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Chapter 12
Summaries: Getting to the Heart of the Matter

## Overview

Intro What is a summary? Qualities of a Useful Summary **Types of Summaries** What type of summary should you write? Writing and revising summary. General Principles for Summaries **Chapter Summary** 

- This chapter
- Defines the summary as a form of workplace communication
- Explains the importance of summaries for workplace readers
- Describes the qualities of effective summaries
- Discusses and illustrates the three major types of summaries:
- Descriptive, informative, and executive
- Provides instruction for planning and writing summaries

#### INTRODUCTION

Information is published so rapidly that it is time consuming for professionals to keep up with the latest developments in their fields. How can they find time to study so much new information? Summaries, which are brief overviews of the purpose and subject matter of longer documents, such as reports, proposals, and articles, can certainly help. By reading summaries, busy professionals can preview new material in order to determine what and how much to read in full. Well-written summaries are extremely important for workplace readers.

Writing such summaries is a challenge. To develop a useful summary, you must be a careful and critical reader of the material you summarize, organizing information logically and writing concisely. This chapter describes three different types of summaries – descriptive, informative, and executive- explaining the audiences for a features of each type.

#### WHAT IS A SUMMARY?

A summary (or abstract, digest, précis, and synopsis) is a concise and factual overview of a longer document. Summaries are generally published with journal articles and often accompany proposals and long reports. By reading a summary, a workplace professional can easily determine which parts of which documents require careful study.

Whether you summarize a document you have written or a report or article by another author, you will be helping readers preview, evaluate, and learn the material your summary describes. If a summary is to be helpful to readers, it must be short. A summary is about 15% of the length of the document it describes. A summary must also be easy for a reader to follow and understand. For this reason, while summaries must always be concise, they should not sacrifice clarity by leaving out articles ("a", "an", or "the") or by leaving out transitional elements ("however", "also", or "even so"). Such omissions would make a summary choppy and difficult to follow.

# Objective Summaries

In most cases, a summary that appears as part of a report presents an objective overview of the report's key points, focusing on subject matter and allowing readers to draw their own conclusions about the credibility, scope, style, and usefulness of the original document. Objective summaries give readers a brief informational preview of what is to follow.

Take a look at the following example ("Health" magazine).

## **Objective Summary (Example)**

Many people who rely on over-the-counter drugs are unaware of the risks of using a drug they do not need or of using it improperly. This article shows that over-thecounter drugs are powerful and can be harmful if not taken as directed. Specifically, the article discusses acetaminophen, antacids, antihistamines, aspirin, and decongestants, explaining when each drug should be The article also addresses side effects, the problems that call for a particular drug, and the indications that one over-the-counter drug should not be changed for another.

(Tennesen, M. (1999). "Before You Play Doctor." *Health*, 13 (1), 100-103)

## **Evaluate Summaries**

To help readers keep up with new info, print and online publications called abstract services, publish summaries of new publications in virtually every field. Libraries, companies, and individuals can subscribe to these services, which can be delivered in print, on CD-ROM, or online. AACN Nursing Scan in Critical Care provides print and online access to summaries of multidisciplinary articles related to critical care nursing. Each summary in AACN Nursing Scan in Critical Care provides commentary on the article's applications to nursing. Take a look at the following example.

# Evaluate Summary (Example)

Many people who rely on over-the-counter drugs are unaware of the risks of using a drug they do not need or of using it improperly. This clearly written article shows that over-thecounter drugs are powerful and can be harmful if not taken as directed. Specifically, the article discusses acetaminophen, antacids, antihistamines, aspirin, and decongestants, explaining when each drug should be used. The article also addresses side effects, the problems that call for a particular drug, and the indications that one over-the-counter drug should not be changed for another. This article provides a particular and non-technical explanation that an be useful for patients who suffer from such chronic ailments as arthritis or allergies and for patients who selfmedicate.

 (Tennesen, M. (1999). "Before You Play Doctor." Health, 13 (1), 100-103, with emendations)

# Types of summaries

Whether objective or evaluative, different types of summaries meet different needs for different kids of readers. Descriptive, informative and executive types of summaries are explained in the following parts. The differ in purpose, the amount of detail, and the technical level of the information they provide.

## **Descriptive Summaries**

A descriptive summary is a brief informational overview, generally only a few sentences long. The descriptive summary typically refers only the main idea of the original. This simplicity gives readers a brief, helpful, and sometimes nontechnical understanding of the main points of the original document.

#### <u>Unmasking Black Holes</u> (by Jean-Pierre Lasota).

Evidence for black holes was until recently all circumstantia. Distinguishing them at a distance from other highly compact, gravitationally massive bodies such as neutron stars is inherently problematic. Now astronomers have direct proof: energy is vanishing from volumes of space without a trace.

# Killer Kangaroos and Other Murderous Marsupials (by Stephen Wroe)

Australian mammals were not always as cuddly as koalas. For tens of millions of years, the continent was home to ferocious marsupial wolves and lions, a pouched tiger and muscle-bound rat-kangaroos that terrorized smaller prey (Reprinted by permission of Scientific American)

The difficulty in writing such a descriptive summary lies in explaining a long, often complex and technical discussion in only a few accurate sentences. However, these very short descriptive summaries allow the diverse readership of journals (e.g. Scientific American) to quickly review the articles in each issue and to learn about each article's main point.

A very brief example from Technical Communication, a journal for professional technical Communication:

"Going Online: Helping Technical Communicators Help Translators" Patricia Flint, Melanie Lord Van Slyke, Doreen Starke-Meyerring, and Aimee Thompson

#### **Summary**

- Explains why technical communicators should help translators and offers tips for creating "translation-friendly" documentation.
- Describes a research and design process for creating an online tutorial on writing and designing for translation.

This descriptive summary appears immediately before the article's text. The first sentence of the summary describes the article's purpose, and the second sentence indicates the article's main idea. This very brief summary allows technical communicators to quickly decide whether the article provides information that can meet their needs.

The following descriptive summary was written to accompany a student research report, "Martial Arts: Teaching the Whole Person"

This report provides a brief history of the Asian fighting arts. It discusses the importance of integrating the psychological and spiritual aspects of martial arts with the physical. The concepts of *ki* (inner strength) and of the martial arts philosophy as a way of life are also discussed. The report explains how martial arts teachers can show students ways to integrate all aspects of the martial arts in practice. (Reprinted by permission of Kathy Judge, student)

#### **Informative Summaries**

The informative summary provides a more inclusive view of an original document. The informative summary explains all of the original document's major headings, including key concepts, research methods, important statistical info, and findings, recommendations, or conclusions. Because the informative summary presents more info, it is generally longer than a descriptive one. The subjects of informative summaries are often research studies, written technically for professionals.

While a detailed description may call for several paragraphs of fairly technical information, the style of an informative summary should be as accessible as possible for readers. Quotations from the original are generally inappropriate, since summary authors can better condense info by paraphrasing the language of the original. Although the informative summary paraphrases and cites specifics from the document it describes, it does not need footnotes or endnotes, since it refers directly to the original article or report, and is often published or printed with it.

An example of an informative summary of a technical research study published in the *Journal of the American Dietetic Association* appears below.

### Nutrient intakes and adequacy among an older population on the eastern shore of Maryland: The Salisbury Eye Evaluation Javier Cid-Ruzafa, MD, MPH

#### **ABSTRACT**

**Objective** To describe the reported usual dietary intakes of the participants in the Salisbury Eye Evaluation (SEE) project and to estimate the prevalence of inadequate nutrient intakes using the probability approach.

**Subjects/setting** A representative sample of elderly residents (aged 65 to 85 years) of Salisbury, MD.

**Design** Cross-sectional survey, using a food frequency questionnaire to obtain nutrient intakes. We estimated energy and protein; percent of energy intake from carbohydrates, fat, and protein; as well as usual intakes of cholesterol, vitamin A, carotenoids, vitamin C, thiamin, riboflavin, vitamin B-6, vitamin E, niacin, iron, calcium, zinc, and folate. Estimates of prevalence of inadequate nutrient intakes were calculated using the probability approach among the 2665 participants with complete nutrient intake information.

**Statistical analyses performed** The  $X^2$  for independence and analysis of variance. AP<0.05 was considered significant in a 2-sided test.

Result On average, white participants of both genders reported higher mean energy and nutrient intakes than did black participants. Zinc at the highest estimated prevalences of inadequacy across all gender and race categories, followed by calcium, vitamin E, and vitamin B-6. Vitamin C, with estimated prevalences of inadequacy lower than 13%, and folate, with prevalences lower than 17%, had the lowest estimated prevalences of inadequacy across all gender, race and age categories.

**Conclusions** In this population, there are race differences in estimated prevalences of inadequate nutrient intake. According to the current nutrient requirements for adults aged 65 to 85 years, many elderly persons have inadequate dietary intakes of key nutrients. *J Ame Diet Assoc.* 1999; 99:564-571.

This example illustrates several important features of informative summaries. Since the article describes the results of an experiment, the summary is organized by headings that indicate the sections of discussion. Even though the text of the informative summary is technical, the authors are careful to show the relationships between ideas by carefully arranging sentences and using transitional phrases.

#### The Ecological Effects of Lead Shot: A Report for Duck Hunters

This report discusses the long-range effect of lead birdshot on the marsh environment and on the ecosystem that supports aquatic game birds.

#### **Discussion**

In duck hunting, most lead birdshot, which is radioactive, lands in marshes and lakes. There the lead radiation degrades, contaminating plants and working through the food chain to become the food source for game birds. The reduction in numbers of game birds has been related to radiation (among other contaminants), leading to birth defects, high mortality, and fragile egg shells that shatter before hatching. While steel shot is manufactured in shells, hunters surveyed have been reluctant to use steel shoot because they fear that this lighter shot will lessen the chance of hits. However, studies show that the scatter pattern of steel shot is only 12% wider than that of lead shot, allowing hunters an equally good opportunity of a hit as with lead shot.

#### Conclusions

- The use of lead shot by duck hunters is directly related to the decline of marsh hunting environments and the decreasing population of game birds.
- Steel shot provides as accurate a means of bird hunting as lead shot.
- Hunters must take an active role in protecting and preserving the environments in which they hunt.

#### (Reprinted by permission of Michael Murrey, student)

This summary describes the report's main topic, discusses the main points, and lists conclusions. It provides a complete overview of the report, showing how the parts of the report's discussion are related and how the conclusions are derived from the discussion.

## **Executive Summaries**

An executive summary (position paper or white paper) provides a clear, readable, nontechnical overview of a publication, project, or proposal. This kind of summary is prepared for readers who may not have technical expertise but who need to understand a technical project's scope, subject, and important issues. Executive summaries often serve the needs of decision makers, such as legislators, review boards, and administrators, who need to remain up to date about the many activities of the organizations for which they are responsible.

While descriptive and informative summaries present brief previews of the subject matter of an original document for readers who are trying to determine which documents to read in full, executive summaries present information in such a way that nontechnical readers can understand the significance of the original document without reading it. For this reason, an executive summary should state key points concisely but comprehensively to provide readers with the background necessary to make decisions about policy, funding, or hiring. Reports designed for a

wide range of readers often provide an executive summary as well as a descriptive summary in order to meet the widest possible range of audience needs. Examine the following example (next slides)

The total length of the executive summary, which appears immediately after the table of contents, is 2½ pages of the report's total of 61 pages. This summary is designed to allow readers to quickly review the four findings, each of which is supported by discussion and recommendations. The report's discussion presents the same findings fully supported with data. The summary's page design, like its style, makes it easy for readers to follow and understand the main points of the Texas Commission on Human Rights report. Headings lead readers to key points, and numbered lists, a double-column format, and bold type allow readers to see and recognize the relationship between the findings and the supporting facts.

An example will be provided later in Chapter 14.

## Executive Summary -----

The Texas Commission on Human Rights is responsible for enforcing state equal employment opportunity and fair housing laws that prohibit discrimination on the basis of such factors as race, sex, age, religion, national origin, and disability status. The Commission accomplishes its mission primarily by investigating and resolving employment and housing discrimination complaints as an alternative to litigation. The Commission also provides comprehensive training and technical assistance to state agencies and private businesses on the federal and state anti-discrimination laws.

To carry out its responsibilities, the agency had 46 employees and spent \$2.6 million in fiscal year 2007. The agency is governed by a six-member Commission, appointed by the Governor, composed of one representative each from industry and labor and four public members.

The Sunset review focused on the Commission's ability to carry out its functions to reduce discrimination in the State of Texas. The issues in this report address improving the Commission's complaint resolution process, and strengthening its training and technical assistance efforts. Finally, staff focused on ensuring that the public has equal access to the agency's procedures and to legal remedies under the Texas Commission on Human Rights Act.

# 1. Enhance the Commission's Public Outreach and Investigator Training Efforts

- Complaint resolution is the Commussion's main activity to resolve citizens' employment and housing discrimination complaints as an alternative to ligitation. An effective complaint resolution process requires that participants and investigators are knowledgeable about the process.
- The Commission does not have a toll-free telephone number or provide easy-to-understand information in a readily-accessible format. This lack of outreach may cause confusion for the public and participants in the complaint resolution process.
- The agency does not provide a formally structured training program or a cohesive training manual to its investigators who perform a critical role in the complaint resolution process.

### Recommendation

- Require the Commission to make information more accessible to the public by establishing a toll-free telephone service and developing plain-language material about its complaint resolution process.
- Require all new hired investigators to complete a formal training curriculum before conducting investigations and to complete an annual training update.
- Require the Commission to develop an investigation procedural manual to be updated biennially.

# 2. Strengthen the Commission's Ability to Collect and Analyze Workforce Information and Its Technical Assistance and Training Responsibilities

- The Commission relies heavily upon the authority of rider language in the General Appropriations Act to conduct its equal employment opportunity training and technical assistance activities. These activities include compiling statistics on the State's minority workforce composition and reviewing state agencies' personnel policy and procedural systems.
- Providing for Commission functions and policies in riders, rather than statue, may not serve the State's needs. Important training and technical provisions may not be considered independently through the legislative process, and unclear legal authority hinders the Commission's ability to provide guidance to state agencies and institutions of higher education. In addition, the Legislature has expressed an interest in placing riders into general law.

## Recommendation

- Require the Commission to conduct annual workforce analyses of state agencies and public institutions of higher education.
- Require the Commission to establish a technical assistance program on equal opportunity laws for state agencies and public institutions of higher education.
- Require the Commission to provide comprehensive equal employment opportunity training to all state agencies and public institutions of higher education.
- Require the Commission to collect and report statewide data on discriminatory activity in the state.

# 3. Ensure Adequate Compensatory Relief for All Public Employees Who Suffer Employment Discrimination

- The Texas Commission on Human Rights Act provides protection from employment discrimination to employees of al governmental entities, but does not provide all employees with equal access to compensatory relief. Employees of small governmental entities who cannot receive compensatory damages cannot be returned to the position they would have occupied had the discrimination not occurred.
- No rationale exists to prevent employees of a governmental entity from being able to seek compensation. Governmental employers receiving public funds paid by all citizens have an obligation not to discriminate against any citizen and should be subject to the same remedies as other public employers.



Texas Commission on Human Rights Act, apply to all governmental entities, regardless of size.

#### 4. Continue the Texas Commission on Human Rights for 12 Years.

- Despite the enactment of anti-discrimination laws, employment and housing discrimination remains a problem in Texas. The Commission provides an alternative to litigation through its complaint resolution process, and provides training and technical assistance to prevent discrimination before it occurs.
- In fiscal year 2007, the agency resolved 1453 employment complaints and 233 fair housing complaints. The Commission estimates that its complaint resolution process saved employers saved employers over \$1 million by averting litigation and resulted in more than \$1 million in benefits for individuals who filed complaints.
- Employers and housing providers who have used the agency's training and technical assistance have experienced a 5% reduction in discrimination complaints filed.
- Maintaining the Commission allows the State to administer antidiscrimination laws in Texas to be more responsive to state and local needs.

#### **Recommendation**

#### **Continue the Texas Commission on Human Rights for 12 Years.**

#### **Fiscal Impact Summary**

These recommendations, especially those regarding outreach, training, and codifying existing requirements, are intended to enable the Commission to better serve its functions within existing resources. Some recommendations, such as establishing and maintaining a toll-free telephone number, may have a slight fiscal impact. The resommendation to apply compensatory damages to all governmental entities may have a fiscal impact to the State, but the exact amount cannot be estimated. Finally, if the Legislature continues the Commission, as currently structured, the Commission's annual appropriation of approximately \$2.6 million would continue to be required for operation of the agency.

#### WHAT TYPE OF SUMMARY SHOULD YOU WRITE?

Your decision whether to write a descriptive, an informative, or an executive summary depends on the content, length, and technical level of the information you need to summarize and on the kinds of audiences for whom you are writing.

For readers who need a brief preview of moderately technical information, a descriptive summary is a good choice. Its conciseness and generality give reviewers the kind of overview they need to determine whether they should read the original document.

For readers of lengthy, complex, and technical information, particularly original research or documents with a complicated organization, an informational summary is helpful. The careful organization, presentation of main points of discussion, and listing of findings and conclusions are useful for readers who need to understand a document's subject, scope, and conclusions before they read it. The completeness of the informational summary makes it equally helpful for readers who may not read the original document but who need to know what the document discusses.

Nontechnical readers who may depend on a summary for complete information are best served by an executive summary. Readable, nontechnical style, conciseness, logical organization, and usable information design features give executive summary readers an overview of a document's ideas.

#### WRITING AND REVISING A SUMMARY

These steps outline the procedure for planning and writing an effective summary.

- **1.** Read the original document once to understand the main idea. Then read it a second time for key ideas, noting subjects of discussion, internal headings, introduction, and conclusion.
- 2. Complete the Project Plan Sheet for a Summary. A project plan sheet will help you decide which kind of summary you need to write as you answer questions about your audience and your purpose.
- 3. Determine the kind of summary that will best help your readers.

A descriptive summary helps reviewers who need a brief informational preview of a document.

An informative summary gives readers of complex or technical information and inclusive view of a document's headings, arguments, and conclusions.

An executive summary gives readers a complete, nontechnical discussion of a document, project, or issue.

- **4.** List the key ideas of the original document. It is important to recognize the main points and to avoid being caught up in details, especially if you are the author of the original document.
- **5.** Plan the sequence of the summary. Start with a forecasting sentence that states the main point of the information you wish to summarize. Then arrange the supporting points in the order in which they appear in the original document.
- **6.** Draft the summary. Write quickly and steadily, concentrating on including all of the points you have listed.
- **7.** Revise for order, clarity, and conciseness. As you revise, focus on the audience for your summary. Organize to make your summary easy to follow. If you plan to use a particular information design, it should support your subject matter and sequence of ideas.

### Student Example: Descriptive Summary

Following is a student example of a summary of a comparison between two college electronics technology programs. The original article appears below. After quickly reading the article to understand its main ideas, the student completed a project plan sheet, which follows the article given later, in order to make decisions about the summary. Then the student write the summary appears later.

# A Comparison of Two Electronics Technology Programs in Charlotte: Stevens Technical College and Tinnin Community College

A comparison of the electronics technology program at Stevens Technical College and at Tinnin Community College indicates that the Tinnin program has more to offer the student. This conclusion is based on a thorough examination of the catalog from each college and a visit to each college for a personal interview with the chair of the electronics technology department. This investigation shows that the Tinnin program costs less, has more lab equipment, and possibly has better instruction.

#### Cost (2009-2010)

The cost of tuition and books for each college is as follows:

#### **Stevens Technical College**

- Tuition (18-month program)

\$10,100.00

Books-included with tuition

Total

\$10,100.00

#### **Tinnin Community College**

Tuition (4-semester program

\$3,000.00

at \$750.00 per semester)

Books /approximately \$250.00 per semester)

4 semesters x \$250.00 =\$1,000.00

resale value -300.00

<u>\$700.00</u> <u>\$700.00</u>

Total \$3,700.00

The Stevens program costs \$6,400.00 more than that the Tinnin program. This large difference in cost is due primarily to Stevens being a private college and Tinnin being a public community college.

#### Lab Equipment (surveyed in 2008)

Each college has these major pieces of lab equipment:

Equipment	Stevens	Tinnin
Power supply	15	50
Digital multimeter	12	40
Microprocessor trainer	4	12
Sine-square wave generator	6	25
Transistor curve tracer	0	1
Decade resistance/capacitance boxes	0	40
Work stations	4	12
Dural-trace oscilloscope	5	34

The approximate retail value of the current Stevens equipment is \$95,000. The total value of the current Tinnin equipment is well over \$375,000.

The program at Tinnin Community College has more kinds and more pieces of each kind of equipment than does Stevens Tech.

#### Instruction

The programs in both colleges differ in three aspects of instruction: qualifications of the instructors, daily class schedule, and required courses. Stevens Technical College has one electronics instructor. He has an Associate in Applied Science degree from Stevens, as taught three years (all at Stevens), and has worked two years in industry (at IBM). Tinnin Community College has three electronics instructors. Two of them have Bachelor of Science degrees and the other has a Master of Science degree. Each has taught in at least one other college, has taught at least five years, and has worked in industry at least three years. One instructor works in industry every other summer.

The daily class schedule is set up differently at each school. At Stevens, the students are in class from 8:00 a.m. until 12:00 noon and from 1:00 p.m. to 2:00 p.m. Monday through Thursday (there are no classes on Friday). For the electronics courses, the

students have lecture from 8:00 to 10:30 and lab from 10:30 to 12:00. The afternoon hour is for a nonelectronics course. At Tinnin, the students have variable schedules from 8:00 a.m. to 3:00 p.m. five days a week, with electronics courses typically in two-hour blocks. The distribution of lecture and lab time is at the discretion of the instructor.

Both Stevens and Tinnin offer an Associate in Applied Science degree upon successful completion of their programs. Requirements for the associate degree differ slightly at the two schools. At Stevens, the required courses are College English I and II, Business Law I and II, Sociology, Math for Electronics, Digital Mathematics, Computer Mathematics, Basic Electronics, Fundamentals of Electricity, Digital Circuits, Semiconductors,, and Transistor Circuits. At Tinnin the required courses are Technical Writing I and II, any course in social science, Physical Education, Industrial Psychiology, and Technical Mathematics I and II, Technical Physics I and II, Fundamentals of Drafting, Electron Devices, any four additional sophomore-level electronics courses, and one elective. Both programs offer the same amount of classroom instruction -18 months- but the Stevens program

does not have a three-month summer break.

Thus, the instructors at Tinnin may be better qualified than the instructors at Stevens, the daily class schedule is more flexible at Tinnin, but the requirements for graduation are similar at both colleges.

#### **Conclusions**

A person planning to specialize in electronics technology should thoroughly explore the programs in prospective colleges. This report shows that two colleges (both in the same city) vary widely in their electronics programs. The electronics technology program at Tinnin Community College costs less, has more lab equipment, and possibly has better instruction than does the electronics technology program at Stevens Technical College.

# PROJECT PLAN SHEET FOR A SUMMARY

#### **Audience**

- Who will read the summary?
   High school students, parents, and high school counselors will be the primary audience
- How will readers use the summary?
   Readers will use the summary to preview two college electronics programs.
- How will your audience guide your communication choices?
   My readers need to understand the main subject and the major areas of comparison. Since the article is very short, they need only the main ideas in order to decide whether it has information they can use.

#### **Purpose**

- What is the purpose of the summary?

My summary should give readers a brief overview of the article's main idea.

- What need will the summary meet? What problem can it help to solve?

My readers know what they want. My summary needs to help them decide whether this article has information to meet their needs.

#### **Subject**

- What is the summary's subject matter?

I need to summarize "Comparison of Two Electronics Technology Programs in Charlotte: Stevens Technical College and Tinnin Community College."

- How technical should the summary be?
   Not technical or detailed.
- Do you have sufficient information to complete the summary? Yes, the article is all I need.
- What title can clearly identify the summary's subject and purpose?
   A descriptive summary of an Article Comparing Two Electronics Programs.

#### **Author**

- Will the summary be a collaborative or an individual effort? Individual.
- How can the developer(s) evaluate the success of the completed summary?

I will ask a classmate to review the finished summary to make sure that it is clear and easy to follow.

#### **Project Design and Specifications**

- Are there special features the summary should have?
   No.
- What information design features can help the summary's audience?

Since the summary will only be a few sentences long, no special design features will be needed.

#### **Due Date**

- What is the final deadline for the completed summary? I need to get this to our guidance office next Monday.
- How long will the summary take to plan, research, draft, revise, and complete?

I can write this summary in three days, including time for review.

- What is the timeline for different stages of the project?

I want to take an evening to read and study the article and to take notes. It will take an hour to draft and another hour to revise. It would be helpful if I could wait a day between drafting and revising so that my review will be complete. I will spend another day to get a classmate to review what I have written and to make any changes.

The final version of the summary appears below.

#### FINAL DRAFT: DESCRIPTIVE SUMMARY

### A Descriptive Summary of an Article Comparing Two Electronics Programs

This article provides a comprehensive comparison between the electronics technology program of Stevens Technical College and that of Tinnin Community College to allow prospective students the opportunity to evaluate costs, lab equipment, and instruction. The report concludes that Tinnin Community College offers lower fees and a wider range of electronics technology equipment than Stevens College does.

Nontechnical readers and researchers can easily and quickly review this summary to determine whether the report provides information they need.

### General Principles for Summaries

- A summary must accurately reflect the subject matter it describes.
- The technical level of a summary depends on the subject matter of the original document and the reader's needs.
- Summaries should not run longer than 15% of the original.
- Summary authors must read carefully and critically in order to be sure that they reflect a document's key points in their summaries.
- The type of summary an author writes depends on the needs and technical level of the readers.
- The descriptive summary provides a very brief overview of a document's main point.

- The informative summary presents a full view of a document's purpose, main points of discussion, and findings, recommendations, or conclusions.
- The executive summary presents a nontechnical overview of a document and is designed to ntracti inform the reader who may or may not read the original document but who needs to understand its main ideas.
- Summaries, no matter what type or how technical, should be as easy as possible to read, follow, and understand.

### Chapter Summary

Like other kinds of workplace communication, summaries must meet the needs of their audiences. Different types of summaries suit different readers. The descriptive summary provides a very brief overview of a document's main points, while an informative summary gives readers a more complete view of a document's discussion and conclusions. The executive summary provides a complete, nontechnical overview for the reader who may not read the original document in full.

Effective summaries allow readers to quickly grasp important ideas. Summaries are valuable for audiences when they are exact, clear, and orderly. To write such a summary, an author must understand the original document, distinguishing between main issues and supporting ones, and be able to organize and adapt information information for readers at different technical levels. Summary authors must read carefully and critically and write logically and concisely to communicate new ideas briefly and accurately to others.



#### **Chapter Goals**

#### This Chapter

Defines reports as a type of communication

Discusses workplace uses of reports

Explains the responsibilities of report authors

Distinguishes between formal and informal reports

Distinguishes between special report formats and conventional report elements

Describes typical parts of reports

Discusses design options for reports

Explains the use of graphics and other visuals in reports

Describes three types of reports: observation, progress, and feasibility



#### **MULTIPURPOSE REPORTS**

The frequency, the possible presentation media, and the flexibility of reports in the workplace attest to the rapid evolution and broadening usefulness of reports. Because of their flexibility, establishing specific classifications for reports is difficult. Effective report authors adapt the form to their purposes.

Next slide includes a report from a building designer's firm to a client and a contracting firm, describing work in progress on a project. It illustrates the difficult in classifying reports into neat categories. This sample could be classified as a periodic report, an observation report, or a progress report. It is a periodic report because such a report is prepared monthly to document work completed. It is an observation report because the writer observed on-site the activities and concerns identified in the report. It is also a progress report because it shows the progress of work being done to complete a project – a clubhouse.

### Dean/Dale & Dean

#### architects A PROFESSIONAL ASSOCIATION field report

P.O. Box 468

Jackson, MI Project/Project no. Clabby Community College

39216 RAYMOND, MICHIGAN

13 Mirror
Lake Ave.
PROJECT NUMBER: 90054

39208 MI-US Contact/Supt.: PHOENIX CONSTUCTION CO.

Date 5 Apr 2010 Time 7:55 a.m. Weather Cloudy Approx. Temp. 66 °F

Remarks

**WORKS IN PROGRESS: Concrete** 

- 1. Contractor was in the process of pouring final exterior porch slab at north-end of building when I arrived.
- 2. Testing lab personnel had been notified but had not shown up. Finally got to site approximately 8:30 a.m. Took cylinders from second truck all appeared per specs.

END OF REPORT William A. Dickens, Jr.

WADjr: tms

cc: Troy Henderson

#### Proposal for Clabby Community College Honors Football Concession Stand for Thursday, September 16, 2010

to: Kristi Sather-Smith
Director of Clabby Community College Honors Program

by Nathan Chisolm
Fundraising Committee Chair
and Committee Members
Mitzi Reed
Ginny Gomez

August 20, 2010

© Clabby Community College Honors, September 2010

#### Proposal for Clabby Community College Honors Football Concession Stand for Thursday, September 16, 2010

**Purpose:** The purpose of this proposal is to provide a detailed plan and tentative schedule in preparation for the Honors Program operating the football concession stands on Thursday, September 16, 2010.

#### **Contacts**

Dr. Barbara Blank, Dean of Students (x3230)

Dr. Barbara Blank is the initial contact. A date was requested via an interoffice memo during the middle of the Spring semester. Once the date was set and approved, the contact person was Judy Bufkin.

Judy Bufkin (x3374)

Mrs. Bufkin has the keys to the concession stand. Contact her to make sure that the stand will be unlocked the day of the game so that there is plenty of time to set up.

La nar Curie (x3345)

Mr. Curie is in charge of the Meat Marketing Department on campus. He can supply the hamburger meat, hot dogs, grill, drinks, etc.

#### **Concession Stand Layout**

The present layout for the home side concession stand is depicted near the end of this report. The items needed that are not presently at the concession stand (i.e., tables, grill) are indicated in bold print. The visitors' side concession stand consists of a tent with 2 or 3 tables.

#### **Materials Needed**

The following is a list of materials that need to be purchased or donated.

## Food Drinks

item	quantity	Notes
Drinks – 2 liter	50 cokes 25 sprites	100 or more total
cups	1,000	hopefully donated
ice	6 cooler chests	facilities

#### Meats

Hamburger meat	200 patties	Meat merchandising
Hot dogs	300	Meat merchandising

#### Pizza

pizza	20 large: 15 veggie, 5 meatballs	cut into sixths
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#### **Bakery**

Hamburger buns	200	Earthgrains
Hot dog buns	300	Earthgrains

#### **Condiments**

mayonnaise	2 boxes	in individual packets
Mustard	1 gallon	with push-type dispenser
Ketchup	1 gallon	with push-type dispenser
Relish	1 gallon	with 2 spoons
Tomatoes	12	sliced; in covered tray
Onions	6	sliced; in covered tray
Lettuce	3 heads	pieces; in covered bowl
napkins	2,000	

#### Miscellaneous

item	quantity	notes
brownies	4 dozen	Donated by students
chips	50 large bags	To go on plate with hamburger
pretzels/Fritos	70 individual bags	Frito-Lay
cellular phone		For calling Pizza Restaurant
carpenter's apron	2	For the 2 cashiers
money bags	2	For excess money
pickles	3 jars	2 on home side; 1 on the other
candy	3 boxes	Snickers; M&Ms donated by Kipa

#### **Grill and Utensils**

grill	1	Meat Merchandising
spatulas	2	For hamburgers
wire brush	1	For cleaning grill
aluminum pans	3	For hot dogs
glove and tongs	1	For turning hot dogs
aluminum foil	1 roll	Heavy duty

#### Setup

charcoal	6 bags @10 lb.	For grill
Lighter fluid	1 bottle	For grill
matches	2 small boxes	for grill
Paper towels	70 individual bags	For wiping hands
Disposable table cloths		Plastic; speeds clean-up
ice chests	2	For ice
small coolers	2	For cooked hot dogs
Garbage cans	8	From facilities; designate one for plastic drink containers
Fans	2-3	From facilities
Tables	10	From facilities
Crock pots	2	For nacho cheese
canopy	1	To keep items from stands from falling in grill

#### Serving

ladle	1	for nacho cheese
serving spoon	2	for relish
tongs	9	from Valley Foods-cafeteria
hot pads	5-10	from Valley Foods-cafeteria
plastic serving gloves	30 pair	from Valley Foods-cafeteria
sandwich bags	150	for pickles
small paper plates	300	for hamburgers
boxes	350	for hot dogs
boxes	200	for nachos
hand soap	1 bottle	have all workers wash their hands before working

#### Cleanup

409	2 bottles	Get students to donate
Rags	2	For wiping off surfaces
Broom	1	
Garbage bags	20	
Zip-lock bags	1 box	Gallon size; for leftovers

#### Capital needed

Money needs is as follows:

\$125-quarter rolls; \$100 for home side, \$25 for visitors' side \$75 – dollar bills;\$50 for home size, \$25 for visitors' side

#### **Prices**

Prices will be written on two posters for the home size and one for the visitors' side. Honors Program should be included somewhere on all of the signs. The signs should include the following:

Home Side	Visitors' Side
Drinks - \$1.00	Drinks - \$1.00
Hamburger w/chips, pretzels, or Fritos \$3.00	Pickles - \$0.75
Pizza - \$1.50/slice	Candy - \$0.50
Hotdog - \$1.50	Brownies - \$0.50
Nachos - \$1.50	
Pickles - \$0.75	

#### Set-up

#### 6 total

Tasks to be completed 3:30-6:20

- Fill coolers with ice

- clean grill

- set up visitors' side tent

- Pick up pizzas

- set up tables

- get charcoal ready

### Concession Stand Workers 21 total

#### **Concession Stand Organization**

There will be assigned positions in the concession stand. Workers should work in their assigned position during the night but should help others when they get behind. The positions are indicated below, and their locations are printed on the attached diagram of the concession stand:

- 2- condiment table
- 2- cashiers (one visitors' side, one home side)
- 2- drink pourers
- 2 or 3 filling ice
- 2 on grill
- 4- pizza, hamburger, hot dog, pickle servers
- 2- nacho, pickles, candy, chips, drink servers
- 3 or 4 for visitors' side tent (before game through halftime)

#### Cleanup

# All (except those who helped in setup) To begin after 3rd quarter

#### Tasks to be completed

- Recycle all drink bottles wipe down tables sweep floors
- Tie up trash bags -clean out warmer
- put all utensils to be washed in a plastic bag and give to team leader
  - Put all remaining perishables in the gallon size zip-lock bags

#### **Tentative Schedule**

- Friday, August 27 contact Steve Romano at Coca-Cola; check on Frito Lay donations; talk to Mr. Mize about quantities of hot dogs, hamburgers and pizza
- Monday, August 30 announce plans during business meeting; pass sign-up sheet through each committee, a copy is attached to this proposal; ask committee chair to dismiss workers 10 minutes early for a brief meeting with the fundraising committee; go over the minor details, and tell them about the Friday meeting.

- Tuesday, August 31 order hamburgers and hot dogs from Mr. Curie in Meat Merchandising; reserve the grill and order the 4 needed tables; ask Mr. Curie if the grill could be delivered by Wednesday afternoon; ask about the hot dog gloves; ask Judy Bufkin about the visitors' side facilities; order the 4 tables and the fans from her, and ask her about the ice; call the Pizza Restaurant and check on making an account, and let him know about the 5 pizzas needed for Friday, and about the concession's pizza needs.
- Wednesday, September 1 go over proposal with the Honors Council and ask for their help on September 5.
- Thursday, September 2 buy needed supplies at Sam's/Jitney Jungle, and store them at the CCC Honors Center.
- Friday, September 3 team meeting; pizza and drink for dutch lunch; 12:00
- Monday, September 6- check to see if concession stand is clean; if not clean it up; have Judy Bufkin inspect and sign off on it either way.

Remind the forum class about the night's plans; get Mrs.Bufkin to unlock concession stand, and set up all non-perishable items; make sure that the grill and tables are in place; post signs with prices, one at each window; enlist student council help for setup.

Tuesday, September 7- pick up meats from Meat Merchandising; get ice; workers need to arrive about 4:30; begin grilling burgers and hot dogs early so that there are enough to sell before the game – at least 50 each; prepare to start serving as early as 6:15; set up visitors' side tent:

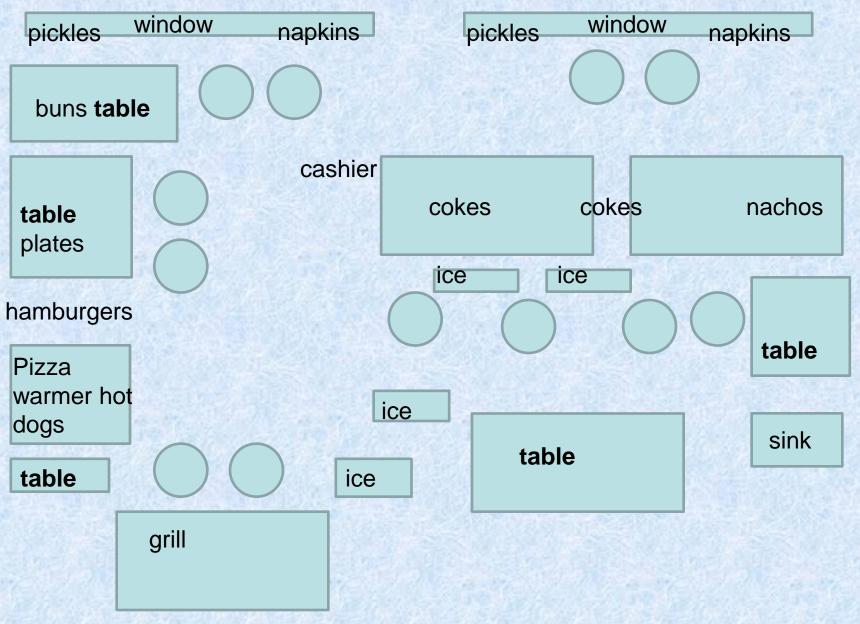
- cover tables
- take over 2 chests of ice
- put up sign indicating what is available at other concession start
- open before game through half-time; clean up after
- take one roll of paper towels

All workers need to wear their Honors Program T-shirts, those with long hair need to wear it up, and anyone who touches the food needs to wear gloves.

# Concession stand Sign-Up Sheet Tuesday, September 7

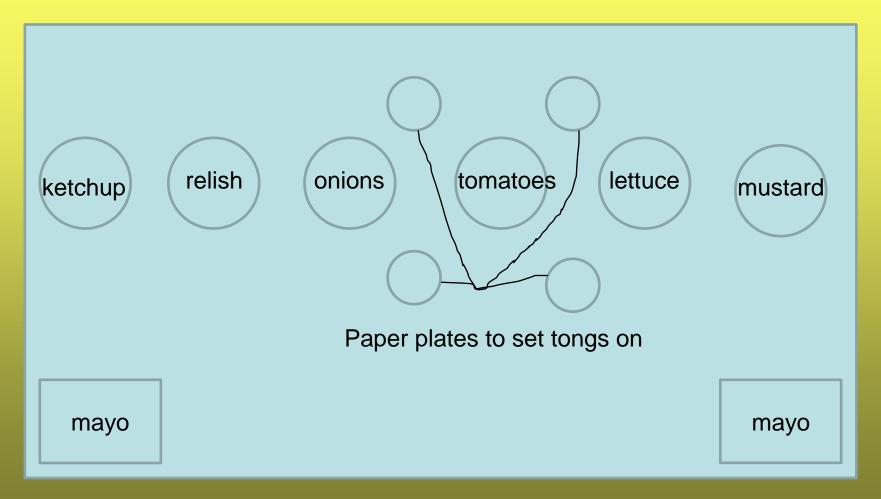
Name	Time	Name	Time
1.	4:30-8:00	14.	6:00-10:00
2.	4:30-8:00	15.	6:00-10:00
3.	4:30-8:00	16.	6:00-10:00
4.	4:30-8:00	17.	6:00-10:00
5.	4:30-8:00	18.	6:00-10:00
6.	4:30-8:00	19.	6:00-10:00
7.	6:00-10:00	20.	8:00-10:00
8.	6:00-10:00	21.	8:00-10:00
9.	6:00-10:00	22.	8:00-10:00
10.	6:00-10:00	23.	8:00-10:00
11.	6:00-10:00	24.	8:00-10:00
12.	6:00-10:00	25.	8:00-10:00
13.	6:00-10:00	26.	8:00-10:00

The concession stand needs at least 21 people at all times



Legend: X marks staffing position

### condiments table



Further demonstrating the broad scope of the term report, the preceding is a detailed plan and schedule (although the author uses the term proposal) for operating a concession stand at a football game.

It is unrealistic to draw sharp boundary lines between types of reports or to try to cover all the situations and problems involved in preparing reports in this text. However, this chapter will help you to:

- become acquainted with the general nature of report preparation;
- develop self-confidence by learning basic principles of report preparation; and
- study, prepare, and present in writing and orally several types of reports that you are most likely to encounter in the workplace.

# What Is A Report?

A report can be defined as technical data, collected and analyzed, presented in an organized form. A report can also be defined as an objective, organized presentation of factural information that answers a request or supplies needed data. The report usually serves an immediate, practical purpose. The purpose mey be to record particular data, as in an objective report or a trip report; or the purpose may be to present particular data as the basis for decision making. Generally, the report is requested or authorized by one person, is prepared for a particular audience, and is prepared sometimes by an individual but more often by a team.

Reports may be simple or complex, long or short, formal or informal, written or oral – all of which is determined mainly by the report's purpose and audience.

# Workplace Uses of Reports

You may be concerned about your monthly financial report (bank statement) or the job evaluation that you receive every six months. You may be facing a due date for a budget proposal (with supporting data) for adding two new positions to your office management team. Therefore, the word report covers numerous communications.

In the workplace, reports are a vital part of communication. A detailed memorandum (memo) to the billing department, a weekly production report, a requisition for travel funds, a letter to the home office describing the status of bids for a construction project, availability of land for a housing project are a few examples of different kinds of reports and the many functions they serve.

# **Qualities of Report Content**

Reports convey exact, useful information. That information, or content, should be presented with accuracy, clarity, conciseness, and objectivity.

### **ACCURACY**

A report must be accurate. If the information presented is factual, it should be verified by tests, research, documentation, authority, or other valid sources. Information that conveys opinions or probabilities should be labeled as such and accomplished by supporting evidence. Dishonesty and carelessness compromise the credibility of the report, its author, and its organization.

#### CLARITY

A report must be clear. For the report to serve its purpose, the information must be understandable to the audience. The reader or listener should not have to ask: What does this mean? or What is the author trying to say? The author helps to ensure clarity by using exact language in easily understandable sentence patterns, by following conventional grammatical usage, and by organizing the material logically.

#### **CONCISENESS**

A report must be concise. Conciseness is saying much in a few words. Useful reports eliminate unnecessary wordiness yet provide complete information. Busy readers appreciate concise, timesaving reports that allow them to quickly understand the point. Examine the following example.

## Wordy:

After all is daid and done, it is my honest opinion that the company and all its employees will be better satisfied if the new plan for sick leave is adopted and put into practice.

#### Concise:

The company should adopt the new sick leave plan.

Or consider the following report in memorandum format.

# **Memo Lacking Conciseness**

To: J. Carraway

From: T. Jayroe

Subject: Ideas for revising "10 Keys to Business Success"

Date: 5 October 2010

It has come to my attention that it is time for us to consider revising the brochure "10 Keys to Business Success" for a 2nd edition. Would you be kind enough to take the time to answer some questions to give me some ideas about the new edition? Since you have been involved with the brochure since its first edition, I feel that your your ideas are valuable.

First and foremost, do you feel that the 1st edition has accomplished its purpose and should we therefore use the same basic content in

the 2nd edition? Second, what in your opinion are the changes we need to make to improve the brochure? Third and finally, what do you think we should do about distributing the brochure? Should we continue to distribute the 1st edition, or should we wait for a new edition before distributing any additional brochures?

I need answers to these questions no later than 10 March.

Obviously the memorandum above is wordy. Also the layout of the content could be improved to make reading and comprehension easier. Consider the revised memorandum below.

## **Revised Memorandum**

To: J. Carraway

From: T. Jayroe

Subject: Ideas for revising "10 Keys to Business Success"

Date: 5 October 2010

Please answer the following questions by 10 March.

- 1. Should the 2nd edition brochure include the same basic content?
- 2. What changes can we make to improve the brochure?
- 3. Should we continue distributing the 1st edition brochures in the meantime, or wait for the new edition?

Thank you.

Note that the revised memo, which is more concise and more pleasantly designed, conveys the same information as the original memo, but it can be read more quickly and understood more easily. Revise a report until it contains no more words than needed for accuracy, clarity, and correctness of expression.

# **Objectivity**

A report must be objective; that is, a report should present data fairly and without bias. Objectivity demands that logic rather than emotion determine both the content of the report and its presentation. Unless otherwise stated, the content should not reflect the personal bias, and findings of the author. For example, a report comparing new car warranties for six makes of automobiles should not be slanted toward the author's favorites.

Essential to objectivity is the use of the denotative meaning of words – the meaning that is the same, insofar as possible, to everyone. Denotative meanings of words are found in a dictionary; they are exact and objective. Denotation contrasts with connotation, which permits associated, emotive, or figurative overtones. The distinction between the single denotative meaning and the multiple connotative meanings of a word is illustrated by the following examples:

Word: war

**Denotative meaning:** legally declared armed conflict

between nations

Connotative meaning: pacification, extermination, conquest

Word: work

**Denotative meaning:** employment, job

Connotative meaning: paying bills, happiness,

accomplishment, 8 to 5, satisfaction,

alarm clock, fighting the traffic,

income, new car, sweat, sitting at the

desk

# The Author's Responsibilities

The author of a report is responsible for the content of a report and for its integrity. The author of a report is responsible for ensuring that information is complete and that the presentation of all information is free from bias. Omission of significant data, whether on purpose or through lack of thorough research, is unethical. A contractor, for instance, who misrepresents the warranty on a roof or lessens the agreed-upon percentage of wash gravel in a driveway is making an untruthful, and thus unethical, report to a client. The contractor has not provided full disclosure. Although readers of a report expect factual, objective information based on logical reasoning, they may be misled by statements that play on sympathy or dramatic effect or that shift to emotional appeal. Such misleading reporting methods are unethical.

# Formats for Reports

Most reports (including those presented orally) are put in writing to record the information for future reference and to ensure an accurate, efficient means of presenting the report when it is to go to people in different locations. A report may be given in **special formats**: on a printed form, as a memorandum, as a letter, as an online template. The format may be prescribed by the person or agency requesting the report; it may be suggested by the nature of the report; or it may be left to the discretion of the author, who analyzes audience and purpose and then selects an appropriate format. Most reports, however, are presented using **conventional report elements**.

## **Special Formats**

### **Printed Form**

Printed forms are used for many routine reports, such as sales, purchase requests, production counts, medical examinations, census information, and delivery reports. Printed forms call for information to be reported in a prescribed, uniform manner with spaces left for responses. Information to be filled in on such a report, usually numbers or words and phrases, is expected to be a certain length.

Printed forms are especially timesaving for both the writer and the reader. The writer need not be concerned with structure and organization; the reader knows where specific information is given and need not worry about omission of essential items. However, printed forms lack flexibility: they apply to limited number of situations. Further, they lack a personal touch that allows individuality. In making a report on a printed form, the primary considerations are accuracy, legibility, and conciseness.

### Memorandum

Memorandums (memos) are used when the report is short and contains no visual materials. They are used primarily within a company. Reports in memorandum formats are illustrated later in this chapter.

### Letter

As with the memorandum, the letter is often used for a short report (not more than several pages) that does not include visuals. The letter is almost always directed to someone *outside* the company.

The report letter should be as carefully planned and organized as any other piece of writing. The report letter follows conventional letter writing practices. A subject line is usually included, and the complimentary close is typically "Respectfully submitted."

The report letter is often longer than other business letters and may have internal headings for better readability. The degree of formality varies, depending upon the intended audience and purpose.

Some companies discourage the use of report letters to avoid the possible difficulty of report letters being filed with ordinary correspondence.

## **Online Template**

Online templates can expedite the writing of some types of reports. By keying in words and phrases and responding to the various prompts, the report author can produce a readable report in a fraction of the time required to start from scratch.

# Conventional Report Elements

Conventional report elements appear in both informal and formal reports. In actual practice, the terms *informal* and *formal* refer to report length and the degree to which the report is "dressed up" with such elements as a transmittal letter, title page, table of contents, and abstract.

# **Informal Reports**

The informal report, usually one page to a few pages in length, is designed for circulation within an organization or for a named reader, and includes only the essential sections of the report proper: an introduction or statement of purpose, the information required for the report, and perhaps conclusions and recommendations. The informal report is far more common than the formal report.

# **Formal Reports**

The formal report has a stylized format evolving from the nature of the report and the readers' needs. The formal report is often long (from eight or ten to hundreds of pages), is usually designed for circulation outside an organization, and intended for multiple readers. The formal report will probably not be read in its entirety by each person who examines it.

Following is a list of common elements of the formal report and a brief explanation of each element. The report author can combine, omit, or adapt these elements to accommodate the report's audience and purpose.

## **Front Matter**

- Transmittal memorandum or letter transmits the report from the writer to the person who requested the report or who will act on it. This letter may include information such as an identification of the report, the reason for the report, how and when the report was requested, problems associated with the report, or reasons for emphasizing certain items. Or it may communicate a simple message, such as: "Enclosed is the report on customer parking facilities, which you asked me on July 5 to investigate."
- Title page presents an exact and complete title; usually includes the name of the person or organization for whom the report was prepared, the name of the person making the report, and the date. Arrangement of these items varies.

- Table of contents show the reader the scope of the report, the specific topics (headings) that the report covers, the organization of the report, and the page references. Headings in the table of contents should be exactly as they appear in the report.
- List of tables and figures lists all tables and figures included in the report. Captions for tables and figures in this list are the same as those used within the report.
- Summary or abstract presents the content of the report in a highly condensed form; a brief, objective description of the essential, or central, points of the report. This part may include an explanation of the nature or the problem under investigation; the procedure used in studying the problem; and the results, conclusions, and/or recommendations. The summary is usually no more than 10% of the length of the report, but it *represents* the entire report.

# **Report Proper**

- Introduction gives an overview of the subject; indicates the general plan and organization of the report, provides background information, and explains the reason for the report. More formal introductions give the name of the person or group authorizing the report, the function the report will serve, the purpose of the investigation, the nature and significance of the problem, the scope of the report, the historical background, the plan or organization of the report, a definition or classification of terms, and the methods and materials used.
- Body presents the information; includes and explanation of the theoryon which the investigation is based, a step-by-step account of the procedure, a description of materials and equipment, the results of the investigation, and an analysis of the results. The body may also include graphics and other visuals.

Conclusions and recommendations – deductions or conclusions resulting from investigation and suggested future activity. The basis on which conclusions were reached should be fully explained, and conclusions should clearly derive from evidence given in the report. The conclusions are stated positively and specifically and are usually listed numerically in order of importance; the recommendations parallel the conclusions. Conclusions and recommendations may appear together in one section, or they may be listed under separate headings.

#### **End Matter**

- Bibliography lists the references used in wiriting the report, both published and unpublished material.
- Appendix includes supporting data or technical materials that contain information that supplements the text but if given in the text would interrrupt continuity of thought. Appendix info is useful but should not be essential to reader understanding.

Other end materials might include a glossary or an index.

#### **DESIGN OPTIONS IN REPORTS**

Critical to the effectiveness of a report is the choice of design options to support reader needs. Document design includes choices of paper, binding, report elements and their order, graphics and other visuals, kinds and sizes of typefaces, uses of color, and so on.

There are also many options for page layout, placement of material (text and graphics), on the page. Ample white space is needed so that the text will be visually appealing ad the reader can easily retrieve information. Options include lists, emphasis markers, boxes, sidebars, columns, fonts, and type sizes.

# **Use of Graphics and Other Visuals**

Frequently, graphics and other visuals make information clearer, more easily understood, and more interesting. A report author must decide whether visuals will make the report more accessible for the reader, and if so, what kinds of visuals and what placements will be most effective. Chapter 5 has explained graphics and other visuals.

# **Types of Reports**

Types of reports commonly used in the workplace include the observation report, the progress report, and the feasibility report. The following discussion examines each of these types in terms of purpose, uses, main parts, and organization. The examples of each type illustrate various report formats.

# **Observation Report**

### **Purpose**

The observation report records observable details. It may describe a particular location or site (sometimes called a field report); be a collection of information about an existing condition; or present results of experimentation, research, or testing. Other sources of information for the observation report may be personal observation, experience, or knowledgeable people.

#### Uses

The observation report can be used in many ways. For example, such a report may be important in estimating the value of real estate or the cost of repairing a house; establishing insurance claims for damage from a tornado or a blizzard; improving production methods in a department or firm; choosing a desirable site for a highway; site,

or computer lab; or providing an educational experience for a prospective employee or an interested client. The observation report may include the results of tests, such as a blood type. Some reports may become quite involved, not only describing the experiment, but also giving test results to specific problems or situations. The observation report may or may not include recommendations.

#### **Main Parts**

Since the observation report has numerous uses and includes various kinds of information, it has no established divisions or format. The report may include sections on a review of background information, an account of the investigation or description of the observed activity or surroundings, an analysis and commentary, and conclusions and recommendations. An observation report on a visit to a company might include a description and explanation of physical layout, personnel, materials, and equipment; the activities that reflect the major function of the company; and evaluative comment.

An observation report that focuses of experimentation might include sections (and headings) such as Object (or Purpose), Theory (or Hypotheses), Method (or Procedure), Results, Discussion of Results, or Comments, and Conclusions/Recommendations. A longer report may include Appendixes (or Appendice) and Original Data.

## **Organization**

The organization of the report may vary depending on the subject of the report, the purpose, and the audience. The beginning of the report may state the purpose of the report; the specific site, facility, or division observed; and the aspects of the subject to be presented. The report may then continue with results of the investigation, conclusions, and recommendations. If the report focuses on experimentation, headings such as those listed above may be combined or rearranged to suit the author's and audience's needs.

### Student Examples: Observation Reports

Two examples of observation reports follow. The first (preceded by the completed Project Plan Sheet and the completed Organization Plan Sheet) is a student's report on a visit to the social work department of a hospital. The second report concerns the field inspection of a pond dam and uses a more formal report format, including a transmittal letter, title page, and summary.

# PROJECT PLAN SHEET

### FOR REPORTS

#### **Audience**

- Who will read the report?

People considering going into Speech-Language Pathology and people thinking about going into Social Work

- How will readers use the report?

Speech-Language Pathology majors and Social Work majors will use the report to better understand how social problems influence health conditions. The report will help readers to understand that the social, psychological, physical aspects of a person are interrelated. The report may help readers who are considering social work as a career to make a decision.

- How will your audience guide your report choices?

I need to choose details that will be useful to individuals considering Speech-Language Pathology and Social Work as a career.

### **Purpose**

- What is the purpose of the report?

To report my observations of the Social Work Department at St. Dominic Hospital

- What need will the report meet? What problem can it help to solve?

The report will give details about a hospital socaial work department. It can help readers trying to make a career choice.

## Subject

- What is the report's subject matter?
   What goes on in a hospital Social Work Department
- How technical should the discussion of the subject matter be?
   Only slightly technical
- Do you have sufficient information to complete the report? If not, what sources or people can help you to locate additional info?
   No. An interview with one or more social workers at the hospital
- What title can clearly reflect the report's subject and purpose?
   Hospital Social Work Department

#### **Author**

- Will the report be a collaborative or an individual effort?
   Individual.
- How can the developer(s) evaluate the success of the completed report?

  I will ask a social worker at St. Dominic to verify the content of the report.

## **Project Design and Specifications**

- Are there models for organization of forms for reports?
   Yes
- In what medium will the completed report be presented?
   Written
- Will the report require graphics or other visuals? If so, what kinds and for what purpose?

I will include examples of preprinted report forms that social workers use.

What info design features can best help the report's audience?
 Headings and appendix

#### **Due Date**

- What is the final deadline for the completed report? December 20, 2010
- How long will the report take to plan, research, draft, revise, and complete?

Two weeks (six class meetings)

- What is the timeline for different stages of the report?

1st class meeting on Nov. 15, visit Social Work Department at St. Dominic Hospital; 2nd (Nov. 22), Project Plan Sheet; 3rd (Nov. 29), informal oral report on site visit and interview; 4th (Dec. 6), Organization Plan Sheet; 5th (Dec. 13), preliminary draft of report; 6th (Dec. 20), final draft of the report

# ORGANIZATION PLAN SHEET FOR REPORTS

#### Introduction

1. How can the introduction clearly indicate the report's subject, scope, and purpose?

The introduction will state when and why I visited St. Dominic Hospital and the areas I observed

#### **Discussion**

1. What are the main parts of the discussion?

Physical layout, Personnel, Materials and Equipment, Activities

- 2. In what sequence should the main parts appear?

  Sequence as listed in the overview statement in the introduction
- 3. What organizational patterns should be used to develop each part?

Several patterns of organization have been selected: spatial, sequential cause-effect; the overall pattern is partition

4. What information design elements indicate the report's sequence and organizing patterns?

Headings

5. If graphics or other visuals are needed, where do they appear in the sequence?

I will include a 4-page Psychological Assessment Record as an appendix.

#### **A Hospital Social Work Department**

Jessica Barlow

Technical English II, Section AL December 20, 2010

#### **A Hospital Social Work Department**

On 1 December 2010, I visited the Social Work Department at St. Dominic Memorial Hospital. While there, I observed the social work referral process and talked to a social worker about the nature of her job. I also observed details of the department such as the physical layout, the personnel, the materials and equipment, and the activities of the social worker.

#### **Physical Layout**

The Social Work Department consists of a waiting area that contains chairs for the comfort of family members who are waiting to talk with a social worker. The secretary's desk is located in this area. Each social worker has a small individual office, which is necessary to provide privacy for interviews. A conference room is used for staff meetings, as well as for support group meetings that are offered to the community.

#### Personnel

The Social Work Department consists of four full-time social workers, all of whom have a master's degree in social work. A social worker is available to work on an as-needed basis when hospital census is high or when regular staff members are unavailable. A secretary/receptionist performs clerical duties and greets family members. A director is responsible for clinical supervision of the social work and clerical staff.

#### **Materials and Equipment**

The Social Work area includes various pieces of office equipment, such as a copy machine, a fax machine, and a personal computer. There are numerous filing cabinets that contain patient information, as well as the social workers. There are also office supplies such as pens, legal pads, and staplers.

#### **Activities of the Social Worker**

Consultations are initiated by physicians or other members of the health care team. These consultations communicated to the Social Work Department through the hospital computer system. social work secretary retrieves the consultation from the computer and relays it to the social worker who is assigned to the specific unit in which the patient is hospitalized. The social worker first reviews the chart, interviews the patient and/or family to make an assessment of the patient's psychosocial needs, and determines what intervention is needed to address the identified problems. The social worker communicates his/her assessment and recommends follow-up activities in the progress notes section of the patient's chart.

Health problems and social problems are interrelated; health problems affect social situations and social problems affect health. For example, a battered woman requires more than medication to

address her life-threatening situation. People living in poverty who cannot pay for needed medications and lack adequate nutrition or heat for their homes will more likely benefit from their medical treatent if they also receive intervention for their social problems from their social worker.

Medical problems affect a person's ability to function. For instance, an elderly woman who lives alone and breaks up her hip in a fall cannot be discharged from the hospital in three days without extnsive discharge planning. The social worker suggests resource options to help her to meet her needs. For example, short-term nursing home care may be required. If home care is desired, arrangements may be needed for home nursing and physical therapy visits, as well as medical equipment. For patients who are experiencing psychiatric problems, the social worker is often called on to complete "psychosocial assessments." This extensive information assists the psychiatrist in determining a diag-

nosis and helps the health care team to make better the patient's situation. Appendix 1 is an example of a psychosocial assessment form.

#### Conclusion

This profession demands patience and good communication skills. Social workers are dedicated workers and each day they must be ready to listen to their patients and help them to plan their actions once they are discharged from the hospital. A visit to the Social Work Department at St. Dominic Memorial Hospital could broaden the perspective of Speech-Language Pathology majors who took forward to one day working alongside social workers as Speech-Language Pathologists.

Appendix 1. Psychosocial Assessment					
Patient's Name	atient's Name Admission Date Date				
I. Identifying Dat	. Identifying Data: Age Sex Marital status				
Occupation:		Patient's l	Living Site	uation:	
Informant:					
	AME)		RELATIONSH		
II. History of Presenting Problems: (Precipitating Events, i.e. Behavioral and interpersonal changes, losses, major symptoms)					
III. Psychiatric/Medical History: Psychiatric Inpatient/Outpatient Treatment:					
Patient	Room #	Physician	MR#	Acct #	
Psychosocial Assessment Record					

Histo	History of Substance Abuse:					
Medi	Medical Problems:					
Fami	Family History of Mental Illness/Substance Abuse:					
IV. Fa	mily Backo	ground				
			cure of relation	onships, h	ome envirc	onment):
Child	Developm	ent:				
Siblin	Siblings: (Nature of Relationships):					
Patient Room # Physician MR # Acct #						
Psychosocial Assessment Record						

Histo	History of Physical/Sexual Abuse:						
V. Ma	V. Marital History: (Marriages, separations, problems):						
VI. Ch	VI. Children: (Names and ages, nature of relationships)						
VII. E	ducation/Vo	ocational:					
Sc	hools and A	Academic F	Performance	:			
Mil	litary:						
Dis	sability:						
Work History: (Places worked, lengths of employment)							
Patient Room # Physician MR # Acct #							
Psychosocial Assessment Record							

		urces:					
VIII. S	Social						
Spiri	tual Orienta	ation:					
Peer	Relationsh	nips:					
Hobk	oies, Intere	sts:					
IX. Pa	itient's Stre	engths and	Weaknesses	S: (Social Wo	orker's Impressio	ns)	
Str	engths:		Weal	knesses:			
X. Dis	charge Pla	inning/Reco	ommendatio	ns:			
Fam	ily's Understa	nding of Pati	ent's Illness ar	nd Their Ex	xpectations of	Treatment:	
Support Systems: (Home, community) Plan for Disposition:							
XI. Impressions:							
	Patient	ent Room # Physician MR # Acct # Social					
						Worker	
Psychosocial Assessment Record							

#### Observation Report, Transmittal Letter

1135 Combs Street Jackson, MS 39204 6 April 2009

Mr. Harry Downing 4261 Marshall Avenue Jackson, MS 39212

Dear Mr. Downing,

Attached is the field inspection report of the pond dam on your property. The dam is considered to be in stable physical condition although some minor seepage and erosion discovered. Recommendations for correcting these are included in the report.

It has been a pleasure to work with you on this project.

Sincerely yours,

Paul Kennedy

## OF HARRY F. DOWNING DAM

Paul Kennedy April 6, 2009 Observation Report, Summary,

#### Summary

On 6 April 2009 an unofficial inspection of the dam of the Harry F. Downing Pond was conducted by Paul Kennedy.

This dam is considered to be in stable physical condition although some minor seepage and erosion were discovered. This conclusion was based on visual observations made on the date of the inspection.

Observation Report, Cont.

FIELD INSPECTION REPORT
HARRY F. DOWNING POND
HINDS COUNTY, MISSISSIPPI
PEARL RIVER BASIN
CANY CREEK TRIBUTARY
6 APRIL 2009

#### **PURPOSE**

The purpose of this inspection was to evaluate the structural integrity of the dam of the Harry F. Downing Pond, which is identified as MS 1796 by the National Dam Inventory of 1972.

#### **Description of Project**

<u>Location.</u> Downing Pond is located two miles SE of Forest Hill School, Jackson, Mississippi, in Section 23, Township 6, Range 1 East (see Figure 1).

Hazard Classification. The National Dam Inventory lists the location of Downing Pond as a Category 3 (low risk) classification. Personal observation of areas downstream confirm this classification since no more than 25 acres of farmland would be inundated in the case of a sudden total failure of the dam.

#### Observation Report, Cont.

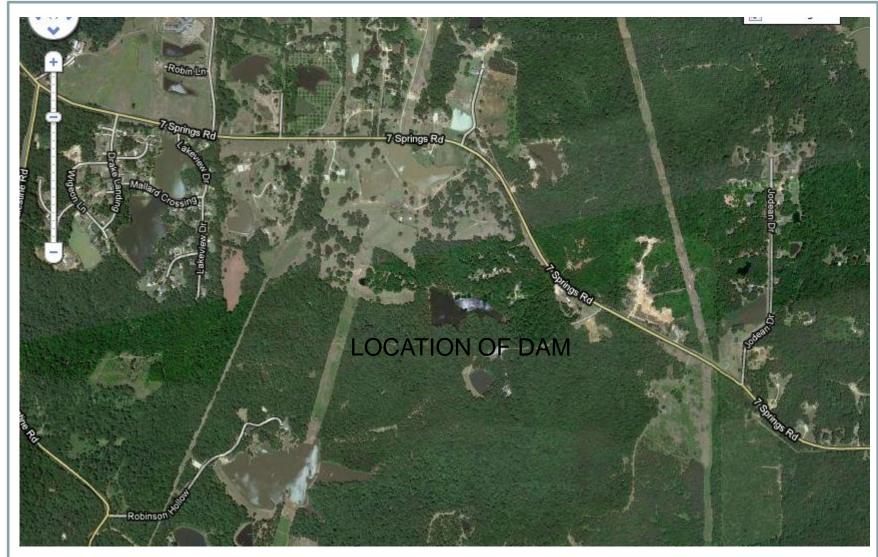


Figure 1. Location of Harry F. Downing Dam (Map Courtesy of Google Earth)

Observation Report, Cont.

Description of Dam and Appurtenances. The dam is an earth fill embankment approximatelly 200 feet in length with a crown width of 6 to 10 feet. The height of the dam is estimated to be 16 feet with the crest at Elevation 320 M.S.L. (elevations taken from quadrangle maps). Maximum capacity is 47 acre feet. The only discharge outlet for the pond is an uncontrolled overflow spillway ditch in the right (east) abutment. The spillway has an entrace crest elevation of 317 M.S.L. and extends approximately 150 feet downstream before reaching Cany Creek. The total intake drainage area for the pond is 30 acres of gently rolling hills.

<u>Design and Construction History.</u> No design information has been located. City records indicate that the dam was contructed in 1940 to make a pond for recreational purposes.

#### FINDINGS OF VISUAL INSPECTION

<u>Dam.</u> Apparently the dam was constructed with a 1V or 2H slope. This steep downstream slope is covered with dense vegetation, which includes weeds, brush, and several large trees. These trees range from 15 (≈5 m) to 20 (≈6.5 m) feet in height. These trees have not likely affected the dam at the present time, but decaying root systems may eventually provide seepage paths.

A normal amount of underseepage was observed about halfway along the toe of the dam. This seepage was not flowing at the tie of the inspection but should be watched closely during high-water periods. The upstream face of the dam has several spots of erosion near the water's edge due to the lack of sod growth. Apparently topsoil was not placed after construction.

Overflow Spillway. The uncontrolled spillway shows no signs of erosion and is adequately covered with sod growth.

#### **Observation Report**

#### RECOMMENDATIONS

It is recommended that the owner:

- 1. Periodically inspect the dam (at least once a year)
- 2. Prevent the growth of future trees on the downstream slope.
- 3. Install a gauge and observe the flow of underseepage as compared to pool levels.
- 4. Fill areas of erosion and place top soil and sod to prevent future erosion.

## Progress Report

#### **Purpose**

The progress report gives information concerning the status of a project currently under way. Progress reports allow large businesses or organizations to keep up with what is happening within the business or organization. Supervisors, for example, might need to know if more workers will be needed to complete a project. Engineers might need to know if a design should be altered. A doctor might need to change the medicine prescribed for a patient. I may ask you to prepare a progress report as you work on a project.

#### Uses

Students and employees use progress reports to describe investigations to date, either at the completion of each stage or as requested by a supervisor. A student's progress report may signal the instructor that assistance or direction is needed. In industry and business, the progress report keeps supervisory personnel informed so that timely decisions can be made.

Progress reports answer a variety of questions. How much work has been accomplished toward completing the project? How much money has been spent? How much money is still available? Is it enough to complete the project? Is the project on schedule? Are changes needed in the project plan, performance specifications, method of collecting data, expenditures, or personnel? What unforeseen problems have arisen? The progress report should answer any questions about the progress (How far have we come?), the status (Where are we now?), and the completion of the project (What remains to be done?).

#### **Main Parts**

The progress report introduces the subject, describes work already completed on the project, discusses in detail the specific aspects that are currently being dealt with, and often states plans for the future. Unexpected developments or problems encountered in the investigation may be discussed in a separate section under a heading such as Problem or Unexpected Development or at the points in other parts of the report where they logically arise. A progress report may include recommendations for change in the plan or procedure. If such recommendations are made, they must be supported by reasons and an explanation of how the changes will affect the project. The recommendations would likely appear under the heading Recommendations. Recommendations would likely be presented at or near the beginning of a lengthy report, since they may be the most important information in the report and readers might otherwise miss them.

#### **Organization**

The three parts of the report (previous work, current work, future plans) form a natural, sequential order for presenting the information. Indeed, chronology or sequence is commonly used in organizing progress reports. Another possible order for presenting information in progress reports is by activity.

When progress reports are prepared for use within a business or organization, the content is often presented in memorandum form or on a preprinted form. Other commonly used forms are the business letter and the short report.

#### **Student Example: Progress Reports**

Two examples of progress reports follow. The first describes progress on a research report. The second report was written by a student for her faculty advisor, who is recommending students for employment.

### Progress Report

Date: April 20, 2011

To: Dr. Katherine Staples

From: Kathy Judge

Subject: Progress on Research Report on Karate as a

Physically and Psychologically Integrated Art

#### RESEARCH PERFORMED TO DATE

I have performed the following research to date:

- perused most books and magazine articles listed in bibliography of proposal
- selected other books to research
- made decision about which books and articles in bibliography to use for different sections of report
- copied possible quotations for citing, along with information for proper credit of quotation
- copied some graphics and drawings to aid in explanation of terms

#### OTHER WORK PERFORMED TO DATE

I have performed the following work on my project:

- have begun a rough draft of two sections of my report:
   the concept of ki
   the history of the Asian weaponless fighting arts
- have had a preliminary consultation with Master Kim Geary

#### **WORK TO BE COMPLETED**

- perusal of books recently found in the library, as well as those from the original bibliography not yet read
- rough draft of all sections
- preliminary layout including drawings, graphics, and explanatory figures
- consultation with Master Kim Geary to check accuracy of information
- typing and layout of final draft

#### **CHANGES FROM ORIGINAL PLAN**

I do not need to make any changes to my original plan; however, I am finding that the diversity of styles of martial arts makes it difficult to decide which one to focus on. I will focus on the principles that are common to all of them and use examples from the masters who are recognized universally as major figures in this art.

I will also include information from my own study of karate, including teaching methods that my teacher or I have come up with to promote the practice of karate as an integrated art.

#### **REVISIONS IN COSTS**

To date, I have spent \$6.00 on copies. My original estimate was \$15.00. I will only need about \$5.00 more to complete copies of graphics and the final copies. I have not yet had to pay for parking since I go to the library at night. I have only spent about \$9.00 on office supplies and do not

expect to buy any more. My time breakdown has been 2 hours in the library and 10 reading the materials, as well as 1½ hours doing the rough draft work I have already done. I had originally planned for 30 hours total, but I think I will need about 5 more before the project is completed (5 more for research and the rest for the writing of the report). I feel that my inexperience with graphics and layout will cause the time to go over the original estimate.

#### Revised breakdown in cost:

Copies	\$11.00	Coffee	\$5.00
Gas for auto	\$10.00	Time researching	\$350.00
Binding for report	\$ 2.00	Total:	\$387.00
Other office supplies	\$ 9.00	Difference:	+\$37.00

#### OUTLINE

- I. Introduction
- II. History
  - A. Bodhidharma's Move to China
    - 1. Martial arts and Zen Buddhism
    - 2. Relationship between physical and spiritual
  - B. Move from China to Okinawa and Korea
  - C. Gichin Funakoshi's Move to Japan
    - 1. Standardization of Shoto-kan karate
    - 2. Karate as a lifestyle
- III. Physical, Spiritual, and Psychological Aspects of Martial Arts
  - A. The "Art" of Martial Arts
    - 1. The concept of "way"
      - a. The whole person
      - b. Modern training deficiencies

- 2. The concept of "ki"
  - a. Physical manifestations
  - b. Process of attainment
- 3. Yin Yang
  - a. Integration of positive and negative forces
  - b. Connection with Eastern religions
- B. Physical Training Enhances
  - 1. Methods of training
    - a. Kata (form)
    - b. Self-defense
  - 2. Rank system
- IV. Teaching the Whole Student
  - A. Psychological Concepts
    - 1. Respect
    - 2. Humility
    - 3. Generosity

- B. Responsibility of Teacher in Training
- C. Responsibility of Student for Own Training
- V. Learning from the Masters
  - A. Proven Methods of Instruction
  - B. Bringing an Ancient Art into Modern Times
- VI. Practical Methods in Teaching Martial Arts in a Child's Class
  - A. Practical Lesson Plans
  - B. Methods of Maintaining Order
  - C. Instilling a Sense of the "Art"
- VII. Summary

#### ANNOTATED BIBLIOGRAPHY

Burns, D.J. (1977). An introduction to karate for student and teacher. Dubuque, IA: Kendall/Hunt Publishing Co.

I found this book to be a good source of history of martial arts as well as insights into the connection between Zen and karate.

Cook, D. (1999, February). Ki energy: The universal force everyone talks about but few understand. <u>Black Belt, 37</u>, 81-83.

This article had a very good explanation of ki along with some good suggestions on how to harness the energy.

Mormon, H.E. (1998, May). Teaching in the 21st century. Black Belt, 36, 78-82.

This article discusses the importance of values in the teaching of martial arts.

Norris, C., with Hyams, J. (1988). <u>The secret inner strength: My story</u>. Boston, MA: Little, Brown and Company.

Chuck Norris, the actor, is a true martial artist. His book contains many suggestions in regard to building innner strength while training. It goes one step further and tells how to carry these traits into everyday living.

Pyung, K.S., as told to Fine, R. (1990). <u>History of Cha Yon Ryu</u>. Houston, TX: self published.

The author of this book is my Grandmaster. This bok contains history of this particular martial art, as well as qualities students should strive to achieve in their training.

Webster-Doyle, T. (1989). <u>Karate: The art of empty self</u>. Berkeley, CA: North Atlantic Books.

A series of reflections by the author into the practice of karate as an art.

# MY COLLEGE PROGRESS REPORT FROM MISSISSIPPI STATE UNIVERSITY AND HINDS COMMUNITY COLLEGE: PURPOSE, PROGRESS, AND PROJECTIONS

**Debbie Davis** 

Dr. Pickett

March 29, 2009

# My College Progress Report from Mississippi State University and Hinds Community College: Purpose, Progress, and Projections Debbie Davis March 29, 2009

Although I experienced starts and stalls in my higher education progress from 1980 until the present, I now have a definite goal. I want to be an interpreter for the deaf. I attended Mississippi State University from the Fall of 1980 until the Spring of 1984. In the Fall of 2007, I enrolled at Hinds Community College. Unsure of what I wanted to do with my life, I decided to start in Business and Office Technology. After taking many business courses, I decided that being a secretary was not what I wanted for the rest of my working life.

In the Fall of 2008, I enrolled in Interpreter Training Technology. The program requires a minimum of 64 semester hours and 128 quality points. I will need one more year to complete the interpreter Training classes. I will graduate in the Spring of 2010 with an Associate in Applied Science degree in Interpreter Training Technology.

#### 1980 Fall Semester

During the fall semester of 1980, I completed the following courses with the stated hours, grades, and quality points from Mississippi State University.

Courses	Course name	Hours	Grades	<b>Quality Points</b>
ENG 113	English Comp	3	С	6
FLS 111	Elementary Spanish	3	В	9
HI 115	Early Western World	3	В	9
MA 115	College Algebra	3	С	6
PS 117	American Government	3	С	<u>6</u>
		15		36

My grade point average for the semester of 1980 was 2.4 on a 4.0 scale. I took general courses because I was unsure f what I wanted to accomplish in college.

#### 1981 Spring Semester

I completed these courses at Mississippi State University with the stated hours, grades, and quality points.

Courses	Course name	Hours	Grades	<b>Quality Points</b>
FLS 112	Elementary Spanish II	3	В	9
HI 116	Modern Western World	3	В	9
MIC 114	Elementary Micro	3	С	6
SO 118	Intro to Sociology	3	D	3
		12		27

My grade point average for the semester was 2.25 on a 4.0 scale.

#### 1981 Fall Semester

Courses	Course name	Hours	Grades	<b>Quality Points</b>
HE 1123	Arts in Dress	3	С	6
HE 1711	Survey of Home Ec	3	Α	12
PSY 119	General Psychology	3	С	6
SO 115	Marriage and Family	3	В	9
		12		33

My grade point average for the semester was 2.75 on a 4.0 scale.

1982 Spring Semester

Courses	Course name	Hours	Grades	<b>Quality Points</b>
EPY 173	Science Public Health	3	В	9
MIC 1113	Psychology of Adolescents	3_	С	<u>6</u>
		6		15

My grade point average for the semester was 2.5 on a 4.0 scale. My grades show that I was uninterested in school while attending Mississippi State University. I believe I was too young ad immature to appreciate the opportunity to go to school. I dropped out of Mississippi State University after this semester because I thought I wanted to be in the real world. I found out the real world was not as glamorous as I thought.

#### 2007 Fall Semester

I returned the college this time at Hinds Community College on the Rankin Campus. I needed to learn a skill to support my family. I decided I would enroll in Business and Office Technology.

Courses	Course name	Hours	Grades	<b>Quality Points</b>	
BOT 101	Keyboarding I	3	В	9	
BOT 113	Information Processing	3	Α	12	
BOT 121	Professional Devel	3	Α	12	
BOT 131	Business Math	3	Α	12	
BOT 141	Records Management	3	Α	12	
BOT 171	Mechanisms of Comm	3	Α	<u>12</u>	
		18		69	

My grade point average for the semester was 3.8 on a 4.0 scale. I was proud of my success as a student. I proved I could go back to school, but I began to wonder if I had chosen the correct field of study.

2008 Spring Semester

Courses	Course name	Hours	Grades	<b>Quality Points</b>	
BOT 1113	Document Form/Proc	3	В	9	
BOT 1143	Word Proc Appl	3	Α	12	
BOT 1433	Business Accounting	3	Α	12	
BOT 1813	Electronic Spreadsheet	3	Α	12	
BOT 2323	Database Mgmt	3	Α	12	
BOT 2813	Business Comm	3	Α Α	<u>12</u>	
		18		69	

My grade point average for the semester was 3.8 on a 4.0 scale. I was reading the Hinds Community College Handbook when I saw the information on Interpreter Training Technology. I got very excited about learning a skill that I always dreamed of being able to use sign language. I decided that was what I wanted to do with my life. In the Fall of 2008, I transferred to the Raymond Campus of Hinds Community College and began my study in Interpreter Training Technology.

2008 Fall Semester

Courses	Course name	Hours	Grades	<b>Quality Points</b>
BOT 2413	Computerized Acct	3	Α	12
IDT 1113	Intro to Interpreting	3	Α	12
IDT 1131	Exp/Recp Finger Spelling	3	Α	12
IDT 1143	Foundations Deafness	3	Α	12
IDT 1164	American Sign Lang I	3	Α	<u>12</u>
		15		60

My grade point average for this semester was a 4.0 on a 4.0 scale. I decided that I would stay in this field.

### **2009 Spring Semester**

I am currently enrolled in courses to earn an Associate in Applied Science degree specializing in interpreting. I am taking the following courses

Courses	Course name	Hours	Midterm Grade
ENG 1123	English Comp II	3	Α
IDT 1173	Transliterating	3	Α
IDT 1174	American Sign Lang II	3	A
IDT 2323	Artistic Interpretation	3	A
SPT 1113	Oral Communications	3	A
		15	

During the Fall of 2009 and the Spring of 2010 I plan to take the following courses to complete my associate degree.

Courses	Course name H	ours
IDT 2123	American Sign Lang III	3
IDT 2163	Sign to Voice I	3
IDT 2173	Interpreting	3
IDT 2183	Transliteration II	3
IDT 2153	Interpreting in Special Setting	3
IDT 2223	Educational Interpreting	3
IDT 2263	Sign to Voice II	3
IDT 2424	Practicum	4
		25

Upon completion of these courses, I will have more than the required 64 hours and the 128 quality points to obtain an associate degree.

### My Future

I will graduate from HCC in May of 2010 as an interpreter with an Associate in Applied Science degree. When I complete my degree, I will be qualified to take the QA Interpreter Exam and enter the interpreting field in a choice of several positions.

#### **FEASIBILITY REPORT**

### **Purpose**

The feasibility report is a systematic analysis of what is possible and practical, of what can be accomplished or brought about. The feasibility report offers answers to questions such as: Should we do this? Which of these choices should I select?

### Uses

Feasibility reports are frequently used in business, industry, government, and the corporate world. The data they present serve as the basis for making significant decisions. Should our company move its central headquarters from this geographical area to another part of the country? Should we rent, lease, or buy our equipment? Which marketing strategy should I adopt? Whatever the situation, the feasibility report provides a complete, accurate analysis of the possibilities and presents recommendations.

### **Main parts**

Typically, the main parts of the feasibility report are:

Summary

Conclusions

Recommendations

Introduction: background, purpose, definition, scope (criteria)

Method for gathering information

Discussion

The main parts, and thus the headings, may vary, depending on the subject, audience, and other considerations.

### **Organization**

The summary, conclusions, and recommendations may be combined. They usually come first in a feasibility study because these items – particularly the recommendations – are the focus of the report. Then follows a section that gives background information, explains the purpose of the study, defines and describes the subject, and explains the scope of the study. The scope of the study lists the criteria – that is, the standards by which an item is judged or a choice is made.

The lengthiest section of the report is the discussion; here, data are given with analysis and commentary on each possible solution or option, and all recommendations are substantiated. If you are asked to recommend a suitable site for dumping hazardous waste, for instance, your recommendation will have far-reaching implications – financial, ecological, environmental, and human. Your

analysis, therefore, of the feasibility of locating the dump site in a particular area must be thoroughly. A casual look at the areas is not a sufficient basis for a recommendation. You must collect as much relevant data as possible. Are there other similar sites for dumping hazardous waste? How have persons living in the area been affected? How long have the sites been used for dumping? What are the similarities/differences between these sites and the proposed site? Is the proposed site accessible for transporting the waste at a minimum level of danger? At what cost? Is the land available? At what cost? You would have to answer these and many other questions before you could justifiably recommend for or against the proposed dumping site.

The discussion section of the feasibility report may be organized using one of the three main comparison-contrast patterns (point by point, subject by subject, similarities/differences). The most commonly used pattern is point by point, that is, criterion (a criterion is a standard by which an item is judged). The criteria, for instance, for selecting a new car might be cost, gasoline mileage, standard equipment, and warranty coverage. These criteria might then become headings in the

report, each followed by a discussion of relevant data.

Visuals can enhance the meaning and clarity of the feasibility report. If the report recommends purchasing new office furniture to complement the existing carpet and walls, color photographs would reinforce the recommendation. Tables and graphs are often used to compare facts and features. A table could clearly show the criteris – cost, gasoline, mileage, standard equipment, and warranty coverage- as each applies to individual cars considered for purchase.

## **Student Example: Feasibility Reports**

An example of a feasibility report follows. In the study of compact sport pickup trucks, note how the data are concisely presented in a table.

## **Feasibility Report**

TO: The Reverend Danny Wells

FROM: James David Wells

DATE: 4 May 2010

SUBJECT: Feasibility Report of Available Compact Sport Pickup

Trucks

Recommendation: While any of the pickup trucks looked at would be acceptable, I recommend the GMC Sonoma. It meets all of the criteria. The price of \$27,445.00 is also within the established cost limit.

<u>Purpose:</u> The purpose of this feasibility study is to locate and purchase a compact sport pickup truck for towing trailers, transporting lawn and garden equipment, and moving music equipment to and from Pleasant Hill Baptist Church. The truck will

be used by all members of the Wells family. The criteria established by the family for the truck are the following:

- Towing capacity within 5,000 pounds
- Braking distance (55-0 mph-0 ft) within 180 ft.
- Acceleration (0-60 mph-sec) within 14 seconds
- Acceleration (standing 1/4 -mile-sec) within 18 seconds
- Fuel economy with at least 16 miles per gallon
- Cost within \$20,000.00

Method: I visited sic local car retailers: East Ford Inc., Blackwell Chevrolet Inc., Wilson Dodge Inc., Fowler Buick, Inc., Mark Escude Nissan Inc., and Northpark Mazda Inc. I also looked at the February 2010 issue of Sport Truck. I found many possible pickup trucks for purchase, but I limited my selection to six for serious consideration.

<u>Data:</u> The six pickup trucks considered include a Chevrolet S-10, Dodge Dakota, Ford Ranger, GMC Sonoma, Mazda B4000, and a Nissan Frontier.

Data for the six pickup trucks are shown in the accompanying table.

Only two of the six pickup trucks had a towing capacity of 5,000 lbs. or more. The Dodge Dakota has a towing capacity of 6,800 lbs. while the GMC had a capacity of 5,500 lbs. The Mazda B4000 had a towing capacity of 4,000 lbs. The Chevy S-10, the Ford Ranger, and the Nissan Frontier all had a towing capacity of 2,000 lbs. Each of the pickup trucks stopped within 180 ft. from doing 55 mph except the Ford Ranger which stopped at a distance of almost 200 ft. Four of the pickup trucks accelerated to 60 mph within 14 seconds, the Nissan Fronties made it in 14.5 seconds, and the Chevy S-10 made it in 14.56 seconds. The Dodge Dakota, the GMC Sonoma, and the

Mazda B4000 accelerated in the ¼-mile within 18 seconds. It took well over 18 seconds for the Chevy S-10, the Ford Ranger, and the Nissan Frontier to accelerate in the ¼ mile. Each of the pickup trucks got at least 16 miles per gallon except the Dodge Dakota, which got 12.3 mpg. With the exception of the Mazda B4000, each of the pickup trucks costs \$20,000.00 or under.

### **Sport Pickup Trucks for Possible Purchase**

Vehicle Make & Model	Towing capacity	Braking distance (55-0 mph)	Acceleration (0-60 mph)	Acceleration (standing ¼ mile sec.)	Fuel economy (mpg)	Cost
Chevrolet S-10	2,000	150	14.56	19.48	19.1	\$25,005.00
Dodge Dakota	6,800	147	8.22	16.17	12.3	\$30,000.00
Ford Ranger	2,000	198	13.18	19.05	18.5	\$29,325.00
GMC Sonoma	5,500	166	10.30	17.38	19.4	\$27,445.00
Mazda B4000	4,000	143	11.07	17.87	16.9	\$31,360.00
Nissan Frontier	2,000	179	14.50	19.62	18.9	\$28,580.00

## General Principles for Reports

- Reports serve practical, immediate needs by recording factual data or communicating data that are the basis for decision making.
- Effective reports are accurate, clear, concise, and objective.
- A responsible author makes sure that reports are complete and free from bias.
- Reports may be presented in various formats. These include special formats (such as a preprinted form, a memorandum, a letter, or an online template), conventional formats (informal and formal), and oral presentations.
- Formal reports follow a stylized format with front matter, the report proper, and back matter.
- The author selects appropriate design features and visuals according to the reader's needs and the purpose of the report.
- Regardless of the report type (observation, progress, feasibility, laboratory, trip, environmental impact), the questions that guide report preparation are:

What is the purpose of the report?

Who is the audience?

How will the audience use the report?

## **Chapter Summary - Reports**

Reports are a firmly established part of the business world. A report conveys information that becomes a record of observations and activities or information on which decisions are based.

There are many ways to classify reports: by types, purpose, degree of formality, length, format, method of presentation. Regardless of classification, an effective report is accurate, clear, concise, and objective. Further, a responsible author ensures that the report is complete and unbiased.

Although much reporting is oral, most reports are also recorded in writing for ease in future reference and for efficient transmittal.

Commonly used types of reports are:

- **Observation report** – records and analyzes details about a site, condition, facility, or experiment; may include evaluative comments, conclusions, recommendations.

- **Progress report** explains the current status of a project; includes a statement about the project, work completed, work to be done, problems encountered, possible changes in the project plan, and other details that show how things are coming along in completing a project.
- **Feasibility report** analyzes what is possible and practical; includes detailed data about cost, time, alternative courses of action, possible repercussions, various factors to be dealt with in reaching the best decision for the proposed action.

In presenting reports, the author must consider not only the text of the report but also graphics and other visuals, and options concerning page layout and document design. Effective reports integrate textual and visual components to best meet the audience's needs.

- Refer to the visual in the written text. It is important to establish a
  direct relationship between the visual and the text. The extent of
  textual explanation is determined largely by the complexity of the
  subject matter, the purpose of the visual, and the completeness of
  labels on the visual. In referring to the visual, use such pointers as
  "see Figure 5", "as illustrated in the following diagram", or "Table 3
  shows..."
- Use accurate terminology in referring to visuals. Tables are referred to as tables; all other visuals are usually called figures. Examples: "Study the amounts of salary increases shown in Table 3." "Note the position of automobile in Figure 6." "As the graph in Figure 4 indicates..."
- If necessary, mount the visual. Photographs, maps, and other visuals smaller than the regular page should be mounted.
- Study the use of visuals by others. Analyze the use of visuals in books and periodicals and by speakers and lectures, especially in Environmental Engineering.

## **ACTIVITIES**

## Proposals: Using Facts to Make a Case

Introduction
What is a Proposal?
Types of Proposals

Informal and Formal

Internal and External

Solicited and Unsolicited

Qualities of Effective Proposals
Main Parts of a Proposal
Planning and Writing a Proposal
General Principles for Proposals
Chapter Summary
Activities

## **Chapter Goals**

## This chapter

- Defines the proposals
- Shows the ways in which proposals can offer responsible solutions to problems
- Describes different kinds of proposals and the occasions that call for them
- Lists and explains the typical parts of photographs
- Provides a procedure for developing effective proposals

#### INTRODUCTION

Every organization has needs – for goods and services, for professional assistance, or for change or improvement. How can organizations meet such needs? Who will help? What will happen? How can a company be sure that a course of action will work? What is the cost?

One way that organizations meet these needs and answer such questions is through the proposal, a persuasive report that offers a plan for meeting a need or solving a problem. The proposal typically is a well thought out plan that specifies a clearly described service, product, or process for a stated price. It may also be a proposed plan within an organization to recommend a change. This chapter describes the occasions for proposals, explaining typical proposal elements and showing ways in which proposals can be used effectively and ethically. The chapter also shows that proposals are persuasive documents, clear and well-developed discussions that respond thoughtfully to reader's needs

# What is a Proposal?

A proposal is a document written to persuade the reader to accept a clearly described offer of a service, product, or process - to purchase equipment, hire additional employees, change suppliers, of a service or materials, authorize work on a project, redirect the work flow on an assembly line. The proposal author typically offers to provide a particular service, product, or process for a stated price. The proposal reflects the author's understanding of both sides of a business agreement – the side that has a need and the side that meets it. A proposal can also make a strong, factual case for a needed change inside an organization. While such changes may not always require cash expenditure, they will ask the organization to adapt. The proposal's author must understand how change affects every person involved and show how it benefits the organization as a whole. The kinds of proposal you write depends on your reader, your subject, and your purpose.

A proposal offers a complete plan for the reader's consideration. It can be as short as one page or as long as a bound manuscript with hundreds or pages. Both a one-page layout offering to provide housecleaning services and a 450-page bid for a new wastewater treatment plant are examples of proposals. Each offers to provide a particular kind of service – to clean a home or design and build a fully operative wastewater treatment plant to city specifications.

A proposal can be written by one person or a group. It can be written in a few hours or over several months. A letter from a student government association to the college president proposing changes in the class attendance policy or a memo from a sales associate to the department manager detailing the need for additional sales persons are examples of proposals that might be written rather quickly. In contrast, a multivolume document from an aircraft manufacturer proposal team bidding on a Ministry of Defense contract may require a team of writers and researchers to work for several months.

# Proposals in the Workplace

In the workplace, proposals are an established way of doing business. Typically, a company or an individual announces a project, requesting other companies or individuals to repond with proposals, usually by a certain date. The proposals are evaluated, and the one that most certainly addresses the original project is chosen. Sometimes, a specific company is asked to submit a proposal for a specific project.

Following is a workplace proposal that the Austin Tree Specialists submitted to Edmond Snopes (from Contemporary Garden Design) who is working on the garden of the property at 121 Lucas Lane. Contemporary Garden Design asked the Austin Tree Specialists to assess the work that needs to be done to make the trees on the lot healthy and attractive.

The proposal is in letter form, addressed to Edmond Snopes, who requested it. The discussion of the trees is orderly and specific, keyed to a map of the lot indicating the position of each tree. Since the reader is not a tree specialist or a botanist, the discussion is nontechnical. This discussion proposes work for each tree, providing observations and concise background information to help the reader understand each recommendation and make an informed decision about it. The section on estimates summarizes work needed to be done and states the cost. The author explains when the work can take place and the kinds of insurance coverage that protect both workers and property owners from potential damages. Last, the terms of payment and limits of service are clearly outlined.

This letter proposal is relatively short, nontechnical, and informal. It is clearly focused on the original request: work on trees at 121 Lucas Lane. The proposal uses headings to make the parts of the report easy to follow and review, keys discussion to the diagram of trees on the lot, and explains the terms of service and obligation for both parties. Last, the author, who is also the owner of The Austin Tree Specialists, is careful to write clearly, concisely, and logically. He knows that his company and his work will be judged on his ability to propose services and carry them out professionally. This proposal was accepted.

Austin

Tree

Specialists

• We make the world a "paradise"

P.O. Box 50077 Austin, Texas 78763 (512) 451-7863 Fax: (512) 451-7362

May 20, 1999

Edmond Snopes, Owner

Contemporary Garden Design

P.O. Box 1779

Round Rock, Texas 78621

RE: 121 Lucas Lane

Dear Edmond,

I've looked over the property at 121 Lucas Lane both with you and on a second return visit and have the following observations, recommendations and estimates for the homeowners to consider.

#### **Observations and recommendations:**

I've included a simple sketch of the yard with the trees labeled and numbered. Please refer to it as you read along.

The trees in general are in good health with but a few exceptions. In the front yard, starting at the street, the cedar elm (#1) needs minor pruning to remove the larger dead branches (3/4" in diameter and larger).

The three yaupons (#2, 3, 8) should be rounded over, reducing both their height and size by 18 to 24 inches. The goal with #2 and #3 will be to bring them closer to the same shape and size. "Rounding over" means just that. The plants will not have a real formal shape, just a rounded top. Number 8 should be brought down at least 36 inches to help it thicken up. Yaupons respond very well to being cut back. They are the favorite plant of Disney for making topiary art.

The mountain laurel recently planted by the edge of the drive is doing poorly. As you know, this plant can be difficult to transplant. When dug in the field, the tap root is usually cut. Mountain laurels usually have about a 50/50 chance of surviving transplanting. Watering should be done carefully. Too much (or too little) will kill it.

The cedars (ash junipers - #9, 10, 11) in the front should be left alone for the time being.

The small red oak (#6) and live oak (#4) need to be pruned to remove the small dead twigs (¼" in diameter and larger) and lightly train. The Mexican plum (#5) needs no work.

The red oak (#7) needs to have the larger deadwood removed from its canopy (3/4" in diameter and larger).

The 2 cedar elms (#12, 13) need very little work. Number 12 has a single dead branch tip (squirrel damage) and number 13 should be cleared away from the roof of the house.

The red oak, #14,needs no work.

Ash juniper #15 should have the low limb over the patio removed. No work is needed on #16 or #17.

The magnolia (#18) is suffering from the alkaline soils it finds itself growing in. A soil test should be run and then the tree should be fertilized as indicated by the soil test. This is a service we provide, and over the years we have successfully treated hundreds of magnolias in this condition. When the tree improves in health, the removal of the adjacent ash junipers may be warranted to give it both more room and light.

The shin oaks (#20) are struggling in the dense shade. Indeed, two of the three trunks are dead and should be removed. Perhaps all three should be eliminated.

No work is recommended on #19, #21, #22, and #23.

The red oak (#24) has been cabled. While the cabling was prudent, the method used to install the cables was poor. Replacement of the cables with correctly installed and placed cables will ne needed in the future. In the meantime, these cables should be closely monitored by the homeowners.

Behind the gazebo, the small ash juniper labeled #25 should be removed. It serves no real purpose and will only damage the gazebo roof.

Cedar elm #28 should have its lowest limbs removed to increase light beneath the otherwise healthy tree.

Ash junipers #29 and #30 should have the lowest limbs removed to put more light on the yard. Ash juniper #32 should be cleared away from the roof of the garage.

#### **Estimates:**

Prune to remove large deadwood (¾" in diameter and larger) from cedar elm #1, red oak #7

Prune to train red oak #6, live oak #4 removing small dead twigs ¼ inch in diameter and larger, crossing limbs

Round over as stated above yaupons #2, #3, #8

Remove one dead branch tip in cedar elm #12

Clear cedar elm #13 and ash juniper #32 away from roof.

Raise low limbs as mentioned above for ash junipers #15, #29, #30 and cedar elm #28.

Remove 2 dead shin oaks (#20)

Perform soil test and fertilize magnolia appropriately (#18)

1,895.00 + sales tax

#### Schedule:

This is a very busy time of the year. Once notified, we could begin the work in about 3 weeks.

#### Insurance:

As always we are covered with general liability (\$600,000.00) and a workmen's comp alternative plan (\$5,000,000.00 per employee) to protect both your client and our employees.

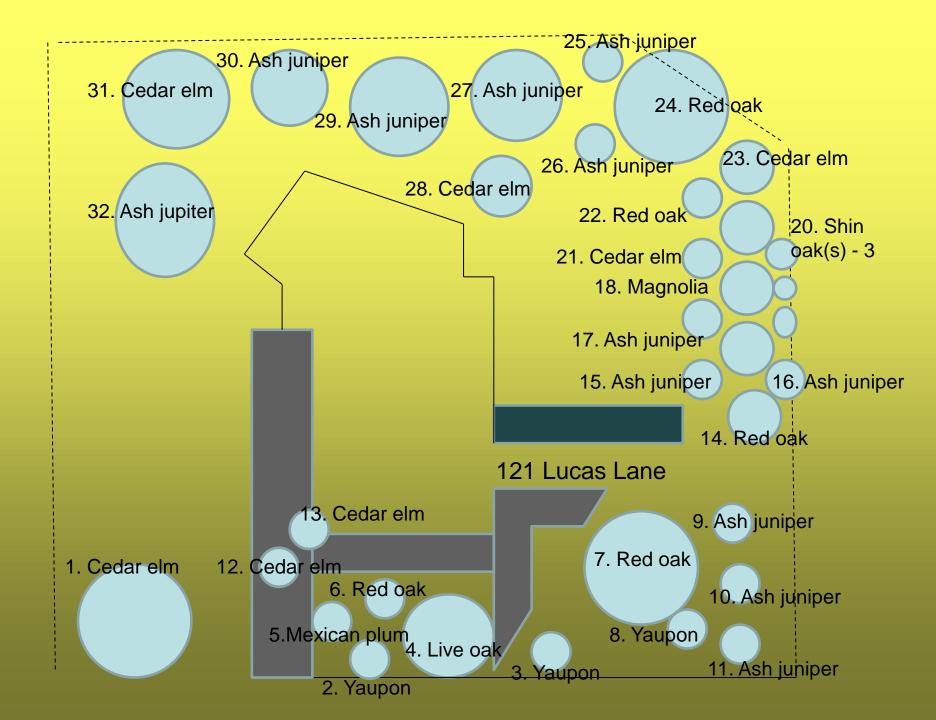
### **Payment:**

Payment is due in full on the day of completion.

If you have any questions or would like to proceed with any or all of this proposal, please feel free to call.

Sincerely,

Patrick Wenthworth
ISA Certified Arborist #TX-0019



# Types of Proposals

Proposals can be classified in several ways as explained below.

### Informal and formal

Depending on length and complexity, proposals can be classified as informal or formal. An informal proposal may be as simple as a brief statement of need and the criteria for meeting that need. An example of an informal proposal is the bid specification that describes cattle feed wanted for purchase for the farm at New Mexico State University. A formal proposal is typically longer and may include a letter of transmittal; an abstract; a title page; a table contents; a list of graphics and other visuals; a lengthy discussion of budget, personnel, and schedule; and appendices.

## Internal and External

Proposals can also be classified as internal and external according to origin. An internal proposal is initiated within a company and addresses an internal need. Typically, internal proposals recommend a change or improvement. For example, an employee at a large store realizes that the flow of customers could be greatly improved if the store layout were changed. The employee mentions the suggestion to a store manager and the two of them write a proposal, in memo format, to the district manager, who has the authority to accept or reject it. The external proposal typically offers to provide goods or services to a client for a specific amount of money and within a certain amount of time. For example, a power company must find sources of fuel. The company seeks proposals from other companies who can supply the fuel, including the amount they can supply, within what time frame, with what kind of transportation, and at what cost.

### Solicited and Unsolicited

A solicited proposal is submitted in response to a request for proposals (RFP). An organization identifies a need for goods, services, change, or improvement. Not knowing who can best meet their need, the company issues an RFP. An RFP can be as as informal as a telephone call by a police department representative to ask for an estimate for repairing a patrol car or as formal as a government publication requesting bids for projects costing millions of dollars. Each request explains exactly what applicants should submit. The car repair estimate, for example, could be submitted on a form with space to describe the vehicle, the damage the mechanic has observed, the kinds of parts and services needed for repairs, the time the repairs will require, a breakdown of costs, a warranty, the business address, and signature of the repair shop owner. Such a proposal specifies what both the police department and the repair shop must agree to. It defines the limits of responsibility of the repair shop and sets forth the expectations of the police department.

### Request for Proposals for Rehab Inspectors and Asbestos Inspectors

- 1. The town of Utica, Mississippi, is requesting proposals for Certified Mississippi HOME Rehabilitation Inspectors to perform rehab inspections, work write-ups, and estimates.
- 2. The town of Utica, Mississippi, hereby notifies DEQ Certified Asbestos Inspectors that proposals for asbestos inspection services will be accepted as they relate to the implementation of the HOME Rehabilitation program.

Proposals must be received by 12:00 noon on Friday, November 26, 2009, in the Office of the Town Clerk, Town of Utica, Mississippi, 110 Rangers Avenue, Utica, MS 39149. The prospective offer should provide the Town Clerk four (4) copies of the proposal in response to this Request for Proposal.

Proposals will be evaluated on the following criteria and relative importance: (1) Qualifications - 25 points; (2) Experience – 25 points; (3) Capacity – 25 points; (4) Understanding – 25 points. If you have any questions regarding this Request for Understanding, you may contact James Smith, Town of Utica HOME Project Administrator, 717 Thomas Lane, Madison, MS 39111 or 601-856-2431.

The town of Utica reserves the right to reject and all proposals.

A scholarship announcement is another type of RFP. Scholarship announcements usually list the kinds of information that review committees expect to see from applicants, including transcripts, personal and academic references, and applicant essays in response to particular questions. Often, forms are provided for applicants to complete. Successful scholarship applicants realize that they are being evaluated on more than their references and past academic performance. They are also judged by their ability to respond thoughtfully, clearly, correctly, and even neatly to all of the questions the scholarship RFP requires – and to submit the application before the deadline.

A grant funding announcement is also a type of RFP. Consider the following example of an RFP for grant funding.

#### THE KOTMEISTER FOUNDATION

1922 Madison Avenue

Suite 904

New York, NY 01162

NAME(S) OF PROGRAMS: Travel Grant Award Program

International Language Study Program

TYPE: Direct stipends to undergraduate students to fund travel to professional or academic conferences in the student's major, to fund foreign language study programs overseas four to sic weeks in duration, and awards to student research projects documented by reports.

ELIGIBILITY: Applicants must be enrolled full-time in an undergraduate degree program with a declared major.

FINANCIAL DATA: Travel grants reimburse conference fees, room, board, and travel for conferences in the applicant's area of study for up to \$1,000.00

International language study grants are awarded for up to \$2,500.00 to pay tuition, travel, room, and board at accredited international language schools.

NUMBER OF AWARDS: 23 Travel Grant Awards in 2010

13 International Language Study Grants in 2010.

DEADLINE: None. Applicants should submit proposals outlining their request, documenting their field of study, and demonstrating how the grant will support their educational success at least 60 days before the date of the program they wish to attend or take part in.

Whether it asks for a well-documented, formal proposal or only a completed form, a published RFP gives clear guidelines about the form, length, and subject matter of proposals. Published RFPs typically appear in newspapers and journals.

The most frequently used source for U.S. Government proposals is Commerce Business Daily. Following is an RFP from Commerce Business Daily posted on CBDNET on August 23, 1999, and accessed on August 15, 2010. In this request for proposals, the Department of Veteran Affairs is seeking a dental supplier that meets the specifications outlined.

[Commerce Business Daily: Posted in CBDNet on August 23, 1999] [Printed Issue Date: August 25, 1999] From the Commerce Business Daily Online via GPO Access [cbdnet.access.gpo.gov] PART: U.S. GOVERNMENT PROCUREMENTS SUBPART: SERVICES CLASSCOD: J--Maintenance, Repair, and Rebuilding of Equipment OFFADD: Department of Veterans Affairs Medical Center, 50 Irving Street, N.W., Washington, DC 20422 SUBJECT: J--PM CENTRAL DENTAL LABORATORY EQUIPMENT SOL IFB 688-16-00 DUE 090899 POC Joyce Forker (202) 745-8543 DESC: Invitation for Bids No. 688-16-00 is a combined synopsis/ solicitation for commercial items for the Department of Veterans Affairs Medical Center (VAMC) in Washington, DC, is prepared in accordance with the format in FAR Subpart 12.6, as supplemented with additional information in this notice (SIC 7699). This announcement constitutes the only solicitation; bids are being requested and a written solicitation will NOT be issued. Contractor shall furnish all travel, labor, equipment, tools, materials, and parts, required for inspection, on-call repair service, and Preventive Maintenance (PM) of equipment listed on the schedule and located at the VAMC, 50 Irving Street, NW, Washington, DC. The contract period will be from October 1, 1999 through September 30, 2000, and award is subject to the availability of funds. Contract may be amended for two (2) one year options in accordance with the clause at 52.217-9, Option To Extend the Term of the Contract. Schedule of Equipment - The Central Dental Laboratory Equipment consists of the following: (1) 1 ea. ECM-1 Casting Machine, ECM-1B, S#9031; (2) 1 ea. ECM III Casting Machine, ECMIII, SN.#9212AA0021; (3) 2 ea. Burnout Furnace (Natural Gas), 1360E, SN#DF94H0101 & AC1320026; (4) 1 ea., Burnout Furnace (Natural Gas), 1362-00, SN#DEJ3A0053; (5)3 ea. Duplicating Machine, 1151-00, SN.# DE94C0104, AD12D023 & AEJIC0085; (6) 1 ea. Jelenko Casting Machine, PRO, SN# 97110010; (7) 1 ea. Jelenko Electric Burnout Furnace, Accu Therm III 600, SN# 763941015556; (8) 4 ea. Jelenko Electric Burnout Furnace, 250, SN#. 5646, 3570140, 5657 & 35701386; (9) 1 ea. Jelenko Electric Burnout Furnace, 850, SN# 335850; (10) 1 ea. Jelenko Porcelain Furnace, Flagship VPF PN-311100, SN#8553369; (11) 1 ea. Jelenko Porcelain Furnace, VPF, SN# 9860617; (12) 1 ea. Jelenko Sandblaster, Problaser, SN# PN45050; (13) 2 ea. Jelenko Sandblaster, Whirlwind, SN# 0001221 & 0001220; (14) 1 ea. Portable Steam Cleaner, Bell de st Clair, SN#002165.

Definitions/Acronyms: VAMC, Depart. Veterans Affairs Medical Center, 50 Irving St., NW, Washington, DC 20422; CO- Contracting Officer; COTR - Contracting Officer's Technical Representative; PM - Preventive Maintenance; FSE - Field Service Engineer. A "fully qualified" person who is authorized by the contractor to perform maintenance (corrective and/or preventive) services on the VAMC premises as defined in the terms of this contract. ESR - Vendor Engineering Service Report (Service Tickets). Documentation of the services rendered for each incidence of work performance under the terms and conditions of the contract; Acceptance Signature - VA employee who is one of the equipment users or, if not available, one who witnessed the service on the equipment and can verify whether the PM has been concluded or is still pending completion, or that the Emergency Repair has been accomplished or is still in pending status; Authorization Signature - COTR's signature; indicates COTR accepts work status as stated in ESR. CON- FORMANCE STANDARD: Contract service shall ensure that the functions conformance with the following equipment in latest published standard/codes/specifications/regulations to include, but not limited to: Association for the Advancement of Medical Instrumentation (AAMI), Joint Commission for the Accreditation of Healthcare Organizations (JCAHO), National Fire Protection Agency (NFPA-99), Original Equipment Manufacturer (OEM), American Association of Blood Banks (AABB), Nuclear Regulatory Commission (NCR), Center for Devices of Radiological Health (CDRH)(formerly Depart. Of Radiological Health (DRH)), 21 CFR, College of American Pathologists (CAP), American Hospital Association (AHA) American Society for Hospital Engineering (ASHE), Institute of Electrical and Electronic Engineers (IEEE), and any other Federal, State and Local regulations mandated.

HOURS OF COVERAGE: Normal VAMC working hours are Monday through Friday, 8 a.m. to 4:30 ;p.m., excluding federal holidays. Federal Holidays observed by the VAMC are: New Year's Day, Day of Presidential Inauguration (when applicable), Martin Luther King Day, President's Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans' Day, Thanksgiving and Christmas Day. Normal hours of coverage for this contract are Monday through Friday 8:00a.m. to 4:30 p.m., excluding Federal holidays. All service/repairs shall be performed during normal hours of coverage, and with prior approval of the COTR, at no extra cost to the Government. At the request of the FSE, the COTR may approve service outside normal hours of coverage at no extra cost to the government. Emergency repair service outside normal hours of coverage, must be authorized by the COTR under a separate purchase order. Contractor must provide the COTR with the means to request and receive, at any hour of any day of the week, prompt emergency telephone support from an FSE, within two hours of that COTR request. This emergency call back service shall be rendered at any hour of any day of the week as requested at no extra charge to the Government.

PREVENTIVE MAINTENANCE: The Contractor shall perform PM service, as scheduled, to ensure that equipment listed in the schedule performs in accordance with above Conformance Standards. PM services shall include, but not be limited to: performing the manufacturer specifications for preventive maintenance on the equipment listed in the schedule of equipment; cleaning equipment; reviewing operation system software diagnostics to ensure that the system is operating in accordance with manufacturer's specifications; calibrating and lubricating the equipment; performing remedial maintenance/repairs of non-emergent nature; testing and replacing faulty and worn parts and/or parts likely to become faulty, fail, or become worn; these parts do not include glassware; inspecting all high voltage cables and bushings, replacement of dielectric as necessary, inspecting and replacing where indicated, electrical wiring and cables for wear and fraying; inspecting and replacing where indicated, all mechanical components which may include but not limited to; patient restraints and support devices, cables and mounting hardware, chains, belts, bearings and tracks, interlocks, clutches, motors, keyboards, and patient couches for mechanical integrity, safety, performance, and pumps; returning the equipment to the operating condition defined in the Conformance Standards. Contractor shall provide the COTR with a copy of preventive maintenance procedures that the Contractor shall follow, including the manufacturer specifications and any additional procedures followed by the contractor. Preventive maintenance and repairs shall not exceed 1 visit per month or 12 visits per year. The day of the PM service must be scheduled by the FSE and the COTR at least a week in advance and during normal working hours. All exceptions to the preventive maintenance schedule shall be arranged and approved in advance with the COTR. All materials such as lubricants, fluids, cleaning supplies, parts, services, manuals, tools, or software required for the Contractor to successfully complete scheduled PM shall be provided by the Contractor.

UNSCHEDULED MAINTENANCE AND REPAIR SERVICES: The Contractor shall maintain the equipment in accordance with the Conformance Standards by returning failed components of a system to full operational capacity. The Contractor shall provide these repair services which may consist of calibrating, cleaning, oiling, adjusting, replacing parts broken or worn beyond useful life, and maintaining the equipment, including all intervening calls necessary between regular services and calibrations. Repair shall be carried out with the objective of minimizing downtime. Service calls to the Contractor requesting service are only authorized when they are received from the Contracting Officer, COTR or authorized designee. Work performed outside the normal hours of coverage service calls require the authorization by the COTR under a separate purchase order. Authorized service outside normal hours of coverage shall be billed at the prices listed in the terms of this contract. Service responses on calls from unauthorized personnel may result in nonpayment. Response Time: Contractor's FSE must respond with a phone call to the COTR within one (1) hour after receipt of telephoned notification. If the problem cannot be corrected by phone, the FSE shall commence work (on-site physical response) within four (4) hours after receipt of notification and shall proceed progressively to completion without undue delay. All equipment listed shall be operable and available for use 100% of the normal hours of coverage. Downtime shall be computed based on hours of coverage, beginning when the request for service is initiated and ending when the equipment is returned to full operational condition and accepted by the using service. Scheduled service shall be excluded from downtime. Downtime shall be computed quarterly. Failure to meet this requirement will subject the Contractor to Penalties or Default action stated in the terms of this contract.

PARTS: The Contractor shall furnish and replace all equipment replacement parts for the equipment on contract. The Contractor shall have ready access to all equipment parts, including unique and high mortality replacement parts, in order to minimize downtime and meet equipment uptime requirements. Only new standard parts (manufactured by the maker of the equipment or equal thereto) shall be furnished by the Contractor. Rebuilt parts, used parts, or those removed from the same model of equipment shall not be installed without specific approval by the COTR. All parts supplied by the Contractor shall be of current manufacture and have complete versatility with the presently installed equipment. All parts shall perform identically to the original equipment specifications. REMOVAL OF EQUIPMENT: Approval of the COTR and a VAMC equipment pass must be obtained before removing equipment to Contractor's plant. Removal of the equipment shall be done with no additional costs to the government. The Contractor will be responsible for loss or damage of equipment. SERVICE MANUALS: The VAMC shall not provide service manuals or service diagnostic software to the Contractor. The Contractor shall obtain, have on file, and make available to its FSE's all operational and technical documentation (such as: operational and service manuals, schematics, and parts list) which are necessary to meet the performance requirements of this contract.

MANDATORY CHECK-IN PROCEDURES: The Contractor's FSE shall be required to report to the COTR in Room GC105-1, during normal working hours, prior to and after any work is performed, every day that is required to complete the job. At this time the FSE will be issued a contractor's identification badge which will be displayed at all times while on VAMC property, and surrendered upon completion of the job. Also at this time the FSE will be required to enter the following information into the log: name, name of contractor, date, time in, location of service/equipment being serviced, and time out. When service is completed, the FSE shall document services rendered on a properly completed ESR. The FSE shall be required to log out with Biomedical Engineering and submit the ESR(s) to the COTR. All ESRs shall be submitted to the equipment user for an "acceptance signature" and to the COTR for an "authorization signature". If the COTR is unavailable, a signed, authorized copy of the ESR will be sent to the Contractor after the work can be reviewed (if requested or noted on the ESR). When the job cannot be completed by 4:30 p.m. during normal working hours, a status of progress, in the form of an ESR and verbal description, must be provided to the COTR before 4:00 p.m. At times when work is authorized outside normal working hours when the COTR is unavailable, FSEs shall be required to log in and out with Security/Police service in the VAMC lobby or room 1A114 and receive proper identification badges. ESRs for these services, both completed and left in progress, will need an "acceptance signature," and should be dropped off at a point agreed upon with the COTR.

DOCUMENTATION/REPORTS: Documentation in the form of ESRs must be furnished to the COTR for all scheduled and unscheduled maintenance performed by the Contractor. Failure to comply may result in delayed payment. Documentation shall include detailed descriptions of scheduled maintenance and emergency repairs, procedures performed, including replaced parts and prices, for outside normal working hour services, required to maintain the equipment in accordance with Conformance Standards. The ESR shall consist of a separate report for each equipment item covered under the contract. Each ESR must, at a minimum, document the following data legibly and in complete detail: name of contractor, name of FSE who performed services, contractor service ESR number/log number, date, time(starting & ending), equipment downtime and hours on-site for service call; VA purchase order number(s) covering the call(for contract or one provided for authorized work performed outside normal hours of coverage or not covered by the contract); description of problem reported by COTR/user (if applicable); identification of equipment to be serviced: device name/description, device location (if applicable), manufacturer's name, model number, serial number, inventory/barcode number, and any other identification numbers; itemized description of service performed and parts replaced; results of calibration and/or performance testing; total cost to be billed if part(s) are not covered or service rendered after normal hours of coverage; Signatures: FSE performing services described; acceptance signature as described above; authorization signature by COTR if available. If COTR is unavailable a signed, authorized, copy of the ESR will be sent to the Contractor after work can be reviewed, if requested by the FSE and noted on the ES. Any additional charges claimed by the FSE/Contractor must be approved by the COTR before the service is completed. A purchase order number must then be provided to the FSE/Contractor by the COTR.

REPORTING REQUIRED SERVICES BEYOND THE CONTRACT SCOPE: The Contractor shall immediately, but not later than 24 hours after discovery, notify the CO and the COTR, IN WRITING of the existence or the development of any defects in, or repairs required to the schedule of equipment which the Contractor considers not to be responsible for under the terms of the contract. The Contractor shall furnish the CO and the COTR with a written estimate of the cost to make necessary repairs. PAYMENT: Invoices will be paid in arrears on a monthly basis. The Contractor shall mail the invoices to the attention of Fiscal Service, Accounting Section. Invoices MUST INCLUDE, at a minimum, the following information: Contractor name, purchase order number, period of service the billing covers, list of equipment items and their serial numbers covered during the stated period of service. Each invoice must be accompanied by legible copies of all the ESRs for the services or period of service listed on the invoice, in order to expedite verification for payment. ADDITIONAL CHARGES: There shall be no additional charge for time spent at the site awaiting the arrival of additional FSE and/or delivery of parts. PENALTIES: Penalties shall be assessed for failure to maintain the guaranteed uptime as defined in Unscheduled maintenance. Monies shall be subtracted (with held) from the contract if the contractor fails to meet the up time requirements for each guarter using the following formula: Uptime 100% Monies paid 100%. The penalties will be computed for quarterly uptime percentages and quarterly contract dollar totals. INITIAL CONTRACTOR INSPECTION AND SUBMITTALS: Equipment placed under maintenance contract for the first time shall be subject to inspection by the Contractor. Within a thirty (30) day period after award of the contract, the Contractor shall reject any equipment deemed to be in poor operating condition. Failure to reject such equipment shall constitute acceptance. Upon rejection, the CO and the COTR shall be notified in writing as to the specific item(s) of equipment deemed to be in poor operating condition.

Failure to inspect the equipment prior to contract award will not relieve the Contractor from performance of the requirements of this contract. The Contractor shall perform scheduled preventive maintenance on contracted equipment manufacturer's specifications. Within a thirty day period after award of contract, the Contractor shall submit to the COTR a copy of these preventive maintenance procedures that the Contractor will follow. These procedures include a copy of the manufacturer's procedures, which must be followed at a minimum, and any additional preventive maintenance procedures the Contractor will provide. The Contractor shall have fully qualified FSE performing all service on the equipment under contract. Within a thirty day period after the award of the contract, the Contractor shall submit a list of the fully qualified FSEs who shall perform the contracted service at this VAMC for each make and model of equipment on the the equipment schedule. The list for each FSE performing work at this VAMC will include: their name, geographic location, length and type of experience maintaining medical equipment (specific to make and model of equipment), and their formal training (specific to the make and model of equipment). The Contractor shall provide the VAMC with a copy of the current calibration certification of all the equipment, which are tobe used by the Con-tractor on VAMC's equipment, within a thirty (30) day period after the award of the contract.

COMPETENCY OF PERSONNEL SERVICEING EQUIPMENT: Each respondent must have an established business, with an office and full time staff. Generally, the Contractor shall have two years of successful experience in fully maintaining the full schedule of equipment for this contract. This staff includes two "fully qualified" FSEs who shall serve as the primary technician and backup for the servicing of the items listed on the schedule of equipment at this VAMC. "Fully Qualified" is based upon training and on experience in the field. For training, the FSE(s) has successfully completed a formalized training program, for the equipment identified in the schedule of equipment. For field experience, the FSE(s) shall have a minimum of two years of experience (except for equipment on the market less than two (2) years performing preventive maintenance and equipment repairs on the equipment. The FSEs shall be authorized by the Contractor to perform the maintenance services. All work shall be performed by "fully qualified" competent FSEs. The Contractor shall provide written assurance of the competency of their personnel an a list of credentials of approved FSEs for each make and model the Contractor services at the VAMC. The CO may authenticate the training requirements, request training certificates or credentials from the Contractor at any time for any per-sonnel who are servicing or installing any VAMC equipment. The CO and COTR specifically reserve the right to reject any of the Contractor's personnel and refuse them permission to work on the VAMC equipment. If subcontractor(s) are used, they must be approved by the CO; the Contractor shall submit any proposed change in subcontractor(s) to the CO for approval or disapproval. EQUIPMENT MODIFICATIONS: All modifications, upgrades, updates, enhancements, etc., must be scheduled in advance with the COTR. The CO and COTR must receive notice at least 1 week in advance before any equipment updates, upgrades, enhancements, and modifications are begun along with justification (if Vendor-suggested m

Unsolicited proposals are submitted to those who may need a service but who have not requested offers from anyone to perform it. The one-page handout offering cleaning services is an example of such a proposal. Individuals reading the handout may or may not have considered using cleaning services. However, a well written and easy-to-read page that explains the kinds of cleaning services available, gives hourly costs for each service, and provides business references will be far more persuasive than just a business card with a name and telephone number.

Solicited or unsolicited, a proposal tries to answer the kinds of questions a customer might have before purchasing a service or product or implementing a process.

- Exactly what will be involved?
- How long will purchase or implementation take?

- Will the service, product, or process be reliable and efficient? How can I be sure?
- Will it make a difference?
- What is the cost?

Companies may seek new business with solicited or unsolicited proposals. In either case, a well-developed proposal speaks strongly in favor of the company that submits it. In order to win business, a proposal must define the reader's needs and answer any questions a prospective customer will have.

### **QUALITIES OF EFFECTIVE PROPOSALS**

Effective proposals have common qualities. They include factual information to show that you understand the audience's need or problem, that you have researched and planned a complete and reliable solution, and that you have considered the needs and expectations of your reader fully and responsibly. They also show that you are a person on whom others can depend to consider both sides of a bargain and to honor an agreement.

Effective proposals reflect an informed and comprehensive view of the need or problem they address. Writing such a proposal may require more research than simply reading the RFP. You may need to research the company your proposal will address.

- What is the size of the prospective customer's company?
- What are the company's resources and goals?

- Has the company made any recent changes?
- Have they funded other projects like the one you are proposing?
- Are copies of previously accepted proposals on file? (Accepted proposals are often public record, on file in libraries, on the Web.)

As you develop a proposal, consider your own professional, consider your own professional strengths. These strengths are details that demonstrate your experience and expertise.

- What can you legitimately offer to protect the interests of your customers or to demonstrate your professional expertise?
- Can you provide professional references?
- Do you have liability insurance, or can you offer warranties?
- Have you conducted similar projects that you can discuss with your customers?
- Are you a member of any professional or licensing organizations?

### Last, consider the limits of your proposal

- What can your reader reasonably expect of you, and what do you expect of your read?
- When will you perform the service, and how long will it take
- Will you use any consultants or special equipment?
- Will you report to your customer during the service? If so, exactly when will you report?
- Will you provide related or follow-up services? If so, what fee will you charge?
- How will you notify your customer of any changes in procedure, materials, or time?
- Will changes affect the price of your service?

Put yourself in your reader's place. What would you want to see in a business arrangement that seems fair to both sides?

# **Main Parts of a Proposal**

Because proposals have various uses, may be solicited or unsolicited, may be formal or informal, and may be written by one person or a group, no set format exists. However, all proposals typically answer four basic questions:

- 1. What is the problem?
- 2. What is the solution?
- 3. How can the solution be implemented?
- 4. Why are you the best person, company, or organization for the job?

Depending upon the purpose of the proposal and the audience's needs, you might include the following parts:

- Purpose or overview
- Problem (Service, Product, or Process)
- Proposed solution or plan (Who? What? How much? When?)
- Methods or procedure
- Comparison f current and proposed methods
- Equipment or material
- Cost
- Schedule
- Outline of a client's and the company's responsibilities
- Qualifications of the writer
- Recommendations or permission to implement the recommendations
- Conclusions

Proposals may also include supporting materials such as specifications; graphics and other visuals such as tables, charts, maps, photographs, line drawings; ancillary research data; or any other material that helps the reader to understand the proposal. The supporting material may appear within the proposal if it fits into the flow of the discussion. Usually, though, the supporting material will appear in an appendix.

Longer, more formal proposals may include supplementary matter:

- Letter or transmittal
- Abstract
- Executive summary
- Title page
- Table of contents
- List of figures, illustrations, tables, etc.
- Appendixes

Remember that if you are writing a solicited proposal, you must follow the company's instructions for including supplements.

# Planning and Writing a Proposal

A proposal typically has three major divisions. The first (introduction) establishes that a problem exists and needs a solution; it may include any necessary background information. The second (discussion) offers a practical solution to the problem and builds a case for the solution; it includes methods, timetable, materials and equipment, personnel, and cost. The third (conclusion) summarizes the main points and recommends action.

As you plan your proposal, consider the answers to these questions:

- Who will read the proposal?
- Do the readers recognize that a problem exists, or must the proposal convince them?
- How much do the readers know about the background of the problem or circumstance?
- Who will implement the recommendations?

The project plan sheet will guide you in identifying readers and their needs, interests, and preferences. Any proposal may be read by a diverse audience, including technicians, engineers, nontechnical readers, and clients. Determine who the main or primary readers will be and write the proposal to that audience. Supply needed information for other levels of readers through supplementary materials such as a glossary, an appendix, or a specialized explanation.

After identifying the audience, analyzing the audience's neds, and gathering information, select and appropriate format. For a brief proposal, you might use a memorandum or a business letter. In some instances, the form may be dictated by your instructor, employer, company, or RFP (request for proposal) specifications. In most proposals, you will organize the information in blocks and chunks of data with appropriate headings to make reading, understanding, and retrieving information as easy as possible. Use

graphics or other visuals wherever they would enhance meaning.

Make specific suggestions for solving specific problems. Avoid vagueness. If you mean that you will complete the proposed plan in two weeks, do not write that you will complete the plan in a few weeks. If the cost to complete the proposal is \$3,500, say so; do not write that completing the proposal will cost several thousand dollars. Make the readers feel that you understand their problem and that you are offering a well thought out solution. Do not ignore or attempt to hide possible limitations. If you promise something that you cannot deliver, you and your company could be liable in the event of failure. Promising more than you can deliver is both unethical and illegal.

The following steps can help you organize a proposal. Remember, however, that ultimately you must adapt your organizational plan to meet the needs of your audience and purpose; this may require rearranging, combining, omitting, or dividing steps.

- Write a summary. Note: You may want to revisit the summary after you have completed the proposal.
- Introduce the proposal
- 1. Come up with a title that clearly reflects the purpose and content of the proposal.
  - 2. Give an overview of the situation.
  - 3. Clearly state the problem.
  - 4. Describe, define, and explain the problem in detail
    - a. Show how and why the current situation or circumstance is unacceptable.
    - b. Convince the readers that you have thoroughly investigated the situation.
    - You may need to show that you have looked at significant records, observed activities, talked to appropriate persons, and researched any needed background information.
    - d. Include any useful supplementary material.

- Write the discussion section of the proposal.
- 1. Explain how your plan will be implemented, including methods to be used.
  - 2. Set up a timetable for various phases of implementation.
  - 3. Identify any needed materials, equipment, personnel.
  - 4. Discuss needed facilities.
  - 5. Explain the cost in detail.
  - 6. Discuss the expected results and the probability of success.
- Write the closing section
  - 1. Summarize the key points of the proposal.
- 2. Recommend that the solution be implemented or, if appropriate, request permission to implement the proposed solution.
- Evaluate the proposal, considering audience and purpose. Add any appropriate supporting material.

### **Presenting the Proposal**

Be careful to present a proposal that is appealing and accessible. Use information design techniques such as fonts, point size, white space, headings, options for highlighting, (listing, bold print, underlining, italicizing) to guide readers through the proposal. A neat, effectively presented proposal suggests that you have been attentive to the project and are concerned about the audience's needs.

## **Student Example: A Proposal**

A student written-proposal for a Web page for Park Primary School is given as an example. A completed adapter Project Plan Sheet is included.

This proposal meets the need and interests of its readers in many convincing ways. First, the proposal is clearly written and easy to follow, which is especially important for an audience of educators. From the stated title to the last page of works cited, the author has tried to show readers that every element of his plan has been carefully designed to meet their needs. The author introduces his subject and goals in the abstract, executive summary, and introduction. Readers can easily understand that the author has adapted his information to their particular school.

The author has also used information design to make his proposal easy to follow. The table of contents provides a clear guide with short and accurate headings. Each page provides ample white space, and the font is easy to read. Those who wish to read or study selected parts of the proposal can do so with case.

What makes this proposal persuasive is the way in which the author demonstrates his expertise. He speaks directly and clearly to his readers without boasting. His discussion of the school and its students, of educational Web pages, of the technology needed to support a web page, and of the design and subject matter he has adapted for Park Primary School all show what he has to offer clearly and thoughtfully. All of the author's research relates to his ideas and demonstrates an understanding of his diverse audience.

By working to understand his reader's needs and by using his expertise to propose a Web page design to meet those needs, the author shows how successful an unsolicited proposal can be.

# PROJECT PLAN SHEET FOR PROPOSALS

#### **Audience**

### - Who will read the proposal?

My main audience will be teachers and administrators at Primary Park High School. The main audience will make the decision about what I propose. Parents, school board members, and teachers from other schools may be a secondary audience.

### How will readers use the proposal?

My readers will use the proposal to determine whether they want a Web page for Park Primary and whether the features I have outlined are appropriate for the school. Secondary readers may use my recommendations as a basis for other educational Web pages.

### - How will your audience guide your communication choices?

I will need to consider all of the interests and needs of my main audience, being careful to discuss ways in which the proposed Web page presents Park Primary, the advantages it provides, and the educational advantages for students and teachers.

### **Purpose**

- What is the purpose of the proposal?

I need to develop the Web page project for Park Primary as part of my portfolio. If my proposal is accepted, I will be able to develop a professional credential while providing a public service.

- What need will the proposal meet? What problem can it help to solve?

My readers can use the proposal to learn what a Web page can do for the school and its students. If they understand the project's potential, they can determine whether the design I propose has the features their school needs.

### **Subject**

### - What is the proposal's subject matter?

My proposal should cover my design and subject matter plans for the Park Primary School Web page. It should also show why I designed the page as I did, how the page relates to the school's needs, and whether Park Primary's existing technology can support what I propose.

- How technical should the discussion of the subject matter be?

I want to take my discussion as easy to read and as nontechnical as possible so it is understandable for all of my readers. I do not want to intimidate those who have little technical expertise.

- Do you have sufficient information to complete the proposal? If not, what sources or people can help you to locate additional info?

I have already done most of the research by interviewing people at Park Primary and by reviewing information about educational Web pages. I will probably review other models and look for more information as I finish my plans for design and content.  What title can clearly identify the proposal's subject and purpose?
 Internet Home Page Structure and Content Recommendations for Park Primary School.

#### **Author**

- Will the project be a collaborative or an individual effort? Individual.
- How can the developer(s) evaluate the success of the completed project?

I would like a peer reviewer who knows something about education and about Web pages to look over my revised draft to verify that I have considered all of the elements of a Web page that Park Primary would want to have.

#### **Project Design and Specifications**

- In what medium will the completed proposal be presented? Written.

#### - Are there special features the completed proposal should have?

I need to present the material so that my readers can easily locate and understand the information. Since the proposal is somewhat formal, I will include a letter of transmittal, a title page, a table of contents, and summaries as supplementary materials.

- Will the proposal require graphics or other visuals? If so, what kinds and for what purpose?

I am considering including a title page with a picture of the entrance to Park Primary School and the image map listing the main categories of information.

- What information design features can best help the proposal's audience?

Headings, clear fonts, and use of white space will make the text easy for readers to see, read, and skim.

#### **Due Date**

- What is the final deadline for the completed proposal?

Since I am initiating the project, there is no deadline. However, I do not want the people I interviewed to wait too long for the proposal.

- How long will the proposal take to plan, research, draft, revise, and complete?

Now that I have completed the interviews and the research, I need three weeks to plan, draft, and revise. I would also like to take a week for peer review and one last revision.

- What is the timeline for different stages of the proposal?

October 25-29 Planning

November 1-5 Drafting

November 8-12 Revision

November 15-22 Peer Review and Revision

## INTERNET HOME PAGE STRUCTURE AND CONTENT RECOMMENDATIONS FOR PARK PRIMARY SCHOOL

Brian West

18 November 2010

Prepared for Rebecca White
Title I Coordinator
Park Primary Coordinator

#### Proposal, Transmittal Letter

P.O. Box 1972 Hot Springs, AR 98377 18 November 2010

Rebecca Green,
Title I Coordinator
Park Primary School
220 Green Street
Hot Springs, AR 98377

SUBJECT: INTERNET HOME PAGE STRUCTURE AND CONTENT RECOMMENDATIONS FOR PARK PRIMARY SCHOOL

Dear Ms. Green,

Here is my proposal for an Internet home page for Park Primary School.

I would like to thank you for granting time from your busy schedule to share

with me your views about this project. This information was vital in determining your school's needs for its online presence. I would also like to thank all of those who responded to my e-mail questionnaire: A. Bisson, Barbara Campbell, Robert L. Clowers, Leni Donlan, Frank M. Flynn, Matt Freund, and Jerry Wise.

Through our interview and my research of existing home pages, I have determined what I believe to be the best design for your school's home page. Structurally, the page should be technologically impressive while still retaining accessibility and speed. The content should be divided on a schoolwide bases into the categories of the school, the students, the faculty, and parent involvement. The school category would include the thematic projects that Park Primary uses and would be the main area of interest for the main audience of teachers at other schools.

Sincerely,

Brian West

**Brian West** 

c: Dr. Richard C. Raymond

Enc.: Proposal

Abetract

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#### **ABSTRACT**

Park Primary School wants to be the first school in Hot Springs to have a home page on the Internet. The school's goals for the page and its current hardware limitations are discussed in this report. Since Park uses thematic teaching among the classes, a schoolwide focus is recommended. The school should have a title page with several secondary pages for various aspects of the school such as their projects, the students, the faculty, and parent involvement. Until the school's own server is installed, the page can be posted at Goodle.

#### **EXECUTIVE SUMMARY**

Working freelance as an HTML designer, I have created several pages for the World Wide Web. Along with my design experience, I also know how to publicize Internet sites. My pages have been linked from many sites including universities, movie studios, television networks, the Internet Movie Database, and Mensa. My pages have also received several awards.

I am designing a home page for Park Primary School free of charge as a showpiece for my portfolio and as a favor to Rebecca Green, Park Primary's Title I Coordinator. Park receives little respect from the other Hot Springs schools, and we would like to see it become the first local school with a home page.

Along with my on knowledge of Web publishing, I studied several school home pages and surveyed the designers of those pages. Though I saw no uniform structure for these pages, I was able to find elements that could be adapted to Park's home page. I also interviewed Ms. Green to determine the school's specific needs for their home page.

#### From that interview I concluded:

- Most school home pages include a mission statement, and many include school histories.
- The school has several extracurricular activities that can be highlighted.
- The technology needs to be impressive but still accessible via older equipment
- The school's server is not yet operational, so they cannot host the page yet.

#### Based on my experience and research, I recommend:

- To reduce the size of the files, the home page should consist of a small title page with several secondary pages detailing various aspects of the school.
- The title page should contain a menu of options and the school's mission statement.

- The handbook, the calendar, the school newspaper, the ecology club, the post office, the faculty, and parent involvement should each have a separate page.
- Because of the thematic teaching, the focus should be schoolwide with an emphasis on the thematic projects.
- Student writing should be posted in plain text so the students can enter their own work without the teachers having to learn HTML programming.
- Since the school's own server is not yet operational, the page should be temporarily posted on Google. Because of space limitations at Google and download times, student artwork should be kept to a minimum.

#### INTRODUCTION

Park Primary School is in a predominantly low-income neighborhood, but the school's philosophy is tat "all children can learn and all children can behave" (Coble 37). This statement shows that Park believes in not letting the economic level of its district interfere with the education of its students. Parks hopes to be the first Hot Springs school with a home page on the Internet.

An article on <u>CNN Interactive</u> (Wilson) tells the success story of another underfunded school's homepage. The high school, in Aberdeen, Mississippi, installed an Internet home page. By creating a local and familiar starting point for new users, they were able to get most of the population interested in the Internet. After a fundraising dive, Aberdeen was able to offer free public access for the entire town. Now the library has computers for patrons to use. They range in age from school children to 76-year-old Clara Thomson, who is learning to use e-mail. In Aberdeen, more than half of the families receive financial assistance from the federal government.

Park's economic level, however, does mean that few students' families have computers at home. There will also be very little use of the Internet in the classroom because of the school's lack of equipment. For these reasons, Ms. Green asked that this home page be aimed mainly at teachers at other schools, with Park's students and a few parents as secondary audiences.

Park Primary must decide what information should be offered to these three audiences and how that information should be presented. The report proposes a Web design to meet Park Primary School's needs.

#### **DISCUSSION**

#### Structure

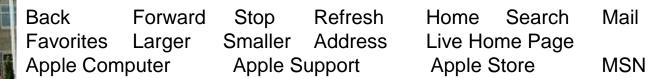
- Page Layout. The biggest complaint of the Internet users is that many pages take too long to load. There are two main causes for this problem: slow servers and pages that are too large. Slow servers are caused by a narrow bandwidth, which is the opening through which data travels from

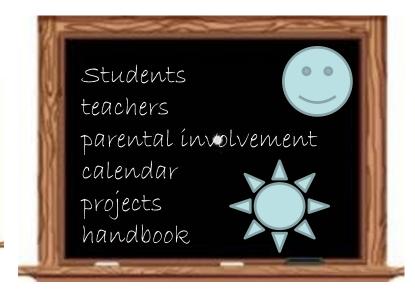
computer to computer. Only the owners of the servers can increase the bandwidth, and, therefore, controlling page size is the programmer's only option. To present a large amount of information, I recommend building a small title page (see Figure 1) with several secondary pages, each focusing on a different aspect of the school. For the menu on the title page I have designed an image map that will list the main categories of information (see Figure 2). For the sake of readers with nongraphical browsers, the same options can be offered in plain text below the image.

- Division of the Information. The three options are a schoolwide focus, grade by grade, and classroom by classroom. There are schools that use each, but the best grade school home page I have seen, Coyote Canyon Elementary School in Rancho Cucamonga, California, uses the schoolwide focus (Legutki). Like Park Primary, Coyote Canyon appears to be a small school, and a schoolwide focus lets the school present only its best features without having to use filler material about its weaker areas. Since Park Primary uses thematic teaching units among its classes, this format would also allow those themes to be discussed as a whole rather than having to repeat information for each class or grade level.

Back Forward Stop Refresh Home Search Mail **Favorites** Larger Smaller Address Live Home Page **MSN** Apple Computer Apple Support Apple Store

#### FIGURE 1. PROPOSED TITLE PAGE







Email us!

FIGURE 2. CLOSE-UP OF PROPOSED IMAGE MAP MENU Clicking on the words will take the reader to the appropriate secondary page

- Technology Level. The page should incorporate new technology to attract the technologically savvy user who wants to see the net pushed to the limit, but without making the page inaccessible to those who are using older systems. Whenever information or a navigational option is given in a graphic, there should also be a text only version of the same. New programming options such as Java and Active X, two Web programming languages, have not yet become a standard and would be inaccessible for many users. They also offer nothing to this project that cannot be achieved by HTML, the standard programming language for home pages and the simplest.
- Location. Since the school's Internet server has not yet been installed, an outside server is needed as a temporary host. Google (<a href="http://www.google.com">http://www.google.com</a>) offers free home pages up to 10 megabyte in size and has an area dedicated to education pages. 10 MB limit (two times more than the size of a single DVD) will affect the amount of material offered at first, but the page can be expanded when it moves to its permanent home on the school's own server.

#### Content

#### - School.

Overview. During my research I conducted an e-mail survey of several school home page webmasters and studied their pages. Most of these schools had a mission statement, and many had histories of their schools. Since Park Primary is in the neighborhood where President Clinton lived as a child and replaced Ramble School, which Clinton attended (Green, interview), there is historical significance to the location. The school is also in a national park and is located near the hot springs that gave the town its name.

Thematic Teaching. Because Park practices thematic teaching among the grade levels, it will be much easier to coordinate special-interest pages and links designed to reflect these themes on a schoolwide basis. For a unit on space exploration, the page could have links to NASA. For Arkansas history, there could be a link to the "Famous Arkansans" page. There should also be a search form for "Yahooligans", a search engine for children, so students can learn how to search the Internet.

#### - Students.

Writing. Student writing can either be converted to HTML or posted as unformatted text files. Either option would create an opportunity to teach basic keyboarding skills, but the age of the children will put much of the programming responsibilities on the teachers if HTML is chosen. However, in the school newspaper, Ms. Green mentioned that some of older shildren can type. Therefore, unformatted text would allow some students to enter their own work, or the work of classmates.

Artwork. Student artwork can either be created with one of several drawing programs (most computers have a basic drawing program preinstalled such as Paintbrush, which comes standard with Windows) or digitized from a hard copy. However, graphics files are usually large, and should be used sparingly where download speed or storage space is an issue.

Activities and Clubs. The student newspaper could be posted to the page, allowing readers a student's-eye view of what is happening at Park. The students can also post the minutes and activities of the ecology club, and an explanation of the school's internal post office system.

**Faculty.** As Ms. Green requested in our interview, the page can feature biographies of each teacher, including education, the number of years they have taught, and any specializations. However, my research has shown that many webmasters have had trouble getting teachers to contribute material to their schools' home pages, either because of lack of time or apathy. There should be an e-mail link to each featured faculty member. Photos can be added when the page moves to its permanent site at the school.

Parent Involvement. Park Primary has many programs for parental involvement. Though not many parents are likely to see this page, these programs should be listed for the occasional parent who would see them and for other schools to see. Along with the Parents and Teachers Together (PATT) program, there is a calendar of parent events such as parent-teacher conferences, "Donuts with Dad", and "Portfolio Picnics". This page should be closely linked to the calendar page.

#### CONCLUSIONS

- Most school home pages include a mission statement, and many include school histories.
- There are several school documents that can be easily posted.
- The school has several extracurricular activities that can be highlighted.
- Student artwork can be digitized or created on the computer, but graphics files are large.
- The faculty should be profiled.
- To make the homepage easy to view, the pages need to be small.
- The technology needs to be impressive but still accessible to older equipment.
- The school's server is not yet operational, and so the school cannot host the page yet.

#### RECOMMENDATIONS

- The Park Primary School home page should consist of a small title page with several secondary pages detailing various aspects of the school.
- Because of the thematic teaching, the focus should be schoolwide with an emphasis placed on the thematic projects.
- The title page should contain a menu of options and the school's mission statement.
- Important school documents such as the handbook and calendar should be linked directly from the main page, and because of their size, will require their own pages.
- The school newspaper, the ecology club, and the post office should each receive their own page.
- Student writing should be posted in plain text so the students can enter their own work without the teachers having to learn HTML programming.
- The faculty should have a page listing their biographies and e-mail addresses.

- There should be a page devoted to parental involvement.
- Since the school's own server is not yet operational, tha page should be temporarily posted on Google. Because of space limitations at Google and download times, student artwork should be kept to a minimum.

#### REFERENCES

Coble, Martha, et al. *Park Primary Parent Handbook*. Hot Springs School District. Hot Springs: Park Primary, 2006.

Green, Rebecca. Personal interview. 5 August 2010.

Legutki, Gregg. Coyote Canyon Elementary School. 2008. Internet document. <a href="http://www.geocities.com/Athens/1051/">http://www.geocities.com/Athens/1051/</a>.

Wilson, Dick. 21 Feb. 2009. "Small Town Stretch Their Horizons Via the Web." CNN Interactive, Internet Document. http://cnn.com/TECH/9602/internet\_classroom/index.html.

### **General Principles for Proposals**

- Authors should propose only those projects they expect to complete successfully.
- Proposals can be classified as formal and informal, internal or external, solicited or unsolicited.
- The technical level and the degree of formality of a proposal depend on the subject matter and the needs of its readers.
- Proposal authors must understand and respect their readers' needs.
   Otherwise, authors cannot develop proposals that will be acceptable to both parties.
- Proposals should clearly establish that a problem exists and needs a solution, offer practical solutions to the problem, build a case for the solutions, summarize main points, and recommend action.
- Proposal authors should carefully research their subject matter and their audiences. Careful research means familiarity with the problem and thoughtful attention to the proposed solution.
- Proposals, no matter what their length or degree of formality, should be easy to follow, read and understand. The organization, style, and appearance of a proposal make a strong impression on readers.

### **Chapter Summary - PROPOSALS**

A proposal agrees to provide a particular service, product, or process. It reflects the author's understanding of both sides of a business agreement – the side that has a need and the side that meets it. The kind of proposal you write depends on your readers, your subject, and your purpose. A proposal offers a complete plan for the reader's consideration.

A proposal typically has three major divisions. The first (introduction) establishes that a problem exists and needs a solution; it may include any necessary background information. The second (discussion) offers a practical solution to the problem and builds a case for the solution; it includes methods, timetable, materials and equipment, personnel, and cost. The third (conclusion) summarizes the main points and recommends action.

A proposal is a promise, and it can have legal implications. Making only those promises you can keep and defining those promises clearly for your readers can win contracts and build strong business relationships.

Proposals reflect the author's or company's professional expertise and business reputation. Well-written, fully developed proposals win acceptance. The persuasive power of a successful proposal lies in its ability to responsibly and fully meet the needs of its readers.

# Chapter 15 Correspondence: Sending and Responding to Messages

Introduction

What Is Correspondence?

Reader-centered Emphasis

**Audience Considerations** 

The Author's Responsibilities

Media for Electronic Correspondence

Choice for Correspondence Medium: Memorandum and Letter

Types of Letters

General Principles for Correspondence

Activities

# Chapter Goals

#### This chapter:

- Defines the nature of business correspondence
- Explains reader-centered emphasis
- Describes audience considerations
- Describes the author's responsibilities
- Discusses various media for transmitting correspondence
- Explains the difference between memorandums and letters
- Describes the conventions, formats, styles, and occasions for memorandums and for letters
- Explains the particular requirements of inquiry letters, good news and bad news letters, claim and adjustment letters, and transmittal letters

### Introduction

Writing effective memorandums and letters, according to employers, is one of the major skills that an employee needs. Employees must be able to handle workplace correspondence, such as communicating with other employees, making inquiries about processes and equipment, requesting specifications, making purchases, responding to customer questions, answering complaints, and promoting products. Since many business transactions are conducted in part or wholly by correspondence, knowledge of how to handle correspondence in the workplace is essential in the daily activities of the successful professional.

This chapter is designed to assist you in making appropriate choices as you handle correspondence through memorandums and letters, whether in print or nonprint media.

# What is Correspondence?

Correspondence in the workplace involves sending and receiving messages to get work done. The messages are direct responses to particular problems and needs. The technician for computer networking, for instance, discovers that the cables received are not the cables ordered. To address this problem, the technician quickly makes several decisions: Telephone the vendor? No, that takes too much time, plus there would be no written record. There is also the real possibility of misunderstanding oral messages, particularly is the person receiving the call must relay the message to someone else. Email the vendor? Yes, the packing slip shows and email address as well as a fax number. Within a few minutes, the technician sends the complaint message and receives a response. The correct cables will be shipped immediately via overnight carrier and the wrong cables are to be returned by the same delivery service.

Memorandums and letters are records of business transactions that may detail specifics such as who is responsible for what, due dates, or responses to request or claims. Because more than one message is frequently required in settling a matter, easily accessible copies are a necessity for both the sender and the receiver. Typically, accessible copies are stored in print (on paper) or electronically (on disk or hard drive).

# Reader-Centered Emphasis

Since workplace correspondence is directed to a named reader, using a courteous, reader-centered tone is essential. To create such a tone, address the reader directly and helpfully. Stress the "you" aspects to focus on qualities of the addressee. Minimize references to "I", "me", "our" to avoid sounding writer-centered. Compare these responses to a client's order:

 Poor: We were pleased to receive your order for ten microscopes. We have forwarded it to our warehouse for shipment.

 Improved: Thank you for your order for ten microscopes. You should receive the shipment from the warehouse within two weeks. The first response is writer-centered; the second is reader centered.

The "you" emphasis helps the writer to take a positive approach, even when the response is not exactly what the reader wants to hear. Examine these two versions of a negative response.

 Poor: We regret that we cannot fill the order for ten microscopes by December 1. It is impossible to get the shipment out of our warehouse because of a rush of

Christmas orders.

 Improved: Your order for ten microscopes should reach you by December 10. Your bill for the microscopes will reflect a 10 percent discount to thank you for accepting a delayed shipment caused by a backlog of Christmas orders. The negative situation, rephrased as a positive situation, is much more likely to satisfy the customer.

Part of the reader-centered approach is considering how the reader may perceive both the message and the writer. Natural, direct wording conveys professionalism and clear thinking. Consider the following example:

Poor:

Pursuant to your request of October 10 that I present my in-depth knowledge about Thanksgiving observance by our neighbors to the north, at the November conveying of the DECA membership, I regret to inform you that my impending holiday tour will prevent a positive response to same.

Although the writer is trying to sound impressive, the result is stilted, awkward, and confusing. The same information can be clearly and naturally worded.

Improved: Thank you for your invitation of October 10to present the program at the November DECA meeting on the Canadian observance of Thanksgiving. I must decline, however, because I will be on a European vacation.

As you compose correspondence, keep your reader in mind. How will the memorandum or letter sound to the reader? Will it favorably impress the reader? Is the information presented in a natural, direct way so that the content is clear?

### **Audience Considerations**

The thoughtful correspondence writer studies the audience's needs, considering the audience's culture, technical knowledge, and organizational distance.

The "you" approach and directness, favored in correspondence in the USA, for example, may cause discomfort and misunderstanding for recipients from other cultures. A tone that intimates a "pat on the back" may cause one individual to beam with pride and another to cringe. The formal tone of European business correspondence seems flowery to Americans. Conversely, American correspondence seems abrupt and rude to Europeans.

The recipient's degree of technical knowledge influences the choice of technical terminology. In a memo to another health professional, a doctor uses the term "myocardial infarction" but for the family uses "heart attack."

Organizational distance refers to employees' official relationships within a company. Each employee has a job title, a job description, and an official status within the company (typically reflected in an organization chart). Various job titles and responsibilities influence wording in correspondence within and outside the company.

# The Author's Responsibilities

The author of a memorandum or letter is responsible for treating recipients with respect and courtesy, building and maintaining positive working relationships, and following ethical practices in all matters of correspondence.

#### Respect

The recipient should be addressed appropriately and professionally, and the tone of the communication should be cordial and sincere. Tone is conveyed not only through word choice, but also through attention to the appearance of the communication. A sloppy letter with typos and unplanned sentences conveys a lack of respect for the reader and the message, "Neither you nor this letter is worth my time."

#### Courtesy

Since much of the world's work is carried out through correspondence, it is just good business to be courteous. Showing appreciation, giving praise, and personalizing the communication reflect courtesy.

#### **Positive Working Relationships**

Positive results are usually accomplished through positive collaborative efforts, and these efforts are typically recorded through letters and memorandums. Practice sensitivity to the recipients' feelings, intentions, and cultural mores. Avoid combative and threatening wording. In all correspondence, foster open, aboveboard relationships with others.

#### **Ethical Practices**

Unethical practices in correspondence matters are a hot topic in the workplace. Efficient, speedy, high-tech machines (fax machines, photocopiers, computers, scanners) encourage misuse of correspondence. Basic don'ts include:

- (1) Do not copy confidential correspondence without permission,
- (2) Do not read, forward, or in any other way share confidential correspondence without permission, and
- (3) Regardless of the forms (memorandum, letter, or e-mail) and its method of delivery, respect the privacy of the correspondence.

# Media for Electronic Correspondence

Media for correspondence delivery have changed dramatically in the last twenty years. Until a few years ago, courier and postal services handled the delivery of correspondence. Then other mail-handling businesses evolved, such as UPS, FedEx, and ABX (Airborne Express). While regular mail delivery takes anywhere from one to several days, these companies guarantee same-day, next-day, or two-day delivery, depending upon the mail service and the geographical area.

Electronic correspondence has made delivery even faster. Common electronic delivery systems, which typically require only a few seconds for transmission, include facsimiles (faxes), voice mail, and electronic mail.

# Facsimiles (Faxes), Voice Mail, and Email

When both the sender and the receiver have fax capabilities (a fax machine/computer), a letter, memorandum, or other printed material can be sent through the machine (via telephone lines) in a manner of seconds; shortly thereafter, a reply can be sent. Faxed messages typically include a fax cover sheet and the message page(s).

Using a computer, electronic typewriter, or even handwriting, you can design and print cover sheets as you need them. Below is an example of a department fax cover sheet.

120 East Street

PO Box 1264

Raymond, MS 39154

Phone: (601) 857-1023

New Mexico State University Civil, Agricultural and Geological Engineering Department FAX (508) 881-1893

2	V
d	X

To: From:

Fax: Date:

Phone: Pages:

Re: CC:

Urgent For Review Please Comment Please Reply Please Recycle

\* Comments:

Companies may have a cover sheet designed and printed or photocopied in large quantities if employees use a fax machine often. Basic information on the fax cover sheet includes:

- Name of the person to whom the message is sent
- Name of the person sending the message
- Date
- Subject.

Other items often included are:

- Number of pages
- Sender's address
- Sender's telephone number
- Sender's and receiver's fax numbers
- A telephone number and a person to call if the fax is received at a wrong location or if not all pages go through
- Space for comments or a message.

Fax cover sheets have no standard design or content.

An example of a filled-in fax cover sheet is shown below.

Notice that the date and time of transmission, the sender's name and fax number, and the page number are printed at the top of the received cover sheet.

With voice mail, callers can leave messages in an electronic mailbox. Individuals who have an electronic mailbox can retrieve messages from any touchtone telephone at any time. Voice mailbox owners can also leave messages to themselves (such as reminders of meetings and appointments). Also, unlike some answering machines, from which anyone can retrieve messages, a voice mailbox is confidential; messages are typically accessed using a password or code.

MAY.-07 10 (TUE) 11:23 G. PARTNERSHIPS TEL: 601-883-7445 P.001

**FAX TRANSMITTAL FORM** 

DATE: 5/7/2010 TIME: 11:19

\*\* PLEASE DELIVER THE FOLLOWING INFORMATION TO:

NAME: Mitzi Reed

DEPT: Honors Program

FAX: (601) 857-1232

\*\* FROM: Joshua T. Johnston III, M.D.

FAX: (601) 355-1358

TOTAL # OF PAGES: (INCLUDING COVER SHEET)

REMARKS: These are the dates on which James 3. Salmon visited our office and was

seen by Kirk T. Smith, M.D.

\*\* IF YOU DO NOT RECEIVE ALL PAGES, PLEASE CALL: (601) 355-4752

This facsimile transmission is intended only for use of the individual or entity to which it addressed and may contain confidential information belonging to the sender which is protected legally by the physician-patient privilege and/or other privilege provided by law, including but not limited to, the privilege provided pursuant to M.C.A. #41-9-67 and #13-1-21.

Charles H. Long, M.D.

GASTROINTESTINAL PARTNERSHIPS

Joshua C. Johnston, III, M.D.

Kirk C. Smith, M.D. PARTNERSHIPS Mckenzie A. Randolph, M.D.

1453 North State \* Suite 125 \* Jackson, MS 39202

601/355-1356

E-mail requires both the sender and the receiver to have computers and a connection through a local area network (LAN) or an online service. With a LAN, individuals can communicate, for instance, between computers within a building. With an online service, individuals can communicate between computers anywhere in the world. Communications may be sent to one person or to any number of people using options such as listsrvs, chat rooms, forums, and bulletin boards. E-mail communication can take place in minutes.

Below is an example of an e-mail transmission from one person to a group. Note that the headers at the end of the message give technical data about who, to whom, what, when, why, and how – should this message require tracing or retrieval.

Subj: Re: [tyca-ec] TYCA wins

Date: Thursday, June 17, 2009 8:41:21 AM

From: BODMER@gwmail.nodak.edu

To: tyca-ec@serv1.ncte.org

bcc: PickettHCC

Congratulations to the new officers of TYCA. Georgia brings a strong, steady voice with the experience and history of the organization, and T. Ella represents those new voices we want to hear on the Executive Committee. As we bring our new voices into the conversation, we will see new strengths and growth as the organization continues to evolve to meet the needs of the membership.

Headers
Return-Path: tyca-ec-owner@serv1.ncte.org
Received: from rly-yb02.mx.aol.com [172.18.146.2] by air-yb05.mail.aol.com (v59.01) wit
SMTP; Thu, 17 Jun 2009 10:41:01 – 0400
Received: from serv1.ncte.org [208.223.98.5] by rly-y02.mx.aol.com (vx) with SMTP; Thu

17 Jun 2009 10:40:55- 0400

Much e-mail is transmitted by special systems that create multipart addresses combining geographical and conceptual information. One such system is the Domain Name System (DNS) used by the Internet, the largest electronic information exchange. The DNS includes a six part address. Parts 1-4 and Part 6 tell who and where; Part 5 tells what:

- 1. Identification of the user or organization (who)
- 2. @symbol (connects the who with the where identification)
- 3. Subdomain (department, building)
- 4. Domain (name of institution, business)
- 5. Type of organization (edu-education, com-commercial, org-organization)
- 6. Country (US addresses usually omit the country segment)

A sample address in the Domain Name System is <hgo@wpi.edu>

Individuals may chose to use other international online services. In Somerset, England, for example, a forensics specialist subscribes to a service that requires only the user name and the server name. His e-mail address is <mblenkinshop@virgin.net>.

Changes in transmission methods of workplace correspondence are inevitably accompanied by other changes. Instantaneous communication encourages paying less attention to formalities and more to answering immediately.

### Choice of Correspondence Medium

Memorandums are used for in-house correspondence, that is, communications between persons within the same company. The memo as a communication within a company often addresses persons on a first-name basis and assumes much shared information. The correspondents may be in the same building or in different branch offices of the company. Memos are used to convey or confirm information. They serve as records for transmittal of documents, policy statements, instructions, minutes of meetings, and the like. Although the term memorandum was once associated with a temporary communication, usage of the term has changed. Today, a memorandum is regarded as a communication that makes needed information immediately available or that clarifies information.

Letters, on the other hand, are typically used for communication with persons outside the company or for formal correspondence within a company. Letters follow a conventional format with complete names, addresses, and dates in the heading and inside address. Letters also typically follow the conventions of a salutation and complimentary close plus a handwritten signature above the keyboarded name of the writer. Although the body of a letter may be similar in content to the body of a memorandum, the letter tends to be more formal in appearance and content.

# Memorandums

The memorandum, unlike the business letter, has only two parts: the heading and the body. The formalities of an inside address, salutation, complimentary close, and signature are usually omitted (Some companies, however, prefer the practice of including a signature, as in the memorandum shown three slides later). The memorandum may be initiated in handwriting, as illustrated five slides later. This initialing (or signature) indicates official verification of the sender. As in letters, an identification line, a copy line, and an enclosure line may be used, if appropriate.

See also the memorandums in Chapter 13.

### Heading

The heading in a memorandum is typically a concise listing of:

- To whom the message is addressed
- From whom the message comes
- Subject of the message
- Date of the message

For ease in reading, the guide words To, From, Subject, and Date usually appear on the memorandum. These guide words are not standardized as to capitalization, order, or placement at the top of the page. Most companies use a memorandum form, printed with guide words and the name of the company or the department or both. It is perfectly permissible, however, to make your own memorandum form by simply keyboarding the guide words.

### Body

The body of the memorandum is the message. It is composed in the same manner as any other business communication. The message should be clear, concise, complete, and courteous. If internal headings will make the memo easier to read, insert them.

In the following two examples of memorandums, note how the messages serve different purposes. The first memorandum urges cooperation in arranging for contractors and regulatory agencies to view prototype testing. The second memorandum announces information for fall classes given by a professional organization within the insurance industry.

# TILLMAN MARSHALL Marine Company

OFFICE MEMORANDUM

Date: July 5, 2010

To: Earlene Beckwith

From: Don C. Eckermann Don C. Eckermann

Subject: Elevating Unit Tests, Customer Visits, and Regulatory

Agency Involvement

The new Tillman Marshall elevating system and the new mobile offshore drilling rig designs continue to be a major undertaking for our company.

I believe that marketplace acceptance can be accelerated by arranging for selected drilling contractors to view the prototype testing at Longview in August 2010. Similarly, the necessary regulatory agency approvals can be expedited by inviting selected agency representatives to the prototype testing.

These visitors will be important people on an important mission, particularly to us. These visitors will convey their experiences and observations to the market place.

I seek your help in planning the proposed visits for targeted drilling contractors and for regulatory agency representatives.

Within the next two weeks please send me

- 1. a list of selected contractors you think we should invite
- 2. a list of all the regulatory agencies that will be involved in the production and marketing of the elevating systems

ljb

c: Longview: New Orleans: Houston:

Rudy Harrison Will Trimble Pharr Ingahorn

#### Women In Insurance

P.O. Box 31583 Portland, OREGON 97233-0294

(503) 932-5990 FAX (503) 932-5981

Date:

July 12, 2010

To:

All Education Coordinators and IIA Students

From:

Raja Rojillio, CPIW Chair RR

Subject:

Fall 2010 Registration

We are pleased to enclose registration materials for our fall classes.

Additional Information:

STUDY MATERIALS Students will be responsible for obtaining study materials from the Insurance Institute, other publishers, or their employer. For your convenience, enclosed are excerpts from the Institute's Key Information Booklet. Please order the materials as soon as possible so they will arrive in time for the first class.

<u>TUITION</u> The class schedule lists the tuition fees applicable to each course. Please note the reduced fees for WIN members.

<u>CLASSES</u> Classes will begin the week of August 31, 2010, at the time and location shown on the schedule. As always, our classes are subject to enrollment minimums. If the number of registrants for a class falls short of the minimum, we will provide a list of the other applicants to assist in forming a study group.

We encourage your participation in our education program and welcome any suggestions that you may have.

**Enclosures** 

# Letters

Letter writing in the workplace follows conventional standards. Failure to follow these standards shows poor taste, reflects the writer's lack of knowledge, and invites an unfavorable response. There is no place for unusual or "cute" stylistic expressions in a business letter (A specialized type of business letter, the sales letter, sometimes uses attention-getting gimmicks. Follow-up sales letters, however, tend to conform to standard practices).

### **Paper**

Choose good quality paper. Most companies use bond (at least 20 pound) letterhead stationery.

### **Appearance**

The general appearance of a letter is very important, A letter that is neat and pleasing to the eye invites reading and consideration more readily than one that is unbalanced or crammed on the page. The letter should be like a picture, framed on the page with margins in proportion to the length of the letter. Allow at least a 1½ inch (3.8 cm) margin at the top and bottom and at least 1-inch (2.5 cm) margin on the sides. Short letters should have wide margins and be appropriately centered on the page. As a general rule, single space within the parts of the letter; double space between the parts of the letter and between paragraphs (see the example given 3 slides later).

#### **Format**

Although there are several standardized layout formats for letters, most companies prefer the block format. The modified block is an older format that some users considers friendlier and easier to read. Another format gradually gaining favor is the simplified block format.

- Block Format. This format is distinguished by all parts of the letter being even with the lefthand margin. This format is easy to keyboard because no tabbing is needed. Open punctuation is sometimes used; that is, no punctuation follows the salutation and complimentary close.
- Modified Block Format. This format is distinguished by several parts
  of the letter the inside address, salutation, and paragraphs
  (optional intending) being aligned with the lefthand margin. The

heading, complimentary close, and signature align five spaces to the right of center page. Paragraphs may or may not be indented. Open punctuation is sometimes used; that is, no punctuation follows the salutation and the complimentary close.

 Simplified Block Format. In the simplified block format recommended by the American Management Society (AMS), the salutation and the complimentary close are omitted. A subject line is almost always used. Like the block format, all parts begin at the lefthand margin.

#### At least 1½ inch margin at top

8093 Hwy 32 South

Elmhurst, IL 60126 Two or more HEADING

25 July 2010 keyboard returns

Ronald M. Benrey

Electronics Editor, Science Content same as INSIDE

355 Lexington Avenue address on envelope ADDRESS

New York, NY 10017-0127

Double space SALUTATION

Dear Mr. Benrey: Followed by colon

Double space

MESSAGE BODY at least 1-inch margin on sides

Double space

Sincerely yours, Capitalize first word, COMPLIMENTARY

Thomas Stein comma after close CLOSE

Thomas G. Stein Four keyboard returns SIGNATURE AND
TYPED NAME

At least 1½ inch margin

#### Parts of a Business Letter

Regular Parts of a Letter. The parts of a business letter follow a standard sequence and arrangement. The six regular parts in the letter include: heading, inside address, salutation, body, complimentary close, and signature (examine the previous). In addition, there may be several special parts in the business letter.

1. Heading. Located at the top of the page, the heading includes the writer's complete mailing address and the date, in that order, as shown below. As elsewhere in standard writing, abbreviations are generally avoided. For generally accepted uses of abbreviations, see an appropriate source. In writing the state name and the country name use the two (or three)-letter abbreviation. Note that the heading does not include the writer's name.

Route 12, Box 758

Elmhurst, IL 60126

July 25, 2010

704 South Pecan Drive

Hanover, PA 17331

9 April 2010

Many firms use letterhead stationery that has been printed especially for them, with their name and address at the top of the page. Some firms have other information added to this letterhead, such as the names of officers, a telephone number, a fax number, or a logo.

On letterhead stationery, the inside address is already printed on the paper; you add only the date to the heading. Letterhead paper is used for the first page only.

2. *Inside Address*. The inside address is placed flush (even) with the left margin and is usually three spaces below the heading. It contains the full name of the person or firm being written to and the complete mailing address, as in the following examples:

Ronald M. Benrey

**Kippling Corporation** 

Electronics Editor, Science

Department 40A

355 Lexington Avenue

P.O. Box. 1345

New York, NY 10017-2234

Beverly Hills, CA 90210

Alabama	AL	Kentucky	KY	North Dakota	ND
Alaska	AK	Louisiana	LA	Ohio	ОН
Arizona	AZ	Maine	ME	Oklahoma	OK
Arkansas	AR	Maryland	MD	Oregon	OR
California	CA	Massachusetts	MA	Pennsylvania	PA
Colorado	CO	Michigan	MI	Rhode Island	RI
Connecticut	CT	Minnesota	MN	South Carolina	SC
Delaware	DE	Mississippi	MS	South Dakota	SD
District of Columbia	a DC	Missouri	MO	Tennessee	TN
Florida	FL	Montana	MT	Texas	TX
Georgia	GA	Nebraska	NE	Utah	UT
Hawaii	HI	Nevada	NV	Vermont	VT
Idaho	ID	New Hampshire	NH	Virginia	VA
Illinois	IL.	New Jersey	NJ	Washington	WA
Indiana	IN	New Mexico	NM	West Virginia	WV
lowa	IA	New York	NY	Wisconsin	WI
Kansas	KS	North Carolina	NC	Wyoming	WY

ASCENSION ISLAND	AC
AFGHANISTAN	AF
ALBANIA	AL
ALGERIA	DZ
ANDORRA	AD
ANGOLA	AO
CANADA	CA
POLAND	PL
SUDAN	SD
SURINAME	SR
SWITZERLAND	CH
SYRIAN ARAB REPUBLIC	SY
TAIWAN	TW
TUNISIA	TN
TURKEY	TR

Preface a person's name with a title of respect (for example, Ms., Mrs., Mr.) if you prefer; and when addressing an official of a firm, follow the name with a title or position. Write a firm's name in exactly the same form that the firm itself uses. Although finding out the name of the person to whom a letter should be addressed may take some time, it is always better to address a letter to a specific person rather than to a title, office, or firm. In giving the street address, be sure to include the word Street, Avenue, Circle, and so on.

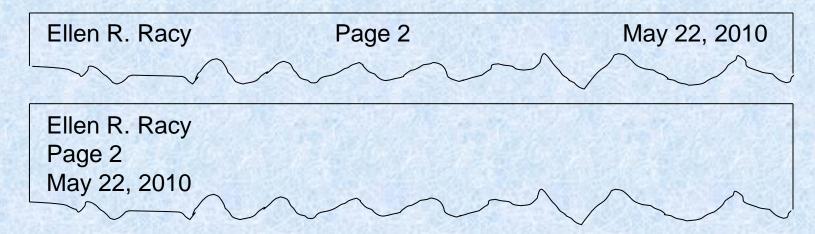
3. Salutation. The salutation, or greeting, is two spaces below the inside address and is flush with the left margin. The salutation typically includes the word *Dear* followed by a title of respect plus the person's last name or by the person's full name: "Dear Ms. Badya:" or "Dear Maron Badya". In addressing a company, "Dear Davidson, Inc.:" or simply "Davidson, Inc.:" are acceptable forms.

Americans usually follow the salutation with a colon. Other practices include using a comma, if the letter is a combination business-social letter, and in the modified and full block forms, omitting the punctuation after both the salutation and the complimentary close.

4. *Body.* The body, or the message, of the letter begins two spaces below the salutation. Like any other composition, the body of a letter is structured in paragraphs. Generally, it is singled space within paragraphs and double spaced between paragraphs.

Second page. For letters longer than one page, observe the same margins as used for the first page. Be sure to carry over at least two lines of the body of the letter to the second page.

Although there is no one conventional form for the second page heading, it should contain (a) the name of the addressee (the person to whom the letter is written), (b) the page number, and (c) the date (see examples given above). The following illustrate two widely used forms:



5. Complimentary Close. The complimentary close, or closing, is two spaces below the body. It is a conventional expression, indicating the formal close of the letter. "Sincerely" is the most commonly used closing. "Cordially" may be used when the writer knows the addressee well. "Respectfully" or "Respectfully yours" indicates that the writer views the addressee as an honored individual or that the addressee is of high rank.

Capitalize only the first word, and follow the complimentary close with a comma (In using open punctuation, the comma is omitted after both the salutation and the complimentary close). 6. Signature. Every letter should have a legible, handwritten signature in ink. Below this is the keyboarded signature. If the letter is handwritten, print the signature below the handwritten signature.

If a writer's given name (such as Dale, Carol, Jerry) does not indicate whether the writer is male or female, he or she may want to include a title of respect (Ms., Miss, Mrs., Mr.) in parentheses to the left of the keyboarded signature. In a business letter, a married woman uses her own first name, not her husband's first name. Thus, the wife of Jacob C. Andrews signs her name as Thelma S. Andrews. If she prefers, she may type her married name in parentheses (Mrs. Jacob C. Andrews) below her own name.

The name of a firm may appear as the signature as well as the name of the individual writing the letter. In this case, responsibility for the letters rests with the name that appears first.

Following the keyboarded signature, there may be an identifying title indicating the position of the person signing the letter; for example, Estimator; Buyer, Ladies Apparel; Assistant to the Manager; Food Catering Division.

#### **Special Parts of a Letter**

In addition to the six regular parts of the business letter, sometimes special, or optional, parts are necessary. The main ones, in the order in which they would appear in the letter, are:

1. Attention Line. When a letter is addresses to a company or organization rather than to an individual, an attention line may be given to help in mail delivery. An attention line is not used when the inside address contains a person's name. Attention lines directed to Sales Division, Personnel Manager, Billing Department, Circulation Manager are typical. The attention line contains the word Attention (capitalized or all capitals, and sometimes abbreviated) followed by a colon and name of the office, department, or individual.

Attention: Personnel Manager or ATTN: Personnel Manager

2. Subject or Reference Line. The subject or reference line saves time and space. Typically it consists of the Subject or Re (a Latin word meaning concerning) followed by a colon and a word or phrase of specific information, such as policy number, account number, or model number.

Subject: Policy No. 10473A or Re: Latham VCR Model 926

The position of the subject line is not standardized. It may appear to the right of the inside address or salutation; it may be centered on the page several spaces below the inside address; it may be flush with the left margin several spaces below the inside address; it may even be several spaces below the salutation.

- 3. *Identification Line*. When the person whose signature appears o the letter is not the person who keyboarded the letter, an identification line is needed. Current practice is to include only the initials (in lowercase) of the typist. The identification line is two spaces below the signature and is flush with the left margin of the letter.
- 4. *Enclosure*. When an item (pamphlet, report, check) is enclosed with the letter, place an enclosure line two spaces below the identification line and flush with the left margin. If there is no identification line, the enclosure line is two spaces below the signature. The enclosure line can be written in many ways and gives varying amounts of information, as illustrated later.

**Enclosure** 

Enclosures: Inventory of supplies, furniture, and equipment Monthly report of absenteeism and sick leave

Encl: Application of employment form

Encl. (2)

5. Copy. When you send a copy of letter to another person, place the letter c (usually lowercase), or the word copy followed by a colon and the name of the person or persons to whom you are sending the copy one space below the identification line and flush with the left margin of the letter. If there is no identification line, the copy notation is two spaces below the signature and even with the şeft margin.

c: Mr. Jay Longman

copy: Joy Major

# The Envelope

The Postal Services standard for envelope sizes and addressed. Envelope sizes regularly used by businesses are classified as All-Purpose (9 x 16 cm), Executive (10 x 19 cm), and Standard (10.5 x 24 cm). Larger envelopes are available in three standard sizes: 16.5 x 24 cm, 23 x 30.5 cm, and 29 x 37 cm.

**Regular Parts on the Envelope**. The two regular parts on the envelope, the outside address and the return address seems:

RETURN ADDRESS ARETHA STEIN 62041 27 SOUTH OAKVIEW IL 60125

Except for name and date, same as heading in letter

Begin outside address slightly left of center

OUTSIDE ADDRESS

Content same as in inside address in letter

TRAVELERS INSURANCE PO BOX 691317 CINCINNATI OH 45274-2520

- 1. Outside Address. The content of the outside address on the envelope is identical to the content of the inside address. The postal service prefers single spacing, all uppercase (capital) letters, and no punctuation marks for ease in sorting using the Optical Character Reader (OCR). For obvious reasons, the address should be accurate and complete. The postal service encourages using the nine-digit zip code to facilitate mail delivery.
- 2. Return Address. Located in the upper lefthand corner of the envelope, not on the back flap, the retun address includes the writer's name (without "Ms", etc.) plus the address as it appears in the heading. The zip code should e included.

**Special Parts on the Envelope**. In addition to the two regular parts of the envelope, sometimes a special part is needed. The main ones are the attention line, the personal line, and mailing directions.

- 1. Attention Line. An attention line may be used when a letter is addressed to a company rather than to an individual. The wording of the attention line on the envelope is the same as that of the attention line in the letter. On the envelope, the attention line is written directly above the first line of the address.
- 2. Personal Line. The world Personal or Confidential (capitalized and usually italicized or underlined) indicates that only the addressee is to read the letter. The personal line, aligned with the left margin of the return address, appears three spaces below the return address.
- 3. Special Mailing Directions. Mailing directions such as SPECIAL DELIVERY, REGISTERED MAIL, CERTIFIED MAIL, or PRIORITY MAIL are typed in all capital letters below the stamp.

# TYPES OF LETTERS

There are many types of letters and numerous books devoted wholly to discussions of letters. This section discusses some of the common types of letters written by businesses and individuals: inquiry, good news and bad news, claim, adjustment, and transmittal.

## **Letter of Inquiry**

A letter to the college registrar asking for entrance information, a letter to a firm asking for a copy of its catalog, a letter to a manufacturing plant requesting information on a particular product – each is a letter of inquiry, or request. To write a letter of inquiry, follow these guidelines:

- 1. State what you want clearly and specifically. If asking for more than two items or pieces of information, use an itemized list.
- **2.** Give the reason for the inquiry, if practical. If you can clearly show a direct benefit to the company of person addressed, you can increase your changes of a reply.
- **3.** Include an expression of appreciation for the addressee's consideration of the inquiry. Usually a simple "thank you" is adequate.
- **4.** Include a self-addressed, stamped envelope with inquiries sent to individuals who would have to pay the postage themselves to send a reply.

On the next slide a letter of inquiry written from a company handling student loans to a parent regarding the status of her son's application materials.



#### SOUTHERN EDUCATORS

Life Insurance Company
4672 Knightsborough NW Richmond, Georgia 30093-2339
Telephone: (404) 449-5267 Toll Free: (800) 221-1014

July 26, 2010

Mrs. Patricia A. Woodsen 350 Byrd Road Florence, NC 28650

RE: 78689, Bruce Eugene Woodson, Jr.

Dear Mrs. Woodson:

Recently we send you forms and instructions for your son's convenience in applying for a Guaranteed Student Load (Stafford Loan).

You were to fill out certain sections and then send the forms to the college or university that your son will attend. The college or university was to complete the forms and then send them to us for processing.

We have not received your son's completed forms.

If you have filled in the forms and sent them to the college or university, urge the school to send the forms to us immediately.

If we can assist you, please contact us. Our office hours are 8:30 A.M. To 4:45 P.M., Monday through Friday. Our toll-free number is (800) 221-1014.

Sincerely,

Lakisa Khanta

Lakisa Khanta
Student Loan Department

GSL/S38

# Good News and Bad News Letters

Writing letters that convey good news or bad news is a common responsibility in the workplace.

#### **Good News Letters**

A good news letter is pleasant for both the writer and the recipient. People like good news. The letter might be congratulations for a job promotion, an announcement of a person's winning entry in a graphic design contest, or a positive response to an employee's request for new office furniture.

Whatever the occasion, the good news letter typically has 3 parts:

- 1. Statement of the good news
- 2. Clarifying details
- 3. Cheerful closing

The reader-centered approach is most important in the good news letter. The "you" approach comes naturally in the writer's focus on the recipient's accomplishment. A warm, sincere, personable tome helps to make the letter special. A good new letter is on the next two slides.



# STATE OF MISSISSIPPI DEPARTMENT OF ECONOMIC AND COMMUNITY DEVELOPMENT

JAMES B. HEIDEL EXECUTIVE DIRECTOR

July 31, 2010

Honorable Jimmy Moore

President

**Prentiss County Board of Supervisors** 

Post Office Box 477

Booneville, Mississippi 38899

Dear Mr. Moore:

I am pleased to inform you that your application for Emergency Shelter Grant funds in the amount of \$100,000 has been approved by the Mississippi Department of Economic and Community Development.

Through this application for funding, Prentiss County has demonstrated local commitment in addressing the community development needs of Mississippi. I commend you for this initiative and for helping to improve the quality of life in your community.

Please contact Mrs. Alice A. Lusk, director for the Community Services Division, Department of Economic and Community Development, if you have any questions. Her mailing address is Post Office Box 849, Jackson Mississippi, 39205, or you may call her at (601)359-3179. Mrs. Lusk's office will be in contact with you soon regarding your contract.

Sincerely,

James B. Heidel

James B. Heidel Executive Director

JBH: jnt

#### **Bad News Letters**

Writing Letters that convey a bad news message can be challenging. The task becomes more manageable if the writer assumes the role of the recipient and asks "What could make me feel more comfortable even in my disappointment?" First of all, no one likes to be slapped in the face with "Too bad you did not get the job. Better luck next time." Soften the blow of disappointment; start with statements that give the recipient positive reinforcement. Then move on to the particulars of the bad news (Example is on the next).

Thus, the approach in the bad news letter is indirect, in contrast with the direct approach in the good news letter. The bad news letter typically follows this four-part sequence:

- 1. Begin with a buffer that softens the disappointment. Establish a common ground of agreement and accomplishment.
- 2. State the bad news tactfully and sensitively.
- **3.** Give specific details that clarify the reasons for the bad news.
- 4. Close with an upbeat look to the future.



# STATE OF MISSISSIPPI DEPARTMENT OF ECONOMIC AND COMMUNITY DEVELOPMENT JAMES B. HEIDEL EXECUTIVE DIRECTOR

July 31, 2010

Dr. Charles Main
Executive Director
Pine Belt Mental Healthcare Resources
Post Office Box 1030
Hattiesburg, Mississippi 39403

Dear Dr. Main:

The Community Services Division has completed its review of the FY 2010 Emergency Shelter Grants program (ESG) applications submitted for funding.

The limitations on ESG funds make the selection process very competitive. Based on the review and the rating process conducted by our staff, your Emergency Shelter application did not rate within the funding range.

Thank you for your interest in the Emergency Shelter Grants program. We look forward to working with you in the future.

Sincerely,

Alice A. Lusk

Alice A. Lusk

Director

**Community Services Division** 

AAL: jnt

120 WALTER SILLERS BUILDING \* PO BOX 849 \* JACKSON, MISSISSIPPI 39205 \* PHONE (601) 359-3449 \* FAX (601) 359-2832

# Claim and Adjustment Letters

Claim and adjustment letters are in some ways the most difficult letters of all to write. The claim letter describes the problem; the adjustment letter is the response.

#### **Claim Letters**

About one out of four purchases of services or goods by individuals results in a problem, according to the U.S. Office of Consumer Affairs. Therefore, it is wise to be knowledgeable about writing a claim letters.

Frequently, writers of claim letters are angry, annoyed, or extremely dissatisfied, and their first impulse is to express those feelings in a harsh, angry, sarcastic letter. But the claim letter that antagonizes the reader is not likely to result in positive action. Thus, in writing a

Claim letter, it is important to be calm, courteous, and businesslike. Assume that the reader is fair and reasonable and will consider all information presented. Include only factual information, not opinions; and keep the focus on the real issue, not on personalities. In writing a claim letter:

- **1.** Identify the transactions (what, when, where, etc.). Include copies (not the originals) of the substantiating documents sales receipts, canceled checks, invoices, and the like.
- **2.** Explain specifically what the problem is. Regardless of how angry or inconvenienced you may feel, do not use obscenities, threats, or libelous statements.
- 3. State the adjustment or action that you want taken, such as repair, exchange, or refund.
- **4.** Keep a record of all actions. Keep a copy of every letter you send. When speaking with someone over the telephone, record a person's name along with the date, time, and outcome of the conversation.

- 5. Send the letter by certified mail. Certified mail costs slightly more than the regular one. But you will have proof that the letter was delivered.
- **6.** Remember that reputable companies want customers to be satisfied and that most respond favorably to justifiable complaints.

A claim letter written by a customer who believes she has not been treated fairly in trying to replace a dress with a defective zipper appears on the next slide. Note the detailed explanation that includes names of personnel, dates, the problems, and the actions she wants the store manager to take. After the claim letter is the Project Plan Sheet and the Organization Plan Sheet that the writer adapted and completed in preparing the letter.

#### **Claim Letter in Block Format**

2708 Bryonhall Drive Austin, TX 78745 December 7, 2010

Mr. Larry Watkins, Manager Mirabelle's Department Store 165 Main Street Austin, TX 78701

DRESS WITH DEFECTIVE ZIPPER

Dear Mr. Watkins:

On December 3, 2010, I purchased a party dress for my daughter from your selection of Elegant Christmas Frocks displayed in your preteen department. I was assisted by Aileen Dawes in making my selection. Since my daughter was not with me, I asked Ms. Dawes if it would be possible to return the dress if it did not fit her or if she did not like it. Ms. Dawes assured me there would be no problem.

I took the dress home and had my daughter try it on that evening. As I zipped it up, the zipper came loose from the dress. I inspected the zipper and noted that the seam to which the zipper should have been sewn was too narrow and was frayed in parts.

On December 5, I returned the dress to your store. Ms. Dawes was not working that day, but another salesperson, Christine Mays, told me that I could not return the dress because it was damaged. She referred me to her supervisor, Mary Kaiser, when I protested that the dress was defective. Ms. Kaiser said that the store policy prohibited the return of damaged goods.

I would like to protest this decision. I have been a Mirabelle's customer for many years and have come to associate your store with exceptional quality and outstanding service. This is the first item I have purchased that did not meet the standards I expect from Mirabelle's. Obviously the garment was not properly sewn. It is an expensive garment, and all I am asking is to have it replaced with one that is not defective.

I am sure that the Mirabelle's return policy for damaged goods was not meant to include items that are defective. I would like to discuss this matter with you at your convenience in order to work out a fair adjustment. My telephone number is 555-0467; please call me with a time that I can meet with you.

Sincerely,

Kathy Judge Kathy Judge

# PROJECT PLAN SHEET FOR CORRESPONDENCE

#### **Audience**

- Who will read the correspondence?
   Larry Watkins, Manager of Mirabelle's; perhaps sales staff
- How will the reader use the correspondence?
   Larry Watkins in deciding whether to permit the return of the dress
- How will your audience guide your correspondence choices?
   The facts should be presented without bias and without condemnation of staff, who said they were following store policy. All aspects of the claim must be accurate because sales staff are likely to be consulted for verification.

# **Purpose**

- What is the purpose of the correspondence?
   To convince the store manager that the dress should be exchanged
- What need will the correspondence meet? What problem can it help to solve?
  - The store manager will want all pertinent details before making a decision about the return of the dress. He may want all of this information before responding to the request for an appointment. The factual information concerning the purchase and the attempted return of a dress will hopefully persuade the store manager to allow the return.
- What reference line (subject line) will most clearly reflect the correspondence's purpose?
  - DRESS WITH DEFECTIVE ZIPPER

# Subject

- What is the correspondence's subject matter?
   Appointment with the store manager to work out a fair adjustment
- How technical should the discussion of the subject matter be?
   Specific details should be included –in lay person's terminology-concerning the purchase and attempted exchange of the dress.
- Do you have sufficient information to complete the correspondence?

  Yes

## **Author**

- Will the correspondence be a collaborative or an individual effort?
   Individual
- How can the correspondent(s) evaluate the success of the correspondence?

The letter will be successful if the stone manager and I can work out a fair adjustment.

# **Project Design and Specifications**

- Are there models for organization or format for correspondence?

  Yes
- In what form (memo, letter) and format (block, modified block) will the correspondence be presented?
  - Letter in block format
- Will the correspondence require special parts, such as enclosures?
   If so, what kinds? For what purpose?
  - Subject line, to state the reason for the letter

### **Due Date**

- What is the deadline for the correspondence?
   Today, if my daughter is to get full benefit from the party dress for the Christmas season
- How long will the correspondence take to plan, research, draft, revise, and complete?

About two hours

# ORGANIZATION PLAN SHEET FOR CORRESPONDENCE

#### INTRODUCTION

1. How can the opening paragraph clearly indicate the correspondence's subject, scope, and purpose?

State the date, department, name of sales assistant, and return agreement.

#### DISCUSSION

1. What are the main parts of the body?

A narrative description of each event from my daughter trying on the dress at home on Dec. 3 through attempting to return the dress on Dec. 5

2. In what sequence should the main information appear?

The order in which the events occurred

3. What organization patterns should be used to develop each paragraph? Chronological

#### **CLOSING**

1. How can the closing reinforce the correspondence's purpose?

Ask for a face-to-face meeting to work out a fair adjustment.

# Adjustment Letters

In writing an adjustment letter:

- 1. Respond to the claim letter promptly and courteously.
- 2. Refer to the claim letter, identifying the transaction.
- 3. Clearly state what action will be taken. If the action differs from that requested in the claim letter, explain why.
- 4. Be fair, friendly, and firm.

Following slide contains an adjustment letter in response to the claim letter given before.

# Mirabelle's Department Ostore

165 East Main Street \* Austin, Texas 78701 Telephone 512-551-9103 Fax 512-551-9100

December 10, 2010

Kathy Judge 2708 Bryonhall Drive Austin, TX 78745

SUBJECT: Confirmation of telephone conservation

Dear Mrs. Judge:

As agreed in our telephone conservation earlier today, you will bring the dress to my office on December 12 at 4:00 p.m.

I believe that this matter can be resolved quickly. Please accept my personal apologies for our staff's misunderstanding in applying the terms "defective" and "damaged" to the dress you are returning.

You are a valued customer, Mrs. Judge, and we appreciate your shopping in Mirabelle's Department Store for the past ten years. Enclosed is a voucher for a 15 percent discount on your next purchase of a garment at Mirabelle's

Sincerely,

Larry Watkins

Larry Watkins, Manager

Enclosure: discount voucher

## **Transmittal Letters**

The transmittal letter (or memorandum for internal transmission) is a silent courier accompanying a document, typically a report or proposal, from sender to recipient. The sender is usually the writer of the document and the recipient is usually the person who requested the document or the person who will act on the document. The transmittal letter identifies, introduces, fills in background information, describes problems, and provides contact information on the material being transmitted.

A transmittal letter generally includes these parts:

- 1. Statement that a document (give the title) is enclosed
- 2. Identification of the document, such as who prepared it, why, when, and for whom

- **3.** Brief summer of the document, with reasons for emphasizing certain points
- 4. Description of problems arising in preparing the document
- **5.** Any additional information that would be helpful in understanding the context
- 6. Expression of appreciation to others who helped with the document with the document to the person who requested it
- 7. Contact information, should questions arise

An example of a transmittal letter accompanying a reference book sent to pertinent Youth Court agencies appears on next page. The book compiler gives background information concerning child advocacy, explains the book's purpose, and recognizes contributors to the book's publication.



# MISSISSIPPI COMMITTEE FOR PREVENTION OF CHILD ABUSE, INC.



July 1, 2010

#### Dear Associate:

The Mississippi Youth Court Desk Book is a joint publication with Children First Incorporated and the Mississippi Committee for Prevention of Child Abuse.

Children First Incorporated was founded in 1991 with the mission to improve services to and information on victimized children. This mission is primarily carried out through our CASA programs, which provide the voice of a volunteer advocate on behalf of an abused child. Additionally, Children First incorporates is engaged in several partnerships including the Mississippi College School of Law and the Children's Legal Clinic-Child Advocacy Project and the Mississippi Supreme Court's Youth Court Improvement Project. All three of these partners were of strategic importance in the development and publication of the 2001 Law Desk Book.

The Mississippi Committee for Prevention of Child Abuse was founded in 1984 with the mission of educating and promoting awareness in the field of Child Abuse. MCPCA has been active on the front lines of the battle to protect Mississippi children from harm. MCPCA additionally provides much needed financial and other support to two of the state's child abuse shelters, giving children access to protection any time of the day or night. One of these shelters is the Natchez Children's Home, which has served children's needs for over a century.

One program that MCPCA is extremely proud to be a part of is Survival, Inc. Survival, Inc., a MS Corporation, is a nonprofit 501 (c) (3) organization dedicated to the empowerment of survivors, family members, and loved ones whose lives have been forever changed by violent crimes. This program offers individual, system, and educational support. The program has also implemented a 24-hour, statewide crisis line.

MCPCA publishes Voices, a social work newspaper. This publication reaches 17,000 professionals and advocates. Voices provides the reader with updates on legislation, child abuse cases, conferences and victim's rights.

We are very excited to present you with the third edition of the Mississippi Youth Court Desk Book prepared in cooperation with our partners (Administrative Office of Courts, Mississippi College School of Law and the Children's Legal Clinic, Inc.) and funded in part through a grant from the Mississippi Bar Foundation IOLTA Project. This book is designed to put key Youth Court information under one cover and thus provide professionals with easy access to up-to-date information, including: Statues, Supreme Court Special Orders, Dispositional Resources, and General Reference information.

If you have any input for future editions, please let us know. Our special thanks go to Nick Clark and his staff for the printing and binding of the book. It is our hope that this book provides you with useful information as you protect Mississippi's children.

Sincerely,

Dana Stanley

Dana Stanley

**Executive Director** 

MS Committee for Prevention of Child Abuse

Jeffrey D. Johns

Jeffrey D. Johns

Chief Executive Officer

Children First Incorporated

# General Principles for Correspondence

- In sending correspondence, the writer chooses a delivery system (postal services, express land and air services, or electronic services) that best meets the needs of sender and recipient.
- The use of electronic systems, such as faxes, voice mail, and e-mail speed delivery, but may pose problems of confidentiality and professional etiquette.
- Correspondence sent through the postal service should follow postal service guidelines for envelopes to allow electronic sorting (using all uppercase letters, omitting punctuation, and using the two-letter abbreviations for the States of the United States).
- Memorandums are typically used for written communication between persons in the same company. Memorandums are used to convey or confirm information.

- An effective memorandum or letter is neat and pleasing to the eye, and follows a standardized layout format. The communication uses conventional parts, and, when needed, special parts, all following a standard sequence and arrangement.
- An effective memorandum or letter is well organized, stresses a positive approach, uses natural wording, and is concise.
- Effective correspondence is reader-centered, is sensitive to cultural differences, and follows ethical practices.
- Whether a letter is an inquiry, good news or bad news, claim or adjustment, transmittal, or some other type, each requires special attention to purpose, audience, and inclusion of pertinent information.

### **Chapter Summary - Correspondence**

Knowledge of how to handle correspondence in the workplace through memorandums and letters is essential in the daily activities of the successful professional. Effective correspondence writers are considerate of the audience's culture, technical knowledge, and organizational distance. Their correspondence shows respect and courtesy, encourages positive working relationships, and follows ethical practices.

Delivery systems of correspondence have changed dramatically over the last thirty years. Electronic transmission of correspondence, for example, has made communication instantaneous via fax machines, voice mail, and e-mail.

As in any communication project, the correspondence writer is a problem solver, answering questions, such as these:

- Is a memorandum or a letter needed?
- What delivery system is most appropriate?
- What is the purpose of the communication?
- What are the reader's needs?
- What information is needed?
- How can I be sure that the communication is successful?

### 16 Oral Communication

- Introduction
- What is Oral Communication?
- Speaking and writing
- Informal, Semiformal and Formal Presentations
- The Speaker's Responsibilities
- Coping with nervousness
- Purposes of Oral Presentations
- Preparing an Oral Presentation
- Student Example: Oral Presentation
- Delivering an Oral Presentation
- A speech by a Company Executive
- Developing and Scripting Visuals
- Preparing and Showing Visuals
- Chapter Summary

### Chapter Goals

#### This chapter:

- Defines oral communication
- Examines differences between speaking and writing
- Differentiates between informal, semiformal, and formal presentations
- Specifies the speaker's responsibilities
- Offers suggestions for coping with nervousness
- Examines the purposes of oral communication
- Explains how to prepare an oral presentation
- Explains procedures for delivering an oral presentation
- Discusses the importance of developing and scripting visuals
- Shows how to evaluate an oral presentation

### Introduction

Most people communicate more through speaking than they do in any other way. Speaking to others at work, greeting customers, sharing project ideas with team members, talking on the telephone – these kinds of informal communication occur frequently. Such informal occasions involve an audience of only one person or a small group and seldom require prepared comments.

Occasions that required prepared comments, a scripted presentation, or a formal speech make many people nervous. In fact, various polls show that most people dread standing before an audience and speaking more than death.

The information in this chapter presents a systematic approach to planning and delivering oral presentations. This approach can help you to develop the self-confidence and the knowledge needed for effective oral expression.

### What is Oral Communication?

Oral (spoken) communication is an exchange between speaker(s) and listener(s) and can take place in many settings and through various media.

Informal oral communication, for instance, occurs daily in the workplace when people greet each other face to face with "How are you today?" or "Have a nice weekend."

Oral communication in the workplace may be a telephone conversation with a competitor down the street, a voice mail message from the office in Singapore, or an interactive video conference with team members in Mexico, Spain, and Canada.

Oral communications often become records. For example, calls on the telephone –a much used medium- may be logged by time, date, caller, and message. Oral communications, particularly those transmitted electronically may be stored on tape, disk, or digital recording.

# Speaking and Writing

Speaking and writing have much in common because they are both forms of communication based on language. Speaking differs, however, in several important ways:

- 1. Level of diction. Speaking typically requires a simpler vocabulary and shorter sentences.
- 2. Amount of repetition. More repetition is needed in speaking to emphasize and summarize important points.
- 3. Kinds of transitions. Transitions from one point to another must be more obvious in speaking. Transitions such as first, second, and next signal movement that is often conveyed on the printed page through paragraphing and headings.
- **4.** Kind and size of visuals. Speaking lends itself to the use of exhibits and projected materials; some kinds of flat materials such as charts, drawings, and maps must be constructed on a large scale.

#### Informal, Semiformal, and Formal Presentations

Oral communication can be informal, quasiformal, or formal. The term informal describes nonprepared speech while formal describes well-planned, rehearsed speech. Quasiformal includes characteristics of both informal and formal presentations.

#### **Informal Presentations**

Most of us spend a large percentage of each day in informal communication, talking with friends, family, and coworkers. In the workplace, you may be asked to share views or knowledge about projects, places, or plans within the company or with an external group, such as a service organization, a civic club, or a group of clients. You may be asked at a meeting to respond impromptu, or you may be asked ahead of time but make little or no preparation. In these situations, you share information through informal oral presentations.

#### **Quasiformal Presentations**

Committee meetings, discussion groups, and team planning sessions are examples of settings for quasiformal presentations. In these settings, the sharing of ideas and information focuses on specific purposes. The leader (usually selected by job description, appointment, or group consensus) sets the agenda and conducts the meeting. Discussions may include impromptu group sharing when ideas pop into participants' heads, oral reports from subcommittees, or a formal report, for example, from a task force asked to study a problem and make recommendations. Degrees of formality in quasiformal settings are blurred. The overriding purpose is to conduct the business at hand in a professional manner.

#### **Formal Presentations**

Formal oral communication involves a great deal of preparation and attention to delivery. Professionals are often asked to share their views and knowledge of their fields. The deliberate, planned, carefully organized and rehearsed presentation of ideas and information for a specific audience and purpose constitutes formal communication.

Formal presentations may be categorized according to the speaker's mode of delivery as

- extemporaneous
- memorized
- read from a manuscript

In the extemporaneous mode -the most often used of the three modes- the speaker refers to brief notes or an outline, or simply recalls from memory the points to be made. In this way, the speaker is able to interact with the audience and convey sincerity and selfassurance. In the memorized mode, the speaker has written out the speech and committed it to memory, word for word. The memorized speech tends to lack of spontaneity and an at-ease tone; also, the speaker must face the very real possibility of forgetting what comes next. In the third mode, the speaker reads from a manuscript. While this type of delivery may be needed when exact wording is required in a structured situation, the manuscript speech has serious limitations. It is difficult for the speaker to show enthusiasms and to interact with the audience, delivery is usually stilted, and the audience may soon become inattentive.

### The Speaker's Responsibilities

A speaker is expected to fulfill certain responsibilities. If a speaker begins, for example, by apologizing for forgetting to request a screen for projecting visuals, the audience may become wary and begin to wonder what else the speaker may have forgotten. Or if a speaker is allotted fifteen minutes but talks on for another twenty minutes, the audience may become agitated. Such situations can be avoided if the speaker attends to these responsibilities:

- checking the room and the equipment conditions
- stating how the allotted time will be used
- adhering to the time limit
- following ethical practices

Fulfilling these responsibilities helps to ensure a successful oral presentation.

#### **Room and Equipment Conditions**

Before an oral presentation, check the room for conditions such as appropriate temperature, seating arrangement, and ease of moving furniture (for example, for small group discussions). Check the equipment to be sure that all is working and in place. A burned out lamp in an overhead projector or lack of an extension cord, for example, could undermine a well-planned presentation.

#### **Use of Allotted Time**

Sharing your plan for the oral presentation with the audience helps to establish rapport between you and your audience. If you welcome questions during the presentation, for instance, or if you want the audience to hold questions until the presentation is over, let the audience know. And if you can talk with people individually at the close of the presentation, make the audience aware of your availability.

#### **Time Limit**

Sticking to time limitations is very important. Unfortunately, many speakers cancel out careful preparation and good delivery by not adhering to specified time limits. A speaker given four to six minutes who speaks for only one or two minutes may be perceived as not having adequately developed the subject. On the other hand, a speaker given thirty-five minutes is often praised for not using the full time allotted. (Studies show that attention span for adults wanes after about twenty minutes).

#### **Ethical Practices**

There is power in the spoken word. Whether in coffee-break discussions, committee meetings, or formal oral presentations, individuals in the workplace must remember ethical considerations in speaking situations.

#### Informed speakers:

- Recognize the power they have over listeners. Listeners expect the speaker to respect them as thinking, intelligent human beings capable of making sound choices when given accurate, full, unbiased information. An audience may be present because attendance is expected, the speaker is a well-known and respected civic leader, or the speaker is a company executive —whatever the situation, the speaker should not take advantage of a captive audience to push a hidden agenda.
- Recognize the power of ideas. In presenting information and ideas, the informed speaker gives needed background and context, taking into consideration the needs and interests of listeners. Often, a speaker supports a point and gives it credibility by refering to respected authorities and quoting them. Such quotations —in fairness- must be given in context. For example, a report by an EU

- Government official who said that he wished he had been a better student of Latin so that he could better communicate with citizens in Latin America was unfair and unethical. In the full text, the speaker had referred to the Latin origin of Romance languages, such as Spanish, and how knowledge of Latin helps in learning modern languages derived from it.
- Avoid plagiarism. Informed speakers give credit where credit is due in presenting ideas and information. To do otherwise is unethical.
- Plagiarism is implying that another person's ideas or words are your own. Plagiarism may be unintentional or intentional. To avoid the problem of plagiarism:
  - 1. Indicate when you are quoting and give the source. Example: Peter Presley, Ford Motor Company, poses and insightful question: "We must ask ourselves, how willing are we to make an education and training a top priority in our organizations?"

2. Give paraphrased material in your own style and language, and credit this source. Example: According to Peter Presley, Ford Motor Company, international organizations must address the issue of their commitment to education and training as a top priority.

### Coping with Nervousness

Nervousness is a normal reaction to a strange, uncertain, or unfamiliar situation. Fortunately, nervousness is temporary. The sweaty hands, shaking knees, trembling voice, short breaths, queasy stomach, and light-headedness are fearing that the audience might not be receptive or that no words will come out when it is time to speak.

These tips can help to ease the anxiety:

- Prepare note cards and visuals, and rehearse again and again.
- Think positively: You have important things to say.
- Take several deeps breaths and exhale slowly.

- Establish eye contact with the audience immediately. Smile. Make a comment such as "Thank you for being here today." This acknowledgement of the audience can help you feel at ease.
- If you have a mental block, be prepared to show a visual immediately. The visual, perhaps a slide or an overhead transparency or a poster, might show the main points of the presentation. The visual shifts the eyes of the audience from the speaker to the visual. These comments can provide time for your to regain your composure, as the audience studies the visual.
- Know the introduction so well that you could recite it in your sleep.
   Once you get started speaking, usually you can continue.
- Remember that your audience is empathetic; your audience understands nervousness and wants you to do well.

## Purposes of Oral Presentations

Oral communication's major purpose can be to entertain, to persuade, or to inform. Each type of communication could be presented formally, quasiformally, or informally.

#### To Entertain

Oral communication that is meant to entertain is intended to provide enjoyment for listeners. Few individuals have occasions to communicate solely for the purpose of entertaining except on an informal basis with friends and relatives.

#### To Persuade

Communication that is meant to persuade seeks to affect the listeners' beliefs or actions. On the job you may find yourself res-

ponsible for persuading supervisory personnel or customers or employees to change a method or a procedure, to hire additional personnel, to buy a certain piece of machinery or equipment, and so forth. Whether presenting an idea, promoting a plan, or selling a product, the same basic principles of persuasion are involved.

The art of persuasion can be summed up in two sentences: Present a need, want, or desire of the audience. Show the audience how your idea, service, or product can satisfy that need, want, or desire.

#### **Basic Considerations in Persuasion**

If you are to prepare and present a persuasive speech effectively, you must be aware of several factors: the audience's needs, wants, desires, and the kinds of appeals you can make.

#### **Audience's Needs, Wants, and Desires**

The basic needs of existence are few: food, clothing, and shelter. In addition to these physical needs, people have numerous wants and desires, including:

Economic security: This includes a means of livelihood and ownership of property and material things.

Recognition: People want social and professional approval. They want to be successful.

Protecting of self and loved ones: The safety and physical well-being of self, family, and friends are important to most people.

Aesthetic satisfaction: People desire pleasant surroundings and experiences that are pleasing to the senses.

Consideration of the audience's needs, wants, and desires is essential in order to present an idea, plan, or product effectively. For example, if you were to try to persuade your employer to purchase new computers, you would probably appeal to the employer's economic and aesthetic desires; that is you might emphasize the time that could be saved and the improved appearance of keyboarded material. Of if you were a supervisor impressing upon a worker the importance of following dress regulations, you would stress protection (safety) of self and the possible loss of economic security for the worker and his or her family should injury or accident occur. Or if you were to persuade a coworker to take college courses in the evening, you would point out the recognition and economic security aspects – gaining recognition and approval for furthering education and skills and the possible subsequent financial rewards.

#### Appeals-Emotional, and Rational, Direct and Indirect

Persuasion is the process of using combined emotional and rational appeals and principles. Emotional appeals are directed toward feelings, inclinations, and senses; rational appeals are directed toward reasoning, logic, or intellect. Many times, emotional appeals carry more weight than rational appeals.

The most satisfying persuasion occurs when persuasion occurs when people make up their own minds or direct their own feelings toward a positive reception of the idea, plan, or product —without being told to do so. Indirect appeals, suggestions, and questions are usually much more effective than a direct statement followed by proof.

### The Persuasive Presentation

A persuasive presentation involved four steps: opening, intensifying need and desire, supporting proof, and closing. For timing in moving from one step to another, you must use your judgment by constantly analyzing conditions and audience mood.

In approaching a single listener or a small group of listeners, be sincere and cordial. A firm handshake should set a tone of friendliness. It is also natural to exchange a few brief pleasantries (How are you? How is business? Beautiful weather we are having.) before getting down to business. With a large group of listeners, such a personal approach is difficult. You can, however, be sincere and cordial, and you can often speak with audience members individually following your presentations.

# Opening

In the opening, the listener's attention is captured. Thus the opening should immediately spark the listener's interest and should present the best selling points. This may be done directly or indirectly.

Direct

Our new Mega Value CD player provides a clearer, more authentic sound than any other CD player on the market.

Indirect

Do your customers ask for CD players that give a closer, clearer, more authentic sound?

## Intensifying Need and Desire

Once the audience's attention is captured, each main selling point is developed with explanatory details. Both emotional and logical appeals show how the product or service will help satisfy one or more of these basic desires: economic security, recognition, protection of self and loved ones, and aesthetic satisfaction.

At this stage, and throughout the presentation, the listener may raise objections. The best way to handle these is to be a step ahead of the listener; that is, be aware of all possible objections, prepare effective responses, and incorporate them into your presentation.

# Supporting Proof

If a persuasive oral presentation is to be successful, the speaker must provide evidence and proof. Evidence and proof require logical reasoning. Information must be relevant and must be examined on the basis of reason, not on emotion or preconceived ideas.

Valid critical thinking is based on logical reasoning, as in the next slides. Sam asks, "Why did not I get the 150 bucks I asked my parents for to get new front tires on my car?" To be logical, a conclusion must be based on reliable, relevant, and sufficient evidence, and on an intelligent analysis of the evidence. Reliable evidence is the proof that can be gathered from trustworthy sources: personal experience and knowledge, testimony of reliable individuals, reference works, reliable Internet sources, examples, statistics, and the like.

Relevant evidence is information that directly influences the situation. Sufficient evidence means enough or adequate information with no omission of significant facts that would alter the situation. Evidence that is reliable, relevant, and sufficient must be analyzed intelligently. The meaning and significance of each individual piece of information and of all the pieces of information together must be considered if plausible conclusions are to be reached.

The speaker conveys proof and evidence not only through words but also, and often more importantly, through demonstrations and exhibits.

#### Scenario: Why Sam Did Not Get 150 Bucks

- **1.** My parents do not love me.
- **2.** The do not have the money.
- **3.** The did not receive my voice mail message.
- **4.** They mailed me a check but something happened to the letter.
- 5. They just do not realize what bad shape those front tires are in.
- **6.** They think I should pay my car expenses out of the money I earn from my part-time job.

Sam turns over each possibility in his mind. He immediately dismisses possibility 1. He knows this way only a childish reaction and that love cannot be equated with money. Sometimes parents who do not love their children send them money; and sometimes, for very good reasons, parents who love their children do nor send them money.

There is a real possibility Sam's parents did not have the \$150 to spare (possibility 2). But Sam reasons that if this is the cause, they would have asked him to wait a while longer or at least made some

response.

Perhaps his parents did not receive his voice mail request (possibility 3). His parents, however, check their voice mail frequently.

Maybe they mailed him a check but something happened to the letter (possibility 4). The letter could have gotten lost in the mail. To his knowledge, however, no letter sent to him has ever gotten lost.

Possibility 5 could certainly be a true statement. But Sam realizes that his parents could be aware of the condition of the tires and still have reason not to send the money.

The more Sam considers possibility 6, the more this seems like the reason. After all, Sam had promised his parents that if they would help him buy a car, he would keep it up. Furthermore, in his excitement of owning a car at long last, he had cautioned his parents to ignore any requests for car money, no matter how desperate they sounded.

So as Sam carefully considers each possibility, he comes to the conclusion that the reason he did not receive the money is that his parents expect him to pay for his car expenses.

# Closing

In closing a presentation, it is wise to assume that the audience will accept the idea or plan or will buy the product. The following suggestions reflect such an attitude: When may we begin using this procedure? Which model do you prefer? Reaffirmation of how the product or service will enhance the listener's business often helps to conclude the deal and to reinforce his or her satisfaction. If you detect a negative attitude, avoid a definite "no" by suggesting further consideration or a trial use of the product and another meeting at a later date.

### To Inform

Of the general purposes of oral communication —to entertain, to persuade, and to inform- the informative purpose is most common in the workplace. In communicating procedures, reports, proposals, and other materials, the speaker's major goal is to inform the audience.

Giving informative oral presentations is a significant aspect of workplace communication responsibilities. The focus of the remaining sections of this chapter –preparing an oral presentation, delivery, and visual materials- are geared to the informative speech. The basic principles discussed in these sections are, however, applicable to any speech situation. For instance, the steps in preparing an oral presentation are essentially the same, whether the purpose is to entertain, to persuade, or to inform.

## Preparing an Oral Presentation

Preparing an oral presentation involves these steps:

- determining the specific purpose
- analyzing the type of audience
- gathering the material
- organizing the material
- determining the mode of delivery
- outlining the speech
- preparing visual materials
- rehearsing

### Determining the Specific Purpose

Typically, the general purpose of a workplace speech is to inform; sometimes the general purpose is to persuade, or, occasionally, to entertain. You must determine the specific purpose if the speech is to be effective. Establish the reason for the speech and determine who will use the information. Give data that completely, accurately, and clearly present the subject, and then analyze and interpret the data thoroughly and honestly. You can then make recommendations accordingly.

## Analyzing the Type of Audience

Your speech, if it is to be effective, must be designed expressly for the knowledge and interest level of the audience. Adapt your vocabulary and style to the particular audience. For instance, if you were to report on recent applications of advanced wastewater technology, your reports to a group of environmental, chemical, and civil engineers, to a college freshman class, or to construction workers would differ considerably. Each group has a different level of knowledge and a different interest in the subject.

## Gathering the Material

You gather material primarily from three sources: interviews and reading, field investigations, and laboratory research.

The extent to which you use one or more of these sources depends on the nature of the speech. A report in history, for instance, may simply call for reading certain material in a book. An investigation of parking facilities in a particular location may call for personal interviews plus on-site visits. An analysis of the hardiness of certain shrubs when exposed to sudden temperature changes may involve both field investigation and experimental observation.

## Organizing the Material

To organize the material, select the main ideas, but do not exceed three or four. (Remember that your audience is listening, not reading.) Arrange supporting data under each main idea, using only the data necessary to develop each main idea clearly and completely.

After the main body of material is organized, plan the introduction. Let the audience know the reason for the speech, the purpose, the sources of data, and the method or procedure for gathering the data. Then state the main ideas to be presented. The function of the introduction is to set an objective framework so that the audience will accept the information as accurate and significant.

Next, plan the conclusion. It should contain a summary of the data, a summary of the significance or interpretation of the data, and conclusions and recommendations for action or further study.

### Determining the Mode of Delivery

Once you have analyzed the speaking situation and gathered and organized the material, you can determine the appropriate mode of delivery. Is it more appropriate to speak extemporaneously, to recite a memorized speech, or to read from a manuscript? (Of course, you may have been told which mode to use; thus the decision has already been made for you.) The memorized speech is most appropriate in situations such as competing in an oratorical contest or welcoming an important visiting dignitary. Reading from a script is most appropriate is presenting a highly technical scientific report, giving a policy speech, or the like. For most other situations, extemporaneous speaking is the most appropriate.

## Outlining the Speech

In most cases, a good outline will serve to structure your speech. A suggested outline form follows:

#### Introduction

- I. Reason for the speech
  - A. Who asked for it?
  - B. Why?
- II. Purpose of the speech
- III. Sources of data
- IV. Method or procedure for gathering the data
- V. Statement of main ideas to be presented.

#### Body

- I. First main idea
  - A. Subidea
    - 1., 2., etc. Data
  - B., etc. Subideas

II., III., etc. Second, third, etc., main ideas
A., B., etc. Subideas

#### Conclusion

- I. Summary of the data
- II. Summary of the significance or interpretation of the data
- III. Conclusions and recommendations for action or further study.

If you plan to present a memorized speech or read from the script, write out the speech. Give special care to manuscript form and to the construction of visuals if you are to distribute copies of the speech (copies should be distributed after the oral presentation, not before or during it).

## Preparing Visual Materials

Carefully select and prepare visuals to help clarify information and to crystallize ideas. For a full discussion of visuals, see Chapter 5.

### Rehearsing

For an extemporaneous speech: From your outline, make a note card (7.5 by12.5 cm) of the main points that you want to make. Indicate on the card where you plan to use visuals. Rehearse the entire speech several times, using only the note card (not the full outline). Get the ideas and supporting data and the order in which you want to present them fixed in your mind.

For a memorized speech: Commit to memory the exact wording of the script. As you practice the speech, put some feeling into the words; avoid a canned, artificial sound.

For a speech read from a manuscript: Just because you are to read a speech does not mean you should not practice it. Go over the speech until you know it so thoroughly that you can look at your audience almost as much as you look at the script. Number the pages so that they can be kept in order easily. Leave the pages loose (do not clip or staple them together); you can then unobtrusively slide a finished page to the side or to the back of the stack.

Some speakers find it helpful to videotape their speech once or twice while rehearsing and then play back the tape for an objective analysis of their strengths and weaknesses. Rehearsing your presentation several times is important; rehearsing gives you selfconfidence and prepares you to stay within the time allotted.

# PROJECT PLAN SHEET FOR AN ORAL PROCESS EXPLANATION

#### **Audience**

- Who will listen to the process explanation?
   A lay audience of adult volunteers at a hospital
- How will hearers use the process explanation?
   For general understanding of how a major antibiotic was accidentally discovered
- How will your audience guide your communication choices?
   The audience, a group of volunteers, will need simple language presented in an informal style.

### **Purpose**

- What is the purpose of the explanation?
   To explain the discovery of penicillin
- What need will the explanation meet? What problem can it help to solve?
  - The explanation will supply background information for hospital volunteers on a major discovery in the medical field.

### Subject

- What is the explanation's subject matter?
   How penicillin was discovered
- How technical should the discussion of the subject matter be?
   Since the explanation is intended for a lay audience, it should be nontechnical.
- Do you have sufficient information to complete the subject? If not, what sources or people can help you to locate the additional information?
  - No. I will look at print and online reference sources.
- What title can clearly identify the project's subject and purpose?
   How Alexander Fleming Discovered Penicillin

#### **Author**

- Will the explanation be a collaborative or an individual effort?
   The project will be an individual effort.
- How can the developer(s) evaluate the success of the explanation?
   Maybe I can ask a physician or nurse to look over my finished draft.

### **Project Design and Specifications**

- Are there models for organization or format for explanation?
   Yes. Printed speeches are available from a variety of sources.
- In what medium will the completed explanation should have?
   Oral presentation
- Are there special features the completed explanation should have?
   The finished explanation should be especially clear and easy to understand.
- Will the explanation require visuals or other graphics? If so, what kinds and for what purpose?
  - Prescription vial of penicillin tablets, a prescription tube of penicillin ointment. A list of stages written on a chalkboard, dry erase board, or a page from a newsprint pad as each stage introduced. A petri dish. A pice of moldy cheese and a slice of moldy bread.
- What information design features can best help the explanation's audience?
  - Use of real objects; outline of stages in the discovery process.

#### **Due Date**

- What is the deadline for the completed explanation?
   I will give the presentation at the hospital volunteers' monthly meeting on 15 January.
- How long will the explanation take to plan, research, draft, revise, and rehearse?
  - Research will take the longest time. I also need to allow at least a week for showing the speech to my final reviewer and another week to make any changes and final revisions. I need to allow time to gather visuals and to practice delivering the speech.
- What is the timeline for different stages of the explanation?
   I will plan an outline during one day. I will spend one week locating sources and taking notes. I'll spend two days on drafting and two days on revision, allowing my reviewer two additional days to read the explanation and contact me with suggestions.

### ORAL PRESENTATION

#### HOW ALEXANDER FLEMING DISCOVERED PENICILLIN

Many fortunate discoveries have resulted from accidents. We call such discoveries serendipitous. One such serendipitous discovery happened in September 1928, resulting in a miracle antibiotic drug. The drug was first used widely in World War II among the Allied military personnel in the treatment of infections, wounds, and disease. This miracle drug proved also to be very effective against the organism that causes the venereal disease syphilis. Today the drug is commonly available in tablets, capsules, ointments, and drips, as well as by injection. The miracle drug is penicillin. For over seventy years this drug has helped to ease pain, facilitate healing, even save lives —for millions of people around the world.

How did an accidental discovery by Sir Alexander Fleming lead to the development of penicillin? These events occurred in four stages: experimentation with antibacterial agents, analysis of the mold, identification of the mold, and extraction of the essential compound.

#### Stage 1 Experimentation with Antibacterial Agents

The young Alexander Fleming, M.D., from Scotland, specializing in bacteriology at the University of London, was interested in developing antibacterial agents from nature.

Having made a special study of septic wounds while serving as a doctor in World War I, he continued his research and experimentation. While Fleming was working on a series of experiments with *Staphylococcus aureus*, a fortunate accident occurred. Fleming had left exposed to the open air some culture plates (also called petri dishes) of staphylococci.

A few days later, when he returned to the laboratory, he discovered that one of the bacteriological plates had become contaminated with a mold from the air, possibly from an open window.

Fleming probably admonished himself to be more careful. He started to discard the plate. But the trained eye of the scientist noticed something different about the mold.

#### Stage 2 Analysis of the Mold

Fleming carefully analyzed the conditions surrounding the mold. He noticed that the bacteria had failed to grow in the area of the mold. Thus, he reasoned, some unknown substance in the mold has killed the bacteria. Also, he noticed tiny drops of liquid on the surface of the mold.

Though Fleming had tainted his staphylococci experiment, he had stumbled on a discovery that would revolutionize the treatment of wounds and illness in human beings.

#### Stage 3 Identification of the Mold

Fleming continued to study and analyze the mold. This mold, by the way, was green and was very similar to the ordinary fungus growth we see on cheese and bread when they get a little old.

Eventually Fleming identified the mold as belonging to the genus *Penicillium*, and he called the unknown substance penicillin. The tiny drops of liquid on the surface of the mold –the substance that Fleming called penicillin- was the chemical that had destroyed the neighboring bacteria.

#### Stage 4 Extraction of the Essential Compound

Some ten years after Fleming had made his accidental discovery of penicillin, two fellow scientists –Howard Walter Flory and Ernst Boris Chain- took up Fleming's work. They extracted the essential compound from the liquid in which penicillin grows.

Knowledge of the drug and experimentation beyond the laboratory grew quickly. By early 1941, amazing results were being obtained in the treatment of infections in human beings. An later in 1941, penicillin began to be mass produced in the United States.

#### Closing

Alexander Fleming received widespread recognition and honor for his discovery of penicillin. He was knighted –hence, Sir Alexander Fleming. And in 1945, Fleming, with his two coworkers, was awarded the highest honor in his field – the Nobel Prize in medicine.

## Delivering an Oral Presentation

A major factor in oral communication is effective delivery, or how you say what you say. During your speech, observe the points:

- Display poise and self-confidence: Walk to the podium with poise and self-confidence. From the moment the audience first sees you, give a positive impression. Even if you are nervous, the appearance of self-confidence impresses the audience and helps you to relax.
- Capture the audience's attention: Get the audience's attention and interest. Begin your speech forcefully. Opening techniques include asking a question, stating a little-known fact, or making a startling assertion (all, or course, should pertain directly to the subject at hand).
- Make eye contact: Look at the audience. Interact with the audience
  through eye contact, but without special attention to particular
  individuals. Spend as little time as possible looking at your notes,
  and try not to stare at the floor or the ceiling, over the heads of your
  audience, or out the window.

- Avoid shifting modes of delivery: Stick to an appropriate mode of delivery. If, for instance, your speech should be extemporaneous, do not read a script to the audience.
- Show zest in your speaking: Put some zest in your expression.
  Relax, be alive, and show enthusiasm for your subject. Avoid a
  monotonous or "memorized" tone and robot image. Have a pleasant
  look on your face.
- Speak clearly: Get your words out clearly and distinctly. Make sure that each person in the audience can hear you. Follow the natural pitches and stresses of spoken language. Speak firmly, dynamically, and sincerely. Enunciate distinctly, pronounce words correctly, use acceptable grammar, and speak on a language level appropriate for the audience and the subject matter.
- Adjust your voice: Adjust the volume and pitch of your voice as needed for emphasis of main points or because of distance between you and the audience, the size of the audience, the size of the room, and outside noises. Be certain everyone can hear you.

- Vary your speaking rate: Vary your rate of speaking to enhance meaning. Do not be afraid to pause; pauses allow time for an idea to become clear to the audience and emphasize important points.
- Stand naturally: Stand in an easy, natural position, with your weight distributed evenly on both feet. Bodily movements and gestures should be natural; well-timed, they contribute immeasurably to a successful presentation.
- Avoid mannerisms: Avoid mannerisms such as toying with a necklace or pin, jangling, change, or repeatedly using an expression such as "you know", "like", or "uh".
- Show visuals with natural ease: Examine Chapter 5 for comprehensive explanation.
- Close appropriately: Close the presentation –do not just stop speaking. Your speech should be a rounded whole, and the close may be indicated through voice modulation and a simple "Thank you" or "Are there any questions?"

### A Speech by A Company Executive

The speech given below was delivered in a formal setting to other executives. As you read the speech, note how the speaker does several things. While laying out the problems of insufficiently educated employees in the automotive industry, the speaker gives specific information about how his company historically has responded to consumer and employee needs and then challenges the audience to invest in human capital.

# The War for Talent Preparing Our Workforce for the Next Decade

by Peter Presley, Vice Chairman and Chief of Staff, Ford Motor Company Delivered to the University of Michigan's Management Briefing Seminar, Traverse City, Michigan, August 4, 1999

#### Introduction

I'm going to cover a topic that is critical to our industry –preparing our workforce for the next decade. It's not news that the automotive industry is experiencing a severe talent shortage. Who knows better than all of us in this room? We're living the consequences –a lack of flexibility and adaptibility in our workers and a higher than usual turnover. Both add tremendous costs to the bottom line.

We can, however, affect the degree to which these will continue to plague us. Only we can stop this unproductive and costly downward spiral.

We must ask ourselves, how willing are we to make education and training a top priority in our organizations? How far back into the educational pipeline are we willing to reach to help our children learn the fundamental employability and life skills that so many students today simply do not have?

I'll begin my remarks by briefly laying out the scenario: How bad is it and why? Then I'll look at the education and training needs of our workforce. And I'd like to conclude with a word about Ford's efforts in this area –both our historical commitment and what we're doing today.

#### **Current Scenario**

As I just said, our industry is on the brink of a potentially devastating shortage of talent —on the plant floors, in our salaried ranks and at our dealerships. At every level, in all job categories —we need more good people, and we need them today.

What's significant about this problem is it's reach. The labor shortage is affecting OEMs [Original Equipment Manufacturer], suppliers, and dealers – not just here in Michigan –but around the world.

The auto industry is one of the greatest consumers and producers of new technology. Microchips control nearly all systems on today's vehicles. They provide the logic behind the proper operation of such functions as emission controls and fuel management, antilock brakes, airbags, dynamics and ride control, sound systems, cruise control, and on and on. Great technological leaps are being made with each model year. Take our new Lincoln LS, for example. Its 16 chips can process 40 million instructions per second. The Powertrain Control Module alone has five times the processing capability of previous generations.

We need to do a better job of informing the outside world that our industry offers great opportunities for forward thinkers.

In fact, today's hourly workers at Ford are required to demonstrate a high level of literacy and must understand statistics, metrics, and elementary Boolian Algebra, among other subjects. Yet, the negative image linkers.

As I said a moment ago, this war for talent is being felt in the managerial ranks as well as on the plant floor.....

This seeming disdain for manufacturing is not unique to the United States. It's a worldwide problem. According to one European survey, only 8% of university graduates there aspire to careers in engineering or manufacturing.

#### **Education and Training Needs**

I believe one of the reasons our industry is so affected by this talent shortage is, in part, a result of the shift in societal values. Our economy today is rewarding "ideas" the way it once rewarded the production of things...

The world is moving from valuing a manufacturing-driven economy to valuing a knowledge-based economy. Even in manufacturing, that means people —our human resources- are our capital —our "intellectual capital." And, as everything else in our business these days, competition for that capital is ruthless.

No one can argue that the world is a much different place than it was a century ago when manufacturing was redefining the economy. Our products are different. Our workplaces are different. Our employees must be different –they must be prepared. And it's our responsibility to see to it that they are....

Today's workplaces need people who are flexible and adaptable, who have an intuitive ability to solve problems and work in teams, who are independent, creative thinkers- and can communicate effectively. We need people who are trained to learn –because we do not know what they will need to know over the course of their careers.

Unfortunately, our educational system is not uniformly producing this type of student. And when they do, those top students often don't want to work in manufacturing.

Under this scenario, we cannot ensure an adequate consumer base either. As we know, cars and trucks can be expensive. If our consumers do not have sufficient skills to get good employment, how will they be able to afford our products? Education is the key answer.

A consistent finding in studies related to labor and employment is that the higher the level of educational achievement, the higher the earnings. And with time, the pay gap is getting wider.

In 1980, the pay gap between high school and college graduates was 50 percent. In 1998, it jumped to 111 percent.

Meanwhile, what are we —as an industry- going to do about the modern day disconnect between education and business? It's time to stop the hand-wringing and roll up our sleeves. It's time to get involved —really involved. It's not enough to give money —though that's important too.

We need to redouble our efforts and touch these students –grab them, really, and interest them- long before they graduate. Working with colleges and high schools is no longer sufficient. We must reach further back into the pipeline –into the middle, elementary, even preschools.

Our expertise is needed in creative learning environments that foster the development of the type of schools we need. This means getting involved in curriculum planning, on local school boards –wherever education policy is made.

For us at Ford, it means creating schools, which we did with the Henry Ford Academy. I'll tell you more about that in a moment.

If we want the best and the brightest students, we have to do two things: make sure they're prepared for the business world –and then attract them to our industry.

#### Ford's Commitment to Education

At Ford, our commitment to education is more than good social responsibility. It is very much tied to attracting and retaining the best employees. Let me explain.

As parents and grandparents, our employees are deeply concerned about the education of their children. Traditionally, a "good job" at Ford –and all manufacturers, really- has been defined by wages and benefits. Today, the definition of a good job is being expanded by Ford employees to include the company's performance on social issues –especially education....

As early as 1914, Henry Ford established a school for immigrant workers who spoke little or no English...

Henry Ford knew instinctively then what exhaustive academic research and testing are showing us today: that technical and scientific skills of employees are as crucial as the attitudes and behaviors taught in his schools, which we know today as employability skills. They include being responsible, disciplined, and able to work with others to get things done. Having these skills was —and still is- a requirement to be a productive member of the workforce.

The attitudes and behaviors that he taught in his schools were basic employability skills. Today we call them "life skills."...

The world knows Henry Ford as the man who lowered the price of a car so that the average person could buy one. The Model T went from \$950 in 1909, the year it was introduced, to \$360 in 1916 –and sales skyrocketed from 12,000 to 577,000.

But he also was interested in the other half of the equation —creating a consumer class that could afford to improve their "lot in life." By introducing the five-dollar day, he did just that. He made the link between mass consumption and mass production.

In declaring the five-dollar day, Henry Ford was doing something else as well. Perhaps something even more important. He was recognizing –and rewarding- his workers as the backbone of his company...

And always, from the time Ford was assembling Model Ts in Highland Park to today, providing educational opportunities to our communities has been a priority...

We believe we're breaking ground in our partnerships with public education around the world.

I mentioned the Henry Ford Academy a moment ago. Let me tell you about it. It's a charter high school being operated in conjunction with Henry Ford Museum...The curriculum emphasizes technology, communications, and critical thinking. Ford employees participate in the classroom and in the design of the curriculum.

The Ford Academy of Manufacturing Sciences'...students are studying manufacturing disciplines in real-world situations. This fall, we will adapt the curriculum for the Internet, allowing teachers to retrieve lessons online and tailor them to their classrooms.

Last year, we expanded our commitment to Detroit Area Pre-College Engineering Program, which is recognized as one of the nation's best programs of its kind directed at urban students. It's a true collaboration of parents, teachers, corporations, and universities...

At the elementary level, Ford has recently taken a leadership role in A World in Motion, a program that emphasizes hands-on discovery of science principles, especially for girls and children of color. Developed by the Society of Automotive Engineers in 1991, the program promotes careers in engineering.

We will launch another new effort this fall with the Henry Ford Museum, the Fair Lane Learning Institute. This unique institute will look at how rapid social change is affecting education. It will then create innovative and alternative learning environments that support public education.

Of course, it's important to understand that education doesn't stop once you're out of school. It's a lifelong process...

Through the many programs offered under the UAW-Ford Education, Development, and Training Program, employees, spouses and retirees can continue their education in a number of ways – from sharpening technical skills to earning college degrees. Annual college scholarships also are awarded to children of employees and retirees.

Many of these programs are located on-site at the plants themselves and operate –quite literally- as a community college for employees and their families. They are learning centers and through them, our people have access to a well-rounded education that they might not otherwise have.

#### Conclusion

When the auto industry was establishing itself in Detroit 100 years ago, the advantages of the region were most physical and logistical. It was near the sources of raw material –lumber, iron, copper- and near waterways that allowed materials to be transported easily.

Those advantages will continue to be useful in the coming decade. But they will not be essential. In the Information Age, worker knowledge –or intellectural capital, as we call it- is what will set companies and communities apart –regardless of geography.

The one sure way to be ready is through education –education of our children in our communities and of our employees at every level of their careers.

In a word, that's the best way to ensure a bright and prosperous future for all of us.

Thank you. I look forward to our panel discussion at the end of the session.

## Developing and Scripting Visuals

Visual materials can significantly enhance your oral presentation. Impressions are likely to be more vivid when you use visuals. Showing rather than telling an audience something is often clearer and more efficient. Showing and telling may be more successful than either method by itself. For instance, a graph, diagram, or demonstration may present ideas and information more quickly and simply than can words alone.

In brief, visual materials are helpful in several ways. They can convey information, supplement verbal information, minimize verbal explanation, and add interest.

For more detailed information, Chapter 5 can be revisited.

### Types of Visuals in Oral Presentations

Technology has revolutionized the creation and delivery of visuals. Digital imaging technology, scanners, color printers, computer software programs, and telecommunications, for instance, have vastly changed the production and presentation of visuals. Some types of visuals that only a few years ago were considered the realm of professional drafters or commercial artists can now be produced at a desk in the workplace or home.

Regardless of how they are produced, visuals for use with oral presentations can be grouped into three types: flat materials, exhibits, and projected materials. A brief survey of these types can help you determine which visuals are most appropriate for your needs.

#### **Flat Materials**

Included in flat materials are two-dimensional materials such as dry erase boards, bulletin boards, magnetic boards, handouts, posters, charts, maps, and scale drawings.

Although these are usually prepared in advance and revealed at the appropriate time, they may also be created spontaneously during the presentation (as in outlining steps on a chalkboard or dry ease board). A chalkboard or an easel and pad of paper serve beautifully. Ideally, even spontaneous visuals should be created in advance and reproduced from memory or notes during the presentation.

In using printed handout material, carefully plan the timing and manner of distribution. The main thing to guard against is competing with your own handout material-having the audience reading when it should be listening.

An easel is almost essential in displaying poster-board sized pictures, cartoons, charts, maps, scale drawings and ther flat materials. Various lettering sets, tracing and template outfits, and graphic supplies can facilitate the creation of neat visuals.

#### **Exhibits**

Visual materials such as demonstrations, displays, dramatizations, models, mockups, dioramas, laboratory equipment, and real objects can be used as exhibits. These are usually shown on a table or stand.

Undoubtedly, the demonstration is one of the best aids in an oral presentation. In fact, at times the entire presentation can be in the form of a demonstration. When performing a demonstration, be sure that all equipment operates flawlessly and that everyone in the audience can see; if practical, allow the audience to participate actively.

#### **Projected Materials**

Projected materials are those shown on a screen by use of a projector or computer with projection display capability: pictures, slides, videos, transparencies, and computer-generated materials created with a program such as *Freelance*, *Word Perfect Corel Presentation*, *AppleWorks*, *Toolbook*, *Photoshop*, or *PowerPoint*. When using projected materials, a pointer or an onscreen pointer is essential, and an assistant is often needed to operate equipment or adjust the lights.

# Preparing and Showing Visuals

Visual materials are most effective when you select the most appropriate kinds of visuals and when you prepare and show them well.

#### **Preparing Visuals**

Once you have chosen which kinds of visuals to use, carefully plan their presentation. The following tips will help you.

- Determine the purpose of the visual. Select visuals that will help the audience understand the subject. Adapt them to your overall objective and to your audience.
- Organize the visual. Choose the information and design it for quick visual comprehension.
- Keep the visual simple. Do not include too much information.

- Consider the visibility of the aid, paying attention to size, colors, and typography. The size of the visual aid is determined largely by the size of the presentation room and the size of the audience. Visuals should be large enough to be seen by the entire audience.
- In general, portray only one concept or idea in each visual.
- Make the visual neat and pleasing to the eye. Clean, bold lines and an uncrowded appearance contribute to the visual's attractiveness.
- Select and test needed equipment. If you need equipment to show your visuals —computer, projection display equipment, overhead projector, slide projector, VCR, or screen- select the equipment ahead of time and test it to be sure it is operable. Check the room for locations and types of electrical outlets: these may affect the placement of the visual equipment. Yu may need a long extension cord. Determining needs and setting up equipment ahead of time allow you to make your presentation in a calm, controlled manner.

#### **Showing Visuals**

Showing visual materials should be a smooth, natural part of your presentation. The following suggestions will help you to integrate visuals into your presentations.

- Place the visual so that everyone in the audience can see it.
- Present the visual at precisely the correct time. If you need an assistant, rehearse with the assistant. Showing a visual near the beginning of a presentation often helps you to relax and to establish contact with the audience.
- Face the audience, not the visual, when talking. In using a chalkboard or dry erase board, for example, be sure to talk to the audience, bot the board.
- Keep the visual covered or out of sight until needed. After use, cover or remove the visual, if possible. Exposed drawings, charts, and the like are distracting to the audience

- Correlate the visual with the verbal explanation. Make the relationship of visual and spoken words explicit.
- When pointing, use the arm and hand next to the visual, rather than reaching across the body. Point with the index finger, with the other fingers loosely curled under the thumb; keep the palm of the hand toward the audience.
- Use a pointer as needed, but do not make it a plaything (it isn't a toy).

Appropriately used visuals can decidedly enhance an oral presentation. However, visuals should not be a substitute for the speaker, a prop, or a camouflage for the speaker's inadequacies. Further, unless the visuals are the focus of the presentation, they should not overshadow it.

## **Evaluating Oral Presentations**

To evaluate an oral presentation, use a criteria chart such as the evaluation form provided below. The evaluative criteria are listed under two headings —Delivery and Content & Organization; a third heading is added for Overall Effectiveness. The audience are to evaluate one another on each criterion, using this scale:

4: outstanding 3: good

2: fair 1: needs improvement

0: unacceptable

Then the total number of points for each speaker is tabulated.

The evaluation procedure can be simplified, if desired, by using only the Overall Effectiveness criterion. The highest number of points for a speaker would then be 4 and the lowest 0.

The primary purpose of evaluation by the audience is twofold: (1) to encourage listening and attentive viewing and (2) to apply evaluative criteria to presentations.

### **Evaluation of Oral Presentations**

Course and Section	Date	Evaluated by (Name)					nen vic
Students' names				HOLLOW HILLOW			
DELIVERY							
Forceful introduction							
Poise							
Eye contact							
Sticking to mode of delive	ery						
Zest (enthusiasm)							-8/14
Voice control							
Acceptable pronunciation	and grammar						
<b>Avoidance of mannerism</b>							
Ease in showing visuals							
Clear-cut closing							
Sticking to specified leng	th						
<b>CONTENT &amp; ORGANIZA</b>	TION						
Stating of main points at o	outset						
Development of main poin	nts						i.i
Needed repetition and tra	nsitions						ents
<b>Effective kinds and sizes</b>	of visuals						E E
OVERALL EFFECTIVEN	ESS						Comments:
TOTAL POINTS (SCORE							Ö

## **General Principles for Oral Communications**

- Planning and delivering an oral presentation requires different considerations from those in written presentations.
- The speaker should use a mode of presentation appropriate for the occasion.
- The speaker must analyze the audience, their needs, and their expectations and then plan accordingly.
- The speaker must follow ethical practices and have respect for the power of the spoken word.
- The speaker should provide prrof and evidence, exhibit freedom from bias, and avoid manipulating the audience.
- In preparing a presentation, the speaker must research the topic, organize the material, and rehearse.
- In the delivery of the oral presentation, the speaker should make sure that the audience can see and hear clearly, make eye contact with the audience, and avoid mannerism.
- The speaker should choose visuals that complement the presentation.
- Evaluating an oral presentation requires considering the purpose and audience, the delivery, and the content and organization.

## Chapter Summary – Oral Communication

While most people communicate orally without hesitation in a one-onone conversation, many people feel uncomfortable in addressing a group. This discomfort can be eased by approaching the preparation and delivery of an oral presentation in a systematic manner.

Although speaking and writing have much in common, speaking differs markedly in the level of diction, amount of repetition, kind of transitions, and kind and size of visuals. Further, speaking, whether informal, quasiformal, or formal, requires special attention to tone and to face-to-face interaction with an audience.

The purpose of oral communication may be to entertain, to persuade, or to inform. In the workplace, particularly in formal presentations, the primary purpose is to persuade or inform.

An effective speaker prepares the text and visuals carefully, avoids mannerisms, makes eye contact with the audience, substantiates ideas with proof and evidence, speaks clearly and distinctly, and stays within the time limits.

- anxiety
- Exclusively
- Regarded as
- Post-Consumer
- Prepare
- Prerequisite
- Municipal
- Substantial
- Adequate

- Residential
- Institutional
- Process waste
- Demolition
- Household
- Hazardous waste
- Definition
- Landfill
- identify

Costly

Capacity

Fee-charge

Adversely

**Budget** 

Crisis

**Facilities** 

Individual

Incineration

Disposal

compensated

```
Reliance
  Citizen
  Opposed
  Shipping (and handling)
  decline
  increase decrease
Disappear
Supportive
Couple
tipping fee
prediction
Proven
                       proof prove
anticipated
```

- Durable
- Nondurable
- Container
- Packaging
- Yard trim (Yard sale)
- Miscellaneous
- Material categories
- Ferrous
- Stable
- Proportion
- Relative
- Contribution
- compost

