

万水沟通英语系列丛书 168

H31:C912

A11

MODULE 8

沟通英语—同事沟通技能培训

Communicating with Co-workers

[美] Agency for Instructional Technology 著
South-Western Educational Publishing

本书附盘可从本馆主页 <http://lib.szu.edu.cn/>
上由“馆藏检索”该书详细信息后下载，
也可到视听部复制



中国水利水电出版社
www.waterpub.com.cn



机械工业出版社
China Machine Press

内 容 提 要

《万水沟通英语系列丛书》是一套全新的传播学教材。它由国外著名的职业培训公司和出版公司编写、出版,系统全面地讲解了21世纪成功者必备的沟通技能,培养读者的英语听说读写综合能力。丛书可以配套使用,也可以分册单独学习。

本书着重对读者进行与同事进行沟通的技能培训。通过学习,学生将了解如何与上司和同事进行沟通,如何接受和发出口头指示和书面指示,如何准备有说服性的备忘录,如何应付侮辱性语言,如何与上司进行谈判,如何注意电子邮件的礼仪等。

本书适合大学中高年级学生、外企职员和中高级水平的英语爱好者。

“Copyright © 1998 by South-Western Educational Publishing, A Division of International Thomson Publishing Inc.

ALL RIGHTS RESERVED. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage and retrieval system, without permission, in writing, from the Publisher.

AUTHORIZED EDITION FOR SALE IN P.R.CHINA ONLY.”

北京市版权局著作权合同登记号: 图字01-2000-0932号

书 名	沟通英语——同事沟通技能培训
作 者	[美]Agency for Instructional Technology South-Western Educational Publishing
出版、发行	中国水利水电出版社(北京市三里河路6号 100044) 网址: www.waterpub.com.cn E-mail: sale@waterpub.com.cn 电话: (010) 63202266 (总机)、68331835 (发行部)
销 售	全国各地新华书店
排 版	北京万水电子信息有限公司
印 刷	北京蓝空印刷厂
规 格	787×1092毫米 16开本 10.25印张 234千字
版 次	2000年5月第一版 2000年5月北京第一次印刷
印 数	0001—5000册
定 价	31.00元(含光盘、磁带、书)

凡购买我社图书,如有缺页、倒页、脱页的,本社发行部负责调换
版权所有·侵权必究

前 言

《万水沟通英语系列丛书》是一套由中国水利水电出版社和机械工业出版社联合引进、出版的，系统讲解 21 世纪必备沟通技能的教学丛书。

它由美国著名的职业培训公司 AIT (Agency for Instructional Technology) 和出版公司 (South-Western Educational Publishing) 编写、出版，内容系统全面，深入浅出、生动活泼地展示了 21 世纪成功者必备的沟通技能，培养读者的英语听说读写综合能力。丛书各册的内容紧密衔接，但又独立成册，既可以被选做学校和培训班的教材，又可以作为个人自学的材料。

丛书面对下列读者：

• 由学校向社会转型的学生

面对五彩缤纷的大千世界，即将走出校门的学子们难免会有几分畏惧，自己怎样做才能得体，既能博得上司的信任又能获得同事的认可呢？怎样做才能既职业化，又具有自己的风格呢？诸如此类，不胜枚举。本书的编写初衷就是为了解答学生心中的困惑，帮助学生获得将来就业必备的通用职业技能，无论学生将来从事什么行业，这些技能都会为他们事业的成功提供有力的帮助。书中的生活实例，对于学生领会教材内容并应用到实际生活中去，起到了抛砖引玉的作用。

• 外企职员

本套教材由国外著名的职业培训公司编写，所以书中的理念和标准，真实地反映了西方社会对工作者的要求和期望。这些内容对于在外企闯荡者来说，很有借鉴价值，是外企职员充电的最佳资源。本套书既可单独学习，也可作为独资公司和合资公司人力资源部对员工进行系统就业培训的教材。

• 传播学专业学生

传播学在中国教育中还是个新兴学科。目前，适应社会发展需要的、内容新颖全面的传播学教材尚不多见。本丛书的引进能够为寻觅教学资源的师生带来一份惊喜，提供一些帮助，使中国的传播学教学尽快与国外的教学接轨，为学生走出国门打下良好基础。

• 已经工作的人员

俗话说，“活到老，学到老”。人的一生都处在一个不断学习，不断进步的过程中。对于 21 世纪的工作者来说，社会日新月异，新鲜事物和新情况不断出现，这些都对工作人员的知识和技能提出了更高的要求，特别是沟通技能，因为人类社会全球化的趋势日益明显，没有良好的沟通技能很难适应工作需要，也很难在事业上取得长足的进展。对于已经工作的人来说，要想不断地充实和完善自己，就必须再学习，学习专业知识，同时还要学习实用的沟通技能。本丛书提供的技能培训，将帮助沟通技能欠缺者增强竞争能力，在事业上百尺竿头更进一步。

• 中高级水平的英语爱好者

本套教材内容丰富，包括 15 个品种，每个品种都配有 VCD 光盘、磁带和参考用书。通过看光盘、听磁带，学生将对课本中抽象的概念获得直观的认识，加深对教学内容的理解。本套书在讲解沟通技能的同时，还为学生提供了英语听、说、读、写综合技能的培训，使学生不但拥有系统的理论知识，更具有解决实际问题的能力。我们采用原版引进的方式，目的是力图保持教材的原汁原味，为读者提供一种真实的语言学习环境，帮助读者不出国门便能全面提高英语的综合运用能力，适应未来社会对人才的需要。

需要申明的一点是，本书的编写者是美国的公司，他们的一些想法和观点，以及所提出的用人标准是以当今的美国社会为背景的，与中国国内的某些标准和看法肯定会有差异。但随着中国加入世贸组织，越来越多的外国公司进入中国，世界各国间文化的差异和隔阂将逐步缩小，书中所介绍的沟通技能，所提倡的积极的学习态度，对广大的中国学习者也会越来越适用。

为了使这套书物美价廉，方便读者使用，我们对原版图书所配资源进行一些转换：

- 原书分学生用书和教师用书两种，教师用书中包括了学生用书的全部内容，并附有教学建议、教学材料等额外的资源。为减轻读者的经济负担，我们只选择了教师用书出版，这样读者花一份钱，就拥有了两本书的资料。

- 原书配有录像带、LD 视盘和磁盘。录像带、LD 视盘的内容是相同的。我们把录像带的内容转换到了 VCD 光盘中，因为目前多数家庭中都有 VCD 机，录像机却不是家家都有，而且录像带的价格远远高于光盘的价格。这样的转换并不影响对图书内容的使用，书中标有录像带标志的内容，读者可以在光盘中找到。

- 由于磁盘的文件全部是书中已有文件的模板，所以为了节约成本，降低定价，我们取消了磁盘。所有标有磁盘标志的地方均可以在书中找到相应的模板文件。

- 如果读者需要与本书相配合的录像带（NTSC 制，内容与 VCD 光盘一样），请直接与北京万水电子信息有限公司联系（地址见封底）。

希望读者朋友们能够喜欢这套教材，衷心期待收到你们的意见和建议。

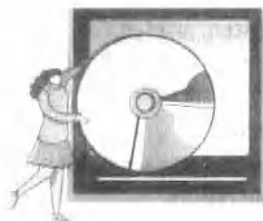
出版者

2000 年 4 月

Communicating at Work

工作场所中的沟通

A Video Lesson 录像课



Looking Ahead 内容展望

What This Lesson Is About

In this lesson, you will learn about the importance of communicating effectively with co-workers and supervisors in the workplace.

- ✓ Today's workplace increasingly calls for employees who are skilled in spoken and written communication.
- ✓ Good communication skills help you interact with co-workers to make decisions, resolve conflicts, solve problems, and get the promotion you want.
- ✓ These skills also help you relate to your supervisors, who guide you in carrying out your tasks and meeting your goals.



On-the-job communication can be improved when employees have respect for each other, regardless of their positions.

Materials

This lesson uses two videodisc or videocassette segments: Chapter 10, **Introduction**, and Chapter 20, **Sci-Fi Channel**, from Side 1 of the videodisc *Module 8: Communicating with Co-workers*.

Preview

What This Lesson Is About

This lesson introduces students to communicating with co-workers and supervisors in the workplace.

Upon completing this lesson, students will be able to

- explain why good communication skills are essential in today's workplace.
 - describe how communication skills help in interactions with co-workers and supervisors.
 - recognize that interacting with co-workers differs in some ways from interacting with supervisors.
- Ask students to read **What This Lesson Is About**.



Key Ideas

- Discuss the terms in the Key Ideas section.

Viewing the Videodisc— Introduction

- Tell students that they are about to see the introductory segment of the videodisc or videocassette for this module. This segment introduces the importance of communicating with co-workers and supervisors in today's workplace.
- Have students read **Viewing the Videodisc—Introduction** and think about the question raised in this section as they watch the videodisc segment.
- Show the **Introduction** segment (Chapter 10) of the videodisc. (2:47)

Introduction



Search 329, Play To 5359

Post-Viewing Questions

- Ask students to tell you what they saw in the segment.
- Then have students work as a class to answer the **Post-Viewing Questions**. These questions appear as still frames at the end of the **Introduction** on the videodisc.

Introduction: Discussion Question 1



Search Frame 5360

Introduction: Discussion Question 2



Search Frame 5361

Introduction: Discussion Question 3



Search Frame 5362

Key Ideas



communication skill—the ability to read, write, listen, and speak effectively while performing tasks
沟通技能

co-worker—a person with whom you work 同事

oral communication—a spoken message 口头沟通

supervisor—a worker who is in charge of other workers
上司; 管理者

written communication—a typed, handwritten, printed, e-mailed, or faxed message 书面沟通

Viewing the Videodisc—Introduction

You are about to see the first videodisc or videocassette segment about communicating with co-workers and supervisors.

As you watch the segment, ask yourself,

“How do good communication skills help employees interact with their co-workers and supervisors?”

Post-Viewing Questions

After you have watched the video segment, answer the following questions:

- 1 Which communication skills are important for working with co-workers? Why do you say so?
- 2 How can your communication skills affect your relationships with co-workers? Give examples.
- 3 What advice did you hear about dealing with supervisors? Do you agree? Why or why not?

Be prepared to share your answers with the class.

“You’ll spend eight hours a day with them. Working, sharing, communicating. Your co-workers will be very important people in your life.”

Getting Started 进入正文

The Changing Workplace

Today's workplace increasingly involves the exchange of oral and written communication with supervisors and co-workers. More and more companies are empowering workers to make decisions and are turning to teamwork to get jobs done. This calls for workers with good communication skills. In addition, more and more jobs involve working with computers or other technologically advanced machinery—and this too requires good communication skills.

It's not very enjoyable to perform a job where you merely take orders from the boss and do the same thing over and over. That's how most jobs were handled during the industrial age, back when your grandparents and great-grandparents first went to work.

These days, in a wide range of occupations, the situation has changed. The new corporate style for the age of computers, faxes, phones, and e-mail is employee empowerment. This business philosophy places more responsibility and the potential for power in the hands of employees. Employee empowerment lets workers make decisions, solve problems, and resolve conflicts on their own. It makes jobs more enjoyable and more challenging than they used to be.

This new corporate style makes communication skills vitally important. In these new environments, you must be able to receive and send written and spoken messages effectively. Having good communication skills helps you solve workplace problems, avoid making mistakes, and be considered for promotion. Communication skills also help you work with your supervisors in carrying out your tasks and achieving your goals—and they can keep you on good terms with your supervisors and co-workers.

On a separate piece of paper, answer this question:

- Why is it important for today's workers to know how to communicate effectively?

Be prepared to share your answer with the class.

Trying It Out 实践演练

Viewing the Videodisc—Sci-Fi Channel

In the next videodisc segment, you will watch a highly creative group of employees working at the Sci-Fi Channel in New York.

As you watch the segment, ask yourself.

“How important is effective communication at the Sci-Fi Channel?”

Development

The Changing Workplace

- Have students read **The Changing Workplace**.
- Have students work individually to answer the question posed in this section.
- Ask students to share their answers with the class.

Application

Viewing the Videodisc—Sci-Fi Channel

- Tell students they are going to see a documentary about the Sci-Fi Channel, a cable-TV channel based in New York. Effective communication among co-workers and supervisors is essential to the Sci-Fi Channel's success.
- Ask students to read **Viewing the Videodisc—Sci-Fi Channel** and to think about the question raised in the section as they watch the videodisc segment.
- Show **Sci-Fi Channel** (Chapter 20) of the videodisc. (5:02)

Sci-Fi Channel



Search 5359, Play To 14471



Post-Viewing Questions

- Ask students to tell you what they saw in the segment.
- Then have students work as a class to answer the **Post-Viewing Questions**. These questions appear as still frames at the end of **Sci-Fi Channel** on the videodisc.

Sci-Fi Channel: Discussion Question 1



Search Frame 14472

Sci-Fi Channel: Discussion Question 2



Search Frame 14473

Sci-Fi Channel: Discussion Question 3



Search Frame 14474

Conclusion

Newshound

- Have students read **Newshound** and work individually or in pairs to write the feature story requested in this section.
- For this exercise some students may wish to review the **Sci-Fi Channel** segment of the videodisc.
- Ask students to share their stories with the class.

Post-Viewing Questions

After you have watched the video segment, answer the following questions:

- 1 Why is communication among co-workers critical to the success of the Sci-Fi Channel?
- 2 What advice does Sandy give for communicating with co-workers and supervisors? How does that compare to your own experience?
- 3 According to Ken, how do the employees at the Sci-Fi Channel resolve disagreements?

Be prepared to share your answers with the class.



"You also have to understand that your co-workers aren't against you—they're on your side. You can speak frankly, but don't be harsh," says Sandy Dean, associate producer at the Sci-Fi Channel.

Summing Up 总结归纳

Newshound

Imagine that you are a reporter for a television industry newspaper. Your boss gives you an assignment to write a feature story on the ways that good communication skills help in the creation of TV productions. (A feature story focuses on an interesting person or topic. Unlike a news story, whose purpose is to report the latest events, a feature can be written in a more casual, entertaining style.) You visit the Sci-Fi Channel, watch its employees at work, and interview several of them.

On a separate piece of paper, write a feature story of six or seven paragraphs based on the idea that good communication skills are valuable in today's workplace. Illustrate this idea by reporting one or two ways in which the Sci-Fi Channel's supervisors and co-

workers use effective communication to perform their jobs. Base your story on actions and quotations from the video segment. Assume that the workers' comments in the segment were made to you during personal interviews. You may wish to watch the segment again and to take notes before you write.

Be prepared to share your feature story with the class.

Keeping Track 教学评估

On a separate piece of paper, answer the following questions. Use what you have learned in this lesson to help you.

- 1 Why are communication skills becoming more and more important in today's workplace?
- 2 How can communication skills help you interact with your co-workers?
- 3 Why are communication skills important in relating to supervisors?

Assessment/Reteaching

- Ask students to work individually to answer the questions in **Keeping Track**.
- Review student work for basic understanding of lesson ideas.
- Students who require additional instruction should be asked to watch the **Introduction** and **Sci-Fi Channel** segments of the videodisc again and to create an accompanying viewer's guide that highlights the important points made.
- Encourage students to keep their answers to the **Keeping Track** questions in their portfolios.



Company Profile

Company Name: Sci-Fi Channel

Location: New York, New York

Mission Statement:

"The Sci-Fi Channel (SFC) is a specialty cable-television network dedicated to science fiction, horror, and fantasy programming."

Company Products and/or Services:

"Our programming lineup consists of series, movies, specials, and originally produced movies and shows"

Clients and Customers:

"The Sci-Fi Channel is seen in 16.5 million homes in the United States."

Number of Employees:

53 who work solely for SFC, plus others who work for both SFC and USA Networks

Unique Features:

"We are the only network devoted exclusively to sci-fi, horror, and fantasy."



Extension

- Have students complete, as a homework or out-of-class assignment, one of the activities outlined in *Going Further*.
- Have students share their results with the class.
- Encourage students to keep copies of their work in their portfolios.

Going Further 深入学习

- In the first video segment in this lesson, Paula Brown, who is vice president of creative services for USA Networks, gives this advice on how to work with other persons:

If they like to do things in written form, learn how to write memos. If they're on the phone constantly, call them on the phone. If they drop by your office 20 times a day, drop by their office. You're going to be most effective not by communicating to them in your chosen style, but figuring out what is their chosen style. It's like learning their language.

Write a brief explanation of why you agree or disagree with Paula Brown's advice. Try to illustrate your argument with examples drawn from your own experiences with other students in school or with co-workers on a job.

Be prepared to share what you write with your classmates and teacher.

- In the second video segment in this lesson, Ken Krupka, manager of on-air promotion for the Sci-Fi Channel, makes this statement about the employees he supervises:

We have an awful lot of creative talent involved, and sometimes egos get in the way. So I try to keep things as positive as possible. We also are very much open to ideas. There's no such thing as a bad idea. I'm open to all ideas. So we have a lot of open communication.

Write a few paragraphs telling why you would or would not like to work for a supervisor like Ken Krupka.

Be prepared to share what you write with your classmates and teacher.

"To succeed in the work force, you need problem-solving, quantitative reasoning, and oral and written skills. You also need the ability to communicate with people at your level, and those below and above you. The way you do your work may change, and you may have to adapt to new technology, but your ability to change will be enhanced if you have these basic skills."

— Ronald E. Kutscher,
associate commissioner,
Bureau of Labor Statistics,
U.S. Department of Labor

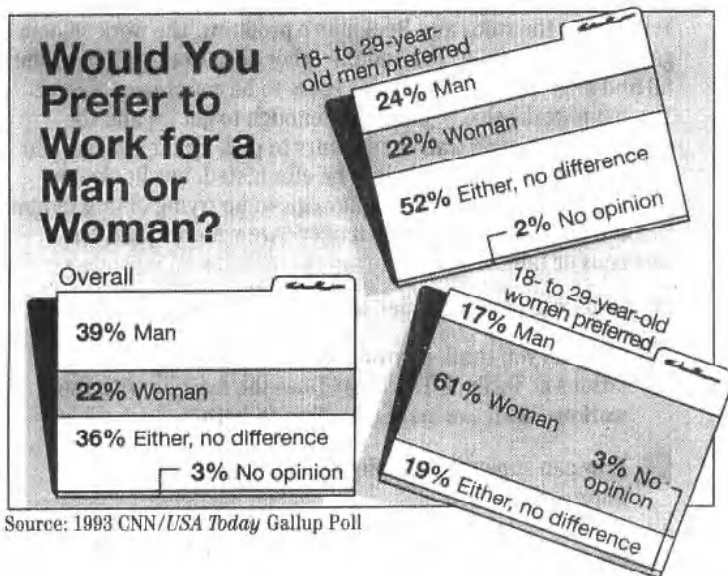
Supervisor and Employee Interaction 上司与雇员之间的配合

A Concept Lesson 概念课



skills make employees more productive and more valuable to supervisors and employers.

- Relationships between supervisors and employees are changing. Less emphasis is being placed on a command and control system.
- Yesterday's workplace often sought employees who would simply follow instructions.
- In many of today's workplaces, however, employees are asked to anticipate problems and to solve them creatively.



Looking Ahead 内容展望

What This Lesson Is About

In this lesson, you will learn why communication among supervisors and employees is more important today than it ever has been. Good communication

Materials

You will need to make copies of the **Changing Employee** form (page 12) for your students.

This lesson uses the template file **Changing**.

Preview

What This Lesson Is About

This lesson introduces students to supervisor-employee relations in today's progressive work environments by comparing supervisor-employee relations in traditional work environments.

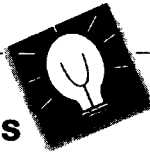
Upon completing this lesson, students will be able to

- describe supervisor-employee relations in a traditional workplace.
 - describe supervisor-employee relations in a progressive work environment.
 - explain why good communication skills are particularly important in today's workplace.
- Ask students to read **What This Lesson Is About**.

Key Ideas

- Discuss the terms in the **Key Ideas** section.

Key Ideas



counterproductive—hindering the production of something; working against the attainment of a goal

产生相反效果的; 适得其反的; 事与愿违的

employee empowerment—a management philosophy that gives employees more opportunities to generate new ideas, to solve problems, and to share in making decisions
一种给雇员更多的提供新想法的机会, 以便解决问题, 使雇员共同参与决策的管理哲学

proactive—anticipating problems and taking forceful action to solve them or head them off

预测问题并采取强有力的措施事先把问题解决掉

worker productivity—the amount of goods or services produced by an average worker in a specified amount of time

工人的工作效率

Terminal Trouble

- Ask students to read **Terminal Trouble** and to work individually to answer the questions raised in this section.
- Ask students to share their answers with the class. Have them save their answers for use later in the lesson.

Terminal Trouble

You are working at a truck terminal loading freight for Tuffluck Trucking Company. Your boss, Eagle Beekman, keeps a tight rein on everything. He keeps a close eye on you and the other dock workers to make sure no one “goofs off,” as he puts it. He becomes verbally abusive if a worker clocks in late, and he demands that workers follow his instructions to the letter.

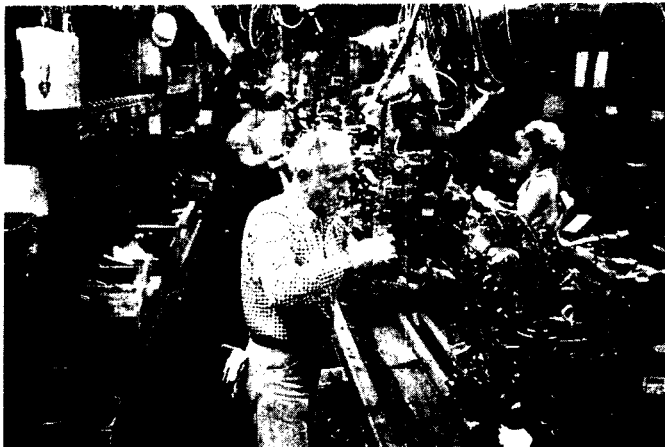
Tuffluck Trucking has detailed rules about how the work is to be done, and boss Beekman permits no deviation from the rules. He decides everything—when, where, and how the work will be done and who will do it.

Yet despite the rules and Beekman's prodding, the work seldom gets finished on time. You and the other dock workers feel resentful and angry. Some of the rules seem to be counterproductive. The team works slowly, doing just enough to get by, and the truckers often must wait extra hours to pick up their loads. You see ways the bottlenecks might be eliminated, but Beekman won't listen to your ideas. You have given up trying to talk to him. You and the other workers no longer care whether Tuffluck succeeds or fails.

On a separate piece of paper, answer the following questions:

- 1 What do you think is wrong with supervisor-employee relations at Tuffluck Trucking? Does the fault lie with the workers, with the managers, or with both?
- 2 How can supervisor-employee interaction at Tuffluck be improved?

Be prepared to share your answers with the class. Save them for possible use later in this lesson.



increased sensitivity to employee relations was one factor leading to the dramatic recovery of American productivity by 1993. According to a study by the McKinsey Global Institute, American manufacturing companies that year led Japan in productivity by 17 percent and Germany by 21 percent. A report based on the study also showed that American workers were more efficient than Japanese workers in four of nine industries and more productive than German workers in seven of nine industries.

—Adapted from Sara Collins, “Business: America Cranks It Up,”
U.S. News & World Report (March 28, 1994).

Getting Started 进入正文

A Breakdown in Relations

In the late 1970s, after years of steady improvement, worker productivity in the United States took a nosedive. Many owners and managers blamed employees for the decline. “Young people just don’t want to work anymore,” some said.

But a few experts had a different explanation. They blamed the decline in productivity on a lack of understanding and cooperation between workers and management. Some said the villain was an outdated system of employee relations that had grown up with the industrial revolution, which began in the 18th century. Such a system just wasn’t working in this age of high technology.

Many companies have taken seriously the criticism of their employee relations. Getting rid of their old ways, they are asking employees to be more proactive—that is, to speak up when they see problems developing and to work in teams to solve these problems. Many companies are also asking their employees to be more creative—to find ways to do their jobs better, quicker, and cheaper.

In progressive firms like these, top executives establish broad goals and objectives, then they ask teams of workers to decide

Development

A Breakdown in Relations

- Ask students to read **A Breakdown in Relations** and to work as individuals or in pairs to answer the questions raised in this section.
- Have students share their answers with the class.



how these goals will be achieved. In this way, they are empowering employees to take responsibility for their own success.

Employee empowerment requires effective two-way communication between employees and managers. In this new kind of workplace, employees do more than follow orders—they interact. They constantly receive and generate information. In such an environment, good listening, speaking, reading, and writing skills are vital to success on the job.

Experts say that today's companies must adopt the new values in worker relations if they hope to survive and prosper in a global high-technology marketplace. That means they need employees who can communicate well. *You* can be one of them.

On a separate piece of paper, answer the following questions:

- 1 How does the new workplace differ from the scene at Tuffluck Trucking's terminal?
- 2 Refer to your answers to the questions in the first part of this lesson. How do your thoughts on ways that Tuffluck could improve worker-supervisor interaction compare with the techniques recommended for use in the new workplace?

Be prepared to share your answers with the class.

“If something has been done a particular way for fifteen or twenty years, it’s a pretty good sign, in these changing times, that it is being done the wrong way.”

— Elliot M. Estes, former G.M. president

Application

Changing Roles in the Workplace

- Ask students to read **Changing Roles in the Workplace**.
- Distribute copies of the **Changing Employee** form.
- This form is also contained in the template file **Changing**. If hardware and software are available, you may wish to have students complete this activity on the computer.
- Ask students to work individually or in pairs to complete the form.
- Invite students to share their work with the class.

Trying It Out 实践演练

Changing Roles in the Workplace

Not all companies, of course, are team-oriented. Not all employees experience the benefits and demands of problem solving and decision making. Many companies still conduct employee relations as Tuffluck Trucking does.

For a few moments, consider the situation presented in **Terminal Trouble** from the point of view of the boss, Eagle Beekman,

and the owners of Tuffluck Trucking. They are acting under the traditional industrial model of workplace relations, with rigid directions or commands coming from the top down.

Think about what the traditional model seeks in an employee. Imagine that you work at Tuffluck and need to hire a new dock worker. Using your copy of the **Changing Employee** form, list in the left-hand column at least four characteristics that you would want a potential worker to have. Then create a help-wanted ad for Tuffluck to run in a newspaper to fill the position.

Now imagine you work at Sun Spirit, an up-and-coming greeting card company that follows the employee empowerment philosophy. You are seeking to hire a new employee for the mailroom. Again, using your copy of the **Changing Employee** form, list in the right-hand column at least four characteristics that you would seek in a potential worker. Then create a help-wanted ad for Sun Spirit to run in a newspaper.

Be prepared to share your lists of characteristics and your ads with the class.

Summing Up 总结归纳

Bringing Tuffluck Up to Speed

Employees in today's workplace are finding new opportunities to contribute ideas and to solve problems. While not all companies embrace the idea of employee participation, industry leaders have moved in that direction. To work for these top companies, employees must have good communication skills.

Imagine that the owners of Tuffluck Trucking Company have decided to make changes. For one thing, they intend to change the name to Goodluck. They also plan to computerize the loading operations. More important, they want to improve employee relations, and they have hired an expert—you—to assist them.

Develop a plan for improving supervisor-employee interaction and for bettering employee relations at the new Goodluck Trucking.

Be prepared to present your plan to the class.

"Change is happening faster than we can keep tabs on and threatens to shake the foundations of the most secure American business."

—U.S. Congress Office of Technology

The Changing American Work Force

- In 1950, the American work force was 60 percent unskilled workers and 40 percent skilled and professional/managerial workers.
- In 1992, the American work force was 65 percent unskilled workers and 35 percent skilled and professional/managerial workers.
- By the year 2000, the estimated American work force will be 15 percent unskilled workers and 85 percent skilled and professional/managerial workers.

What do these trends mean to you?

—Data from Bureau of Labor Statistics, U.S. Department of Labor

Conclusion

Bringing Tuffluck Up to Speed

- Ask students to read **Bringing Tuffluck Up to Speed** and to work individually or in pairs to develop a plan, as described in the lesson, for positive change at Tuffluck Trucking Company.
- Ask students to present their plans to the class.


Changing Employee

Traditional Workplace	New Workplace
Characteristics of Worker 1. 2. 3. 4.	Characteristics of Worker 1. 2. 3. 4.
Help Wanted <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Help Wanted <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Keeping Track 教学评估

On a separate piece of paper, answer the following questions. Use what you have learned in this lesson to help you develop your answers.

- 1 What form does supervisor-employee interaction often take in traditional workplaces?
- 2 What form does supervisor-employee interaction often take in today's workplace?
- 2 Why are good communication skills particularly useful for employees today?



The Trend in Trucking

The Bureau of Labor Statistics has projected that 410,000 new trucking industry jobs would be created from 1990 to 2005, with employment rising from 1.6 million to 2 million.

Assessment/Reteaching

- Ask students to work individually to answer the questions in **Keeping Track**.
- Review student work for basic understanding of lesson ideas.
- Students requiring additional instruction should be asked to adopt the perspective of a potential employee and to write a letter in response to the help-wanted ad they created for Sun Spirit.
- Encourage students to keep their answers to the **Keeping Track** questions in their portfolios.

Going Further 深入学习

- Schedule a visit, either in person or by phone, with the personnel manager or a supervisor who interviews potential employees at a local firm. Find out what general characteristics the company looks for in new employees. Take notes as you listen. After the interview, determine whether the firm has entered the new age of worker-supervisor interaction. Be prepared to report your findings to the class and your teacher.
- As you watch television news programs and read newspapers and magazines, look for examples of new types of company-worker relations. Keep a log of examples, and imagine what

Extension

- Ask students to complete, as a homework or out-of-class assignment, one of the activities outlined in **Going Further**.
- Have students share their results with the class.
- Encourage students to keep copies of their work in their portfolios.

