things they do and making them conscious of profits.

**Rule #2:** *The only way to be secure is to make money and generate cash. Everything else is a means to that end.* At most companies, people are told what to do in an eight-hour day, but no one shows them how they fit into the Big Picture: how one person's actions affect another's, how each department depends on the others, what impact they all have on the company.

In our first year, our CFO would write a daily report to the bank showing where our cash was, where receivables were, what we owed. That was passed around the company. People got curious. They came to the office and asked, "What do we owe today?" From there a system grew:

At SRC, we now teach workers about after-tax profits, retained earnings, cash flow. Everybody is able to read an income statement and a balance sheet. Business makes sense to everybody. And ownership is part of their state of mind. People at SRC didn't need an MBA to be curious about their company. Many of our workers had not even graduated from high school. But that didn't stop them from getting caught up in the Game. Their questions told us what information we should be reporting. The process started by explaining to workers how the bank was measuring us and how we were doing.

**Rule #3:** *Make the system logical.* You don't have to pound a guy over the head because he doesn't want to work. You pound him because he's missing opportunities that could put money directly into his pocket. We manage by pointing out benefits, rather than by using threats. It's motivation with realism.

**Rule #4:** *Create and distribute wealth.* What I'm trying to do at SRC is raise our worker's standard of living by showing him how to create wealth and keep it. We came up with a plan to set workers up in their own businesses. We held meetings at which I laid out the strategy for people. We'd help people with the financing, the business plan, and provide continued support. The response bowled me over.

For years, we've been starting new businesses at SRC as fast as we can get them running. They are being run by people who've received their education with us. One firm remanufactures a troublesome engine component, turning a \$500,000-a-year problem for SRC into a company with annual revenues of \$2.5 million. Two others were started to help solve problems for our customers. We discovered a turbo-charger business right under our noses, all set to be spun off. We even began a seminar business—in response to other companies that wanted to know how to play this Game.

Why don't more companies do this? I suspect fear and ignorance. But the response I got showed me how much people want to be in business. The Game isn't a new technology. This is a force of history. This drive for ownership will shape the world.