McGraw Hill Education

管理学经典入门教材　（英文改编版）

商务沟通
原则与实践
（第8版）

Ronald B. Adler　Jeanne Marquardt Elmhorst　著

配有学生光盘

Communicating at Work:
Principles and Practices for Business and the Professions

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出版者序言

在当前经济全球化的背景下，中国经济的发展需要大量具备扎实理论功底、了解国际规则、能够适应国际竞争需要的优秀的经济管理人才，所以，大力开展双语教学，适当引进和借鉴国外优秀的原版教材，是加快中国经济管理教育步伐，使之走向国际化的一条捷径。为此，北京大学出版社与国外著名出版公司麦格劳-希尔教育出版公司和汤姆森学习出版集团合作推出了《经济与金融经典入门教材》和《管理学经典入门教材》两套系列丛书，这两套丛书的大部分均同时包含英文版和翻译版，主要针对本科层次，目前首先推出英文版（英文影印版/英文改编版）。丛书的筛选完全是本着"出新、出好、出精"的原则，均经过北京大学及国内其他著名高校相关学者的精心挑选，分别汇集了国外经济与金融和管理学领域的经典教材，称得上是一套优中选精的丛书。

鉴于外版教材大多篇幅过长，且其中某些内容不适合我国的教学实际需要，因而我们对部分所选图书进行了必要的删节，成为英文改编版。在选书和删节的过程中，我们得到了许多老师的大力支持和帮助，在此，我们对他们表示衷心的感谢：

北京大学光华管理学院：张一弛、张志学、杨云红、雷明、武常岐、张红霞、陆正飞、黄慧馨

中国人民大学：李先国、杨波、胡波

中国农业大学管理学院：陆娟

中山大学岭南学院：贾佳

天津财经大学财政系：张进昌

哈尔滨工业大学工商管理学院：张莉、李国鑫

这两套丛书是对国外原版教材的直接或删节后影印，由于各个国家政治、经济、文化背景的不同，对于书中所持观点还请广大读者在阅读过程中注意加以分析和鉴别。另外，我们在对原版图书进行删节、重新编排页码的同时，为了便于读者核对使用索引，仍保留了原书的页码，因此读者在阅读过程中可能会发现有跳页现象，而且由于删节，某些文中提到的页码或内容有可能无法找到，对于由此给读者带来的诸多不便，我们深表歉意，恳请您的谅解。

我们期望本套教材的出版可以对我国经济管理学科的教学，尤其是经济管理专业本科的教学有所裨益，能够对我国经济管理学科的发展有所贡献。

一套丛书的推出和不断完善离不开大家的支持和帮助，我们也欢迎所有关心中国经济管理学科教育和发展的专家和学者及广大读者，给我们提出宝贵的意见和建议，诚挚地希望您能向我们推荐您所接触到的国外优秀的经济管理类图书。

北京大学出版社
经济与管理图书事业部
2005 年 1 月

关 于 本 书

适用对象

本书适用于管理类本科生及所有重视职业发展的读者使用。

内容简介

《商务沟通：原则与实践》是一本简明实用的沟通教程。通过对本书的学习，学生和职场新人能从中学到工作中所需的技能，而对于那些有丰富工作经验的读者来说，如果仍觉得在人际交往能力方面有潜力可挖，也能从中学到有用的技巧和工具。本书的特点：（1）展现真实的世界，每页都包含有用的建议和事例以展示如何进行有效的交流。（2）注重交流技术，在何时以及怎样使用电子邮件、即时信息、视频会议、演示软件和其他技术方面提供建议。（3）充分考虑工作地的多样化，帮助读者与拥有不同背景的人们沟通。（4）关注与道德有关的交流，讨论交流者如何在道德观无法妥协的基础上达成目标。这些使得该书成为最广泛使用的教材。

作者简介

罗纳德·阿德勒（Ronald B. Adler）是圣塔芭芭拉城市学院（Santa Barbara City College）的教授，擅长组织和人际交流。他著有《交流中的信心：自我肯定和社会技能指南》，与人合著《了解人类交流》、《相互影响：人际间交流过程》以及广被使用的教材《知己知彼》。阿德勒教授还是许多公司、专业机构和政府部门的顾问，他在冲突解决、演说艺术、团队建设和面试技能等领域的研究处于前沿地位。

珍妮·玛库特·埃尔霍斯特（Jeanne Marquardt Elmhorst）现居于美国新墨西哥州的爱伯克奇（Albuquerque），从事人际交流方面的研究超过 15 年。她在威斯康星-史迪温斯波因特大学（the University of Wisconsin-Stevens Point）获得硕士学位后的三年里，一直在亚洲旅行和教书。这段经历使她对跨文化交流产生了浓厚的兴趣。她曾先后在爱伯克奇大学（the University of Albuquerque）和新墨西哥州大学（the University of New Mexico）教书，目前是爱伯克奇社区学院（Albuquerque TVI Community College）的讲师。她的课程反映了交流原则的多样化：商业和职业上、组织里、倾听的、性别上、跨文化和人际间。她还为商业和政府部门提供培训。

网址

Power Web 商务沟通在线学习中心（www.mhhe.com/adler8）是最主要的支持本书的网站。由于书中网络工具栏上列举的网络链接可能发生变化，本网站可以帮助读者定位他们所要查找的资源。网站还提供教师教学幻灯片和可下载的附件，学生也可下载有助于掌握课程概念的学习工具。书中的图标指导学生找到网站的相关资源，包括自我测验、网络练习、商业文件模板和术语卡片。

本版特色

（1）本书增加了商务和职业陈述的类型新章节。本章为如何策划和做出最为重要和常见

的陈述,如报告、发布简报、研讨会议、建议和培训等提供详细的指南。除此之外,本章还提供了特殊场合的演讲指南。

(2)本书全文重新编排,在保证内容不变的前提下以更加简洁的方式表达思想。例如,第4章经重新安排后,着重强调在简报发布会上的倾听技能;对于建立可信度的指导提前到第10章;组织演示的所有方式都编排在第11章。

(3)每一章都包含新材料以帮助读者在工作中更加有效地交流。例如,新的职业建议工具栏提供了实用的建议;新的网络工具栏提供了书中相关观点的网络快速链接;新的快速索引,为策划最普遍的商业和职业沟通,如会议、面试、陈述和谈判提供方便的指南。

(4)本版包括数十幅图片和漫画,表现沟通中面临的挑战,语言幽默。同时本书将教学设计进行了改进,将学习目标放在每章开头,明确提出读者需要学习和掌握的知识。

简要目录

教辅产品

每本书后面附上了最新的学生用光盘,其中包括帮助学生理解和复习课程概念的学习工具。这一教学软件特别针对本书内容设计了许多问题,供学生练习。该软件还包括针对本书内容的视频片断、商业文件模板和术语卡片。

Ronald B. Adler is on the faculty of Santa Barbara City College, where he specializes in organizational and interpersonal communication. He is the author of *Confidence in Communication: A Guide to Assertive and Social Skills* and coauthor of *Understanding Human Communication, Interplay: The Process of Interpersonal Communication* as well as the widely used text *Looking Out/Looking In*. Professor Adler is a consultant for a number of corporate, professional, and government clients and leads workshops in such areas as conflict resolution, presentational speaking, team building, and interviewing.
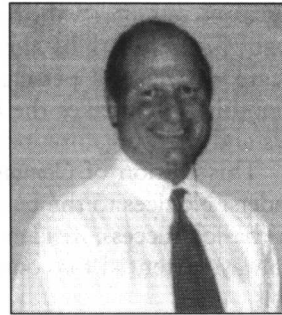
Jeanne Marquardt Elmhorst lives in Albuquerque, New Mexico, and has been involved in communication studies for over 15 years. She received her master's degree from the University of Wisconsin–Stevens Point, then travelled and taught in Asia for three years, sparking her interest in intercultural communication. She has taught at the University of Albuquerque and the University of New Mexico. She is currently an instructor at Albuquerque TVI Community College, where her courses reflect the variety in the communication discipline: business and professional, organizational, listening, gender, intercultural, and interpersonal. Jeanne also provides training for business and government clients.

preface

Few assets are more valuable to career success than the ability to communicate effectively. Technical skills alone aren't enough for job success: The ability to communicate clearly and persuasively and to understand others and work with them smoothly often makes the difference between success and failure, for both individuals and their organizations.

This edition of *Communicating at Work* is aimed at helping all career-minded readers. Novices to the business world will be introduced to skills they will need for on-the-job success. Readers who have ample job experience but recognize that there is always potential for communicating more effectively will also find useful tips and tools.

Continuing Features

The eighth edition of *Communicating at Work* continues the features that have made it the most widely used text in its market:

- A **practical, real-world focus,** with every page containing useful advice and examples about how to communicate effectively.

- A **focus on communication technology** offers tips on when and how to use tools like e-mail, instant messaging, videoconferencing, presentation software, and other technologies.

- **Strong coverage of workplace diversity** helps readers communicate with others from different backgrounds and choose approaches that work for everyone involved.

- An emphasis on **ethical communication** discusses how communicators can achieve their goals in a way that doesn't compromise moral integrity.

New to This Edition

New Chapter: Types of Business and Professional Presentations

Most business and professional presentations differ significantly from the forms taught in college public speaking classes. This chapter provides detailed guidelines for planning and delivering the most important and common types of presentations, including reports, briefings, orientations, proposals, and training. In addition, the chapter offers guidelines for speaking on special occasions, including introducing another speaker, presenting and accepting awards, giving toasts, and welcoming guests.

Streamlined Material

The body of useful information continues to grow, but academic semesters haven't gotten any longer. To keep teaching and learning manageable, the text has been edited throughout to present ideas more concisely, without sacrificing content. For example, Chapter 4 has been reorganized to emphasize listening skills in a briefer, clearer manner. Guidelines for building credibility are presented earlier (in Chapter 10) and more concisely, so speakers can apply them throughout the process of planning a presentation. All methods for organizing a presentation are now presented together in Chapter 11 instead of being split between two chapters.

New and Updated Material

Every chapter contains new material to help readers communicate more effectively on the job. Topics include the costs of poor communication in the workplace, how to avoid the pitfalls of using e-mail, how to deal with unpleasant coworkers, tips for giving feedback constructively, and guidelines for telephone meetings and videoconferences.

- **New *Career Tip* sidebars**   These boxes offer practical advice on a diverse array of topics including cubicle etiquette, getting your message across in less than a minute, when to use logical arguments and when emotional appeals will work best, using a microphone effectively, and how to request a raise.

- **New *On the Web* sidebars**   These provide quick links to websites that support and expand ideas from the text. New topics include: personal networking resources, finding jobs and internships abroad, jargon-detecting software, dealing with sexual harassment, negotiating ethically, virtual meetings, and resources for conducting training.

- **New *Quick Guide***   This laminated guide, bundled with every new book, offers a handy step-by-step guide for planning the most common types of business and professional communication: meetings, interviews, presentations, and problem-solving negotiations.

Design and Pedagogy

- **New design and illustration program** presents material in an eye-catching way. This edition includes dozens of photographs and cartoons that capture the challenges of communicating at work in a compelling, often humorous manner. For example, new cartoons poke fun at topics including poor downward communication, how technology fosters the spread of rumors, differing organizational cultures, the folly of needless win–lose competition, poor answers to interview questions, and the limitations of PowerPoint software.

- **Improved pedagogy for better learning**   Learning Objectives (cognitive and behavioral) now open each chapter, showing readers exactly what they need to learn to master the material in each chapter.

Resources for Students and Instructors

- *Communicating at Work* **Website, the Online Learning Center at www.mhhe. com/adler8** offers up-to-date links to the constantly growing number of sites with useful information and advice for business communicators. Since some links listed in the "On the Web" sidebars in the text may change, this site will help readers locate the resources they are seeking. The website provides instructors with PowerPoint slides and downloadable supplements and provides students with learning tools to help them master course concepts. Icons in the text direct students to relevant resources on this website, which include self-quizzes, Internet exercises, business document templates, and glossary flash cards.

- *PowerWeb* is a component of the Online Learning Center that brings information on the Internet to a course. It features current articles, curriculum-based material, and research tools. This content, which is password protected, is offered free with new copies of the text.

- **Student CD-ROM** The CD that accompanies the text contains learning tools to help students comprehend and review course concepts. These tools are fully integrated with the text through the use of CD icons in the text margins that notify students which CD tool to use. The CD contains self-quizzes, videos, business document templates, outline tutor, PowerPoint tutor, and glossary flash cards.

- An **Instructor's CD-ROM** (compatible with Macintosh and IBM computers) offers the following resources:

  - An **updated Instructor's Manual, Resource Integrator and Test Bank** by Carolyn Clark provides a wealth of teaching strategies, classroom activities, resources for professors and students, and examination questions. The Chapter Integrator section breaks each chapter down by course objectives and identifies instructional resources relevant to each objective.

  - **PowerPoint** slides of key information from the book allow instructors to present lecture material in computer-generated format.

  - **Computerized testing software** makes it easy to create examinations from the bank of existing questions, as well as allowing instructors to add new ones of their own.

- *Communication Concepts* video provides scenarios of common types of business and professional interaction for analysis. The video is available in VHS format and on the student CD-ROM.

- **PageOut: The Course Website Development Center** All online content for this text is supported by WebCT, eCollege.com, Blackboard, and other course management systems. PageOut was designed for novice instructors who are just beginning to explore Web options. Even the novice computer user can create a course website with a template provided by McGraw-Hill. To learn more about PageOut, ask your McGraw-Hill representative for details, or fill out the form at www.mhhe.com/pageout.

acknowledgments

New Chapter on Business Presentations

Chapter 14, *Types of Presentations*, provides the tools for planning and delivering the most important types of on-the-job presentations including reports, briefings, orientations, training, and proposals.

Proposals

In a proposal you advocate that your audience take specific action. Some proposals, like the city council appeal described above, are aimed at external audiences. Other proposals are focused on internal audiences. You might, for example, try to persuade management to support a ride-sharing program or reimburse employees for educational costs, or you might try to convince your boss to give you more staffing support or a raise in pay. (See the Career Tip on page 445 for advice on this subject.)

Whatever the topic and audience, the most straightforward approach for a proposal is the problem–solution approach described in Chapter 11. While the particulars will vary, each section of this two-part approach is likely to include information listed here:

1. *Introduce the problem*
   a. Demonstrate nature of problem in terms the audience will understand.
   b. Show undesirable consequences of the problem.
   c. Highlight ethical dimensions of the situation (current situation is *wrong*).
   d. Provide causal analysis of the situation (how did this develop?).

2. *Provide a solution (with supporting evidence)*
   a. Describe the positive consequences of your proposal.
   b. Show how your proposal will avoid bad consequences.
   c. Highlight the ethical reasons for your approach. Show why it's the right thing to do.
   d. Address the feasibility of your proposal. Show that it can be done: cost, time, motivation, etc. Include an operational timeline to strengthen the proposal.

Here, in outline form, is how the problem–solution plan would look in the body of a presentation proposing an employee wellness program:

I.   Health-related problems are hurting our company [Problem]
     A. Health costs are increasing
        1. Insurance premiums are increasing
        2. Out-of-pocket expenses for employees are growing
     B. Productivity is declining due to employee health problems
        1. Absenteeism is growing
        2. Workers who stay on the job are less productive
        3. Some employees are leaving us due to health problems

II. A wellness program could reduce the impact of these problems [Solution]
     A. Elements of a program
        1. Nutrition education
        2. Exercise education
        3. Substance-abuse counseling
     B. Benefits
        1. Healthier employees
        2. More-productive employees
        3. Lower health costs (insurance and out of pocket)

New Photos and Illustrations

Dozens of photographs and cartoons capture the challenges of communicating at work in a compelling, often humorous manner.

A Practical, Real-World Focus

Career Tips

Career Tips give practical advice on how to be more successful in work-related situations. New topics include cubicle etiquette, when to use logical arguments, and how to request a raise.

Presentations

Coverage includes basic steps for organizing business presentations and preparing PowerPoint presentations.

Expanded Coverage of Business Writing

Includes tips on choosing the best format for résumés and job applications, via both traditional channels and the Internet. Business document templates on the student CD-ROM provide additional tips and templates so students can create cover letters, résumés, agendas, and memos.

Technology

Technology in the Workplace

Technology is constantly changing the business environment. This text covers the latest developments and offers guidelines and advice for using the new technologies.
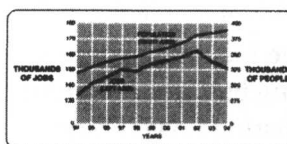
FIGURE 12-11
Multiple-Line Graph

Tips for using presentation software.
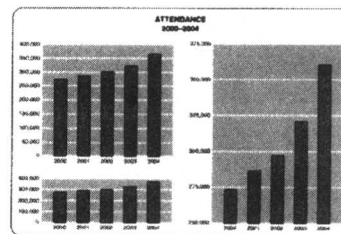
FIGURE 12-12
The same data can be distorted by varying the horizontal and vertical size and size of a graph. These graphs were created by using Microsoft PowerPoint.

Technology for Virtual Meetings

On the Web boxes provide links to websites that support the text material. New topics include personal networking resources, finding jobs and internships abroad, and dealing with sexual harassment.

ethical challenge

Responding to Sexual Harassment

Imagine that the following incident happened to you, or to a female colleague who seeks your advice. Decide which of the seven alternatives listed on pages 89–90 is the most effective and appropriate response.

Susan Carter is one of the few female partners in a New York consulting firm. During an out-of-town planning meeting in her hotel room, the client makes a clumsy pass, knocking her over. He later apologizes, but Susan is unable to simply forget the incident.

The next day, Susan's boss, Justin Peale, calls to ask how her meeting went. She knows from the office grapevine that Justin only put her on this key account with reluctance, feeling that the clients would feel more comfortable working with a male account representative. Susan knows that telling her boss about the incident could prejudice him against giving her future assignments. On the other hand, she knows that keeping quiet compromises her dignity and that not reporting the incident may result in the client's firm being exposed to future lawsuits. What should she do?

For a more detailed account of this incident and commentary by several executives, see J. Margetta, "Will She Fit In?" Harvard Business Review, March/April 1997, pp. 18–32.

Ethical Considerations

Throughout the text, and in "Ethical Challenge" boxes, students are invited to consider ways of incorporating ethical considerations in day-to-day work contexts. New topics include ethics involving honesty and facilitating ethical dilemma decisions.

Communication Often Presents Ethical Challenges One writer observed, "The trouble with business ethics is that many people think the phrase is an oxymoron. They hear it, giggle, and say things like, 'You mean like military intelligence, eh?'"[30] Despite this cynical attitude, there is a growing recognition that behaving ethically is an essential part of being an effective, promotable employee. Scandalous business practices led to the downfall of major corporations like Enron and WorldCom, and have cost others millions of dollars. As a result of these ethical lapses, sensitivity to communicating in a principled way has grown, and several hundred corporations and organizations now include an ethics officer in their organizational chart who reports directly to the chairman.[31]

Doing the ethical thing isn't always easy. On a personal level, you are likely to face conflicts between what you believe is right and what is practical. For instance, you might have to deal with a customer or colleague whose business or approval you need, but who is behaving badly—perhaps making sexist or racist remarks. After a trip together, co-workers turn in inflated expenses and expect you to do the same. Your team is under pressure to finish a project, but you recognize potential safety issues being shortcut. Besides personal challenges, sooner or later you are likely to experience situations like these where others in your organization behave in ethically questionable ways. Do you speak up when a colleague makes promises to clients that you know the company can't keep? Should you challenge your boss when he or she treats other employees unfairly or illegally? badly?

A blanket obligation to communicate ethically can be too vague to be helpful in specific situations. Some ethicists suggest these questions to help you decide how to behave in a principled manner:[32]

Immanuel Kant's Categorical Imperative: Could our society continue to function if everyone acted in this fashion?

The Utilitarian Rule: Does this action do the most good for the most people over the greatest period of time?

The Golden Rule Standard: Is this the way in which I would want to be treated by others?

on the web

Business and Professional Ethics

Ethics Updates (**http://ethics.sandiego.edu/index.html**) offers multiple links to ethical theory and applied ethics information. Click on "Case Studies" to choose from over 90 case studies and the opportunity to join online discussions for each.

The Institute for Business and Professional Ethics (**www.depaul.edu/ethics**) promotes ethical behavior through teaching, training, and research. Its website includes links to *Business Ethics Magazine, The Online Journal of Ethics,* a newsletter, and ethics articles.

The U.S. Office of Government Ethics' website (**www.usoge.gov**) includes specific ethics topics (gifts, honoraria, supplementing income), "What's New in Ethics?", workshops, and training materials.

The Center for the Study of Ethics in the Professions, CSEP (**www.iit.edu/departments/csep**), presents a newsletter, Ethics Across the Curriculum, Intercollegiate Ethics Bowl, and Online Ethics Codes (over 800 codes indexed by over 24 fields of study).

The University of British Columbia's Center for Applied Ethics (**www.ethics.ubc.ca/links/index.htm**) offers another variety of ethics resources.

Diversity

FIGURE 2–1
U.S. Multiethnic Workforce

From Howard N. Fullerton, Jr., and Mitra Toossi, "Labor Force Projections to 2010: Steady Growth and Changing Composition." *Monthly Labor Review Online* 124 (November 2001). http://www.bls.gov/opub/mlr/2001/11/art2full.pdf.

Persons Entering Workforce, 2000–2010

- Asian/other women 4.2%
- Asian/other men 3.7%
- Hispanic women 8.6%
- Hispanic men 9.3%
- Black women 7.7%
- Black men 6%
- White men 30.7%
- White women 29.9%

Focus on Diversity

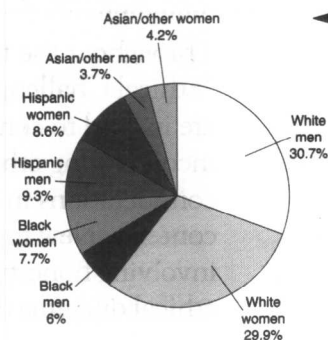Working with people from different backgrounds is more important and more common than ever. *Communicating at Work* encourages cultural understanding by exploring issues of diversity throughout.

on the web

Learning about World Cultures

Brigham Young University's Kennedy Center has produced a series of "Culturegrams"—brief profiles of key information for travelers visiting over 100 countries and regions, from Afghanistan to Zimbabwe. Each pamphlet begins with a simple map and background on geography, history, climate, and other basic information. Communication-related information profiles personal appearance, gestures, greetings, visiting, eating, and other useful topics. For example, in Somalia, men greet each other by firmly shaking hands three times before putting that hand to their hearts. More information about Culturegrams is available on the World Wide Web at http://www.culturegrams.com.

Finding information about a variety of cultures within the United States and internationally can be a challenge. For culture-specific information about traveling and doing business in other countries you can use websites of the U.S. State Department (http://travel.state.gov/links.html), United Nations (www.un.org), and National Geographic Society (www.nationalgeographic.com). For information on over 40 countries, see The Embassy Page (www.embpage.org), International Business Consortium (http://cobe.boisestate.edu/ib), Virtual Tourist (www.vtourist.com/webmap), Global Business Basics (www.getcustoms.com/articles), and Executive Planet (www.executiveplanet.com).

For an interesting account of 10 faux pas in intercultural communication, go to www.marybosrock.com/fauxpas.htm. For excellent books on intercultural business and living in general and in specific countries, visit Intercultural Press (www.interculturalpres.com). Click on "Hot Links" for even more informative intercultural sites.

Table 2–1   Cultural Traits Influencing Communication on the Job

	U.S.	Japan	Mexico
Social unit	Individual	Group	Family
Authority structure	Egalitarian	Hierarchical	Hierarchical
Basis for authority	Competence	Seniority	Trust
Style of negotiation	Direct	Indirect	Indirect
Decision making	Individualistic	Consensus	Authoritarian
Attitude toward conflict/competition	Seeks	Avoids	Avoids
Importance of personal relationships	Beneficial	Essential	Essential
Basis for status	Money/competence	Title/position	Title/position
Role of formality	Medium/low	High	High
Sense of history	Low	High	High
Importance of time	High	High (in business)	Low
		Low (in personal matters)	

Source: Adapted from L. R. McDaniel and L. A. Samovar, "Cultural Influences on Communication in Multinational Organizations: Maquiladora Case Study," in *Intercultural Communication: A Reader, 8th ed.*, eds. L. A. Samovar and R. E. Porter (Belmont, CA: Wadsworth, 1997).

interests and perspectives. Even when we acknowledge cultural variation, the fact remains that not everyone in a culture behaves identically. Figure 2–2 shows both the overlap in communication practices and the range of behavior within each one. Ignoring cross-cultural similarities and intercultural variation can lead to stereotyping people from different backgrounds, exaggerating and caricaturing the other culture, and judging its communication practices as radically different and implicitly wrong.

Formality Americans take pleasure in their informality and their quickness in getting on a first-name basis with others. First names are seen as friendly and indicative of fondness and attachment. With the exception of a few countries including Thailand and Australia, business exchanges with persons from other countries tend to be much more formal. The U.S. retailing giant Wal-Mart made the strategic decision not to hire greeters at its German stores, even though U.S. shoppers enjoy being welcomed as they enter its stores. Martina Metz, managing supervisor of the German public relations firm hired by Wal-Mart to manage its European debut, explained why: "As a German, I find the idea of being greeted at the door uncomfortable. I would feel astonished if someone I didn't know started talking to me."[1]

The use of titles varies around the world. Other than the custom of addressing physicians and surgeons as "Doctor," not many titles are used in the United States. In many other countries, though, titles are an important way of showing respect. In Mexico the abbreviated titles on business cards require some skill to understand. "Lic.," for example, stands for *licenciado/a*, a title used for someone with a general

quick guide to communicating at work

Parenthetical references refer to pages in *Communicating at Work* where each tip is discussed in detail.

EFFECTIVE INTERVIEWING

Before the Interview

1. Define your goal as specifically as possible. (174-175)
2. Consider the setting: time, place, etc. (182-184)
3. Identify/analyze the other party. (175-177)
   - Knowledge, self-concept, view of you, attitude about the subject.
4. Consider the structure. (177-178)
   - Highly structured, moderately structured, or unstructured.
5. Prepare a list of topics to be discussed and likely questions. (178-182)
   If you are the interviewee, anticipate questions.
   - Consider question types: open/closed, factual/opinion, direct/indirect, hypothetical.
   - Avoid loaded and leading questions.

During the Interview

1. Begin with sociable greeting to build rapport. (185)
2. Include orientation. (Clarify reason for the interview, information needed, how it will be used.) Describe approximate length of interview. (185-186)
3. During body
   - Interviewer should control focus of conversation and follow up with secondary questions as needed. (186-188)
   - Interviewee should give clear, detailed answers, correct misunderstandings, cover own agenda, and ask questions as necessary. (188-189)
4. Conclude the interview with review of results, establish future actions, and close with pleasantries. (189)

SUCCESSFUL MEETINGS

Planning a Meeting

1. Decide whether a meeting is appropriate. (289-290)
2. Choose the right attendees. (292)
   - Seek optimal size of group: Include only essential people and exclude nonproductive members, if possible.
3. Schedule enough time for tasks at hand. (291-292)
4. Choose/propose meeting time and location convenient for most members. (291)
5. Arrange the necessary room and facilities. (291)
   - Convenient for attendees, necessary facilities (e.g., Internet connections), flip chart, etc.), free from distractions.
6. Circulate agenda. (291-294)
   - Distribute far enough in advance to give member sufficient notice.
   - Include particulars of meeting (date, time, length, location, attendees).
   - Provide sufficient background information.
   - List goals for each item.

New *Quick Guide* to *Communicating at Work*

This handy reference tool, bundled with every new book, offers a step-by-step guide for planning the most common types of business and professional presentations: meetings, interviews, and problem-solving negotiations.

career tip

How Much Time Does It Take to Plan a Presentation?

Mark Twain once said, "It usually takes more than three weeks to prepare a good impromptu speech." This humorous observation highlights a truth about virtually every presentation: Success comes from careful planning, and planning takes time.

Almost every inexperienced speaker underestimates the amount of time necessary to create an effective presentation. Most experts use the hour-per-minute rule of thumb: Expect to spend about 1 hour of preparation time for every minute you will be speaking. Some professionals suggest a more modest 10-to-1 ratio between preparation and speaking time. "If I'm building a new presentation from scratch, you're probably talking about at least 10 hours of research and development for one hour of delivery time," says corporate trainer Bob Pike.

Experts agree that the way you spend preparation time is more important than the actual number of hours you spend. Most suggest that analyzing your audience is essential. Even for 1-hour speeches he has delivered many times before, Pike spends at least 2 to 3 hours researching the specific audience he will be addressing. He often asks clients to fill out questionnaires that identify their specific interests, level of knowledge, any topics, or even specific words he should avoid.

Speakers are athletes: Time spent planning and practicing is an investment that produces winning results.

For more information on presentation planning, see Dave Zielinski, "Clock Work: How to Make the Most of Your Preparation Time," Presentations, February 2002, pp. 32-40.

Thought-Provoking Theme Boxes

Boxes highlight important chapter concepts.

ethical challenge

Handling Difficult Questions

1. You know that an employee has been leaving work early for the past several months. You hope he will volunteer this information, without your having to confront him. During a performance appraisal, how can you raise the issue with this employee?

2. You are conducting a series of half-hour interviews with consumers, exploring their attitudes toward a variety of social issues, as part of a market research project for your employer. In the first few minutes of one session, the interviewee makes several racist comments. How do you respond?

3. You are interviewing for a job you really want. The employer asks about your experience with a particular type of database software. You don't know much about this type of program, but you are confident that you can teach yourself before the job begins. How do you reply to the interviewer?

on the web

Resources for Demographic Analysis

Resources for demographic analysis are plentiful. The Pew Research Center (www.people-press.org) conducts independent research on attitudes toward public policies and news. You'll find the interactive typology (http://people-press.org/fit/) useful to view characteristics of various types of voters/audiences and you can participate in an interactive exercise to "type" yourself.

The NES (National Election Studies) Guide to Public Opinion and Electoral Behavior hosts outstanding graphs and charts on characteristics of the electorate at www.umich.edu/~nes/nesguide/nesguide.htm. Gallup Polls on a variety of topics are at www.gallup.com and the latest U.S. Census Bureau figures are at www.census.gov. Additional information from the National Survey of Family Growth from the National Center for Health Statistics is at www.cdc.gov/nchs/nsfg.htm.