



Module B—Personal Effectiveness

Overview

Introduction

Module B contains five interwoven lessons. One lesson offers techniques for increasing personal effectiveness through the management of time and priorities. The remaining four lessons treat various aspects of communicating.

Lessons



Lesson 7: Managing Time and Priorities

Achieving effectiveness through efficient management of time and priorities.

Lesson 8: Communicating Effectively

Listening, responding, and reading body language. Communication processes in an organization.

Lesson 9: Selling and Negotiating

Selling a proposal, overcoming objections, and employing negotiating strategies.

Lesson 10: Meetings and Interviews

Managing a meeting or interview from start to finish. Conducting interactive meetings.

Lesson 11: Writing with Clarity

Preparing writing that meets Army standards

Lesson 7—Managing Time and Priorities

Overview

Introduction This lesson describes ways to achieve effectiveness through efficient management of time and priorities.

Rationale



Working in the *fast lane* means carrying a full workload. There's never enough time or other resources to get everything done. With a full workload and short deadlines, time is our most precious resource.

Because it's so precious, fleeting, and nonrenewable, we must be able to manage time before we manage anything else. We must also make choices about what's important and use time where it has most impact.

Objectives



- Define the terms, *efficiency* and *effectiveness*.
 - Recognize barriers to sound time management.
 - Identify and eliminate time-wasting behavior.
 - Set and manage priorities.
 - Explain the advantages of doing one thing at a time.
-

Continued on next page

Overview, Continued

In this lesson This lesson contains three sections:

Section A: Managing Time	Topic
	Efficiency and Effectiveness
	Effectiveness: Its Importance
	Time, Priorities, and Leadership
	Self-Assessment
	Misplaced Motivation
	Defense Mechanisms
	Awareness of Time
	Identifying Time Wasters
	Eliminating Time Wasters
Section B: Managing Priorities	Topic
	Overview
	Setting Priorities
	Focusing on Priorities
	The Pareto Principle (80:20 Rule)
	Doing One Thing at a Time
	Advantages of Doing One Thing at a Time
Section C: Back Matter	Topic
	Overview
	Summary
	Endnotes

Section A—Managing Time

Efficiency and Effectiveness

Introduction This map defines two important concepts essential to sound time management.

Rationale What separates outstanding managers from the mediocre is ability to focus on what's important, in spite of a heavy workload and time constraints. Though busy, they husband their time and direct it to things that count for success in their organizations and in their personal lives. In short, these folks use *efficient* means to achieve *effective* results. They do things right but also do the right things.

Efficiency



Efficiency means doing things right. We use its tools to achieve effectiveness. It's the faithful servant that disciplines the pursuit of effectiveness, so the price paid isn't too high. Efficiency emphasizes form and process. It measures how well we accomplished something but not necessarily its substance.

Examples:

- Clearly defined procedures
 - Streamlined operations
 - Timely and accurate information
 - Well-maintained equipment.
-

Effectiveness



Effectiveness means doing the right things. It emphasizes purpose and measures quality of the outcome.

Examples:

- A worthy mission
 - Challenging objectives that support the mission
 - Focus on priorities
 - Quality products that customers want and accept.
-

Relationship



Efficiency and effectiveness go hand-in-hand:

Effectiveness is difficult to achieve without efficient ways of managing.

Efficiency is irrelevant unless applied to worthwhile pursuits.

Examples:

Swatting flies with a sledgehammer may be effective, but it's not very efficient. Well-crafted and timely plans may indicate efficiency, but contribute nothing to effectiveness if not implemented.

Effectiveness—Its Importance

Introduction This map argues that effectiveness is ultimately more important than efficiency.

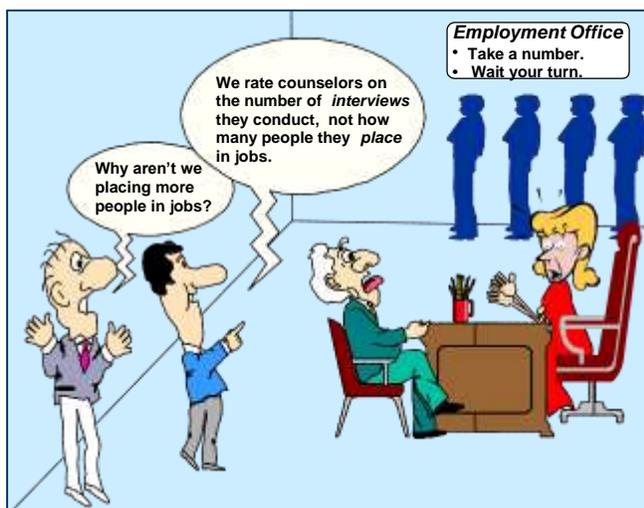
Why? While efficiency and effectiveness are both important and interdependent, effectiveness is paramount, but why? The answer is simple: It's senseless to do things right if they're not the right things to do. Those who pursue efficiency for its own sake betray lack of vision and perspective. They live in a world of parochial views and immature solutions—deficiencies that visionary leaders cannot tolerate.

Conflict If efficiency becomes an end in itself, it can replace effectiveness as the ultimate goal. The two may become antagonistic rather than complementary. If they conflict, they can tear at the moral fabric of organizations.¹

Activity trap Lacking a focus on effectiveness, people may work hard yet achieve little. They'll drift into the so-called *activity trap*.² This occurs when an organization lacks a worthy mission, or its leadership fails to clarify goals or demonstrate commitment to achieving them.

Example This graphic depicts an organization snared in this trap.

While it may be very busy and very efficient in its internal processes, it's producing nothing worthwhile.

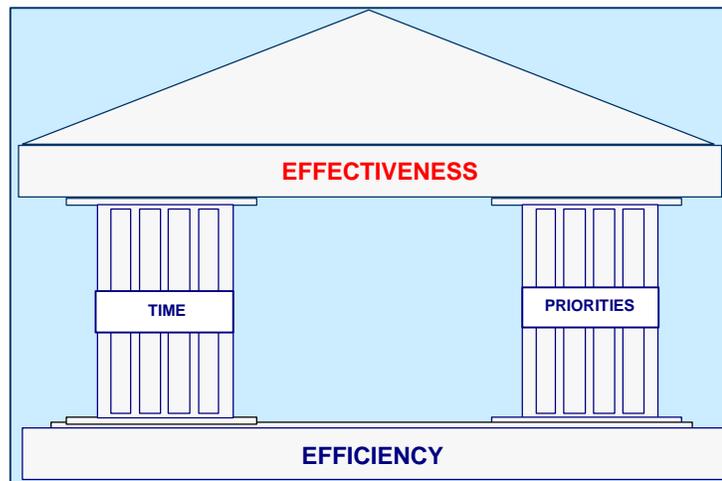


Conclusion The pertinent question is not how to do things right, but how to find the right things to do, and to concentrate resources and efforts on them.
—Peter F. Drucker

Time, Priorities, and Leadership

Introduction This map simply illustrates how the efficient management of time and priorities leads to effectiveness and ultimately enhances leadership ability.

Twin pillars We reach effectiveness through two aspects of efficiency: time and priorities. Peter Drucker terms them as the *twin pillars* on which effectiveness rests.



Leadership



Prudent management of time and priorities leads to effectiveness and brings other benefits, especially for young action officers. It develops

- self-discipline
- foresight, and
- courage.

This is the stuff leaders are made of.³

Self-Assessment

Introduction This map provides a checklist for identifying symptoms of poor time management that reflect anxiety, misplaced motivation, or negative coping behavior.

Limitations While timesaving tips are helpful, they're of limited value if they focus on *symptoms* of time wasting. Unless you confront the *underlying causes* behind the symptoms, you'll still waste time, in spite of efforts to improve.

Checklist Look at this checklist. At one time or another we've all done these things. However, if you habitually mismanage time in these ways, it's likely due to underlying causes.



	Self-Assessment
	Forfeit unused annual leave.
	Work evenings and weekends.
	Don't like to ask for things I need.
	Routinely pitch in to <i>help</i> others with their work.
	Feel "If I want it done right, I gotta do it myself."
	Frequently search for things I've misplaced.
	Give equal attention to all tasks.
	Handle jobs on a <i>first-come, first-served</i> basis.
	Read everything coming across my desk.
	Put off things I don't like doing.
	Don't tolerate mistakes.
	Don't like surprises.
	Find it hard to say <i>no</i> .
	Still like to keep my hand in my old job.
	Socialize a lot and entertain drop-in visitors.
	Take calls, regardless of what I'm doing.
	Like to get little jobs out of the way before attacking big ones.
	Prefer to do the entire job myself, so I can get all the credit.
	Strive for perfection in everything I do.

Misplaced Motivation

Introduction This map explains how underlying causes such as misplaced motivation and anxiety can cause negative behavior like chronic time wasting.

Misplaced motivation We act in certain ways from motivation to satisfy needs. Usually we try to satisfy them in useful ways. However, some folks become so obsessed with fulfilling their needs, they resort to negative behavior to satisfy them.

Affiliation, achievement, and power In particular, needs for affiliation, achievement, and power often motivate people to excel, but some people overdo it. In trying to meet these needs, they habitually waste time doing the wrong things.

Examples Examples of ways people use negative behavior to satisfy needs:

Need	Behavior
Affiliation	Crave affection Reluctant to make demands Neglect responsibilities to <i>help</i> others Spend time socializing or doing favors to win acceptance.
Achievement	Want all their work to be perfect Become indispensable and work to exhaustion Do everything themselves Spend lots of time seeking visibility.
Power	Use power as a weapon or reward Micro manage to maintain control Hoard information for self-protection Spend time acquiring and consolidating power. ⁴

Anxiety Pressures of everyday life can cause anxiety, borne of frustration, failure, or insecurity. If people can't cope, they may become victimized by fears.

Examples of fears:



- The unknown
 - Failure
 - Success
 - Rejection
 - Taking risks
 - Making demands.
-

Defense Mechanisms

Introduction This map cites examples of defense mechanisms people use to escape anxiety.

Negative coping behavior Well-adjusted people face anxiety and find constructive ways to channel it. The anxiety ridden, however, try to escape and seek comfort through defense mechanisms—all of which waste time.



Examples of defense mechanisms:

- Displacement: Absorbed in details, routine, or trivial tasks
- Avoidance: Procrastination, *busy* work
- Vacillation: Indecision, lack of focus
- Rashness: Poor judgment, mindless decisions
- Rationalization: Constant complaints, flimsy excuses.⁵

Rationalization We don't have space to elaborate on all these defense mechanisms. Here we'll show an example of one of the most common forms—rationalization. When unable to cope, we often seek refuge behind statements like these:

<p><i>Al Truist, Supervisor</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Checklist</th> </tr> </thead> <tbody> <tr><td style="width: 5%;"> </td><td>Already working like a dog</td></tr> <tr><td> </td><td>Done all I can</td></tr> <tr><td> </td><td>Got too much to do</td></tr> <tr><td> </td><td>Don't have enough authority</td></tr> <tr><td> </td><td>Need a better computer</td></tr> <tr><td> </td><td>Could use more help</td></tr> <tr><td> </td><td>Need more information.</td></tr> <tr><td> </td><td>I'm the only one who can do it</td></tr> <tr><td> </td><td>Was out sick last week</td></tr> <tr><td> </td><td>You cut my budget</td></tr> <tr><td> </td><td>We need to reorganize</td></tr> <tr><td> </td><td>The problem needs more study</td></tr> <tr><td> </td><td><i>They</i> won't cooperate</td></tr> <tr><td> </td><td>It's not my job.</td></tr> </tbody> </table>	Checklist			Already working like a dog		Done all I can		Got too much to do		Don't have enough authority		Need a better computer		Could use more help		Need more information.		I'm the only one who can do it		Was out sick last week		You cut my budget		We need to reorganize		The problem needs more study		<i>They</i> won't cooperate		It's not my job.	<p><i>Dee Nile, AO</i></p>
Checklist																																
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Awareness of Time

Introduction This map describes the first step toward effective time management: knowing *when* and *how* you spend it.

Log activities

1. Use a calendar or your own format.
2. For two weeks, log daily activities and phone calls.
3. Log activities as they occur; it's easier to keep track.
4. Note
 - what you did
 - how long it took, and
 - who was involved.



Pattern of activities

The log should reveal a pattern of activities and interactions. You may be wasting time because you're doing the wrong things or interacting with the wrong people.

Sampling

Keeping a log amounts to taking a *census*. This is tedious, so do it only once or twice a year. Otherwise, you'll forget to make entries or else lose interest. An easier way is take *samples* throughout the day. Sampling is easy and will give a fairly accurate picture of how you're spending time.

Procedure

To take a sample of your daily activities, follow these steps:



Step	Action
1	Set your watch alarm to chime hourly. Use an odd time like 17 minutes after the hour—makes the sample more random.
2	Note your activity at that time.
3	Ask if it's worthwhile.
4	If the answer is <i>no</i> , make a commitment to change your ways.

Identifying Time Wasters

Introduction This map discusses the second step toward effective time management: identify poor work habits and personal interactions.

Poor work habits



If the review of your time log reveals you didn't accomplish much, was it due to poor work habits?

Activity	Time-wasting behavior
Managing information	Didn't gather enough—couldn't start the task. Gathered too much—became overwhelmed.
Meeting deadlines	Accepted an unrealistic deadline—doomed from the start. Had none. Jobs don't get done (or take longer) without deadlines.
Estimating time needed	Underestimated time needed. Remember Murphy's Law—everything takes longer than expected.
Maintaining focus	Worked on low payoff jobs. Kept <i>busy</i> by tidying up files, making long phone calls, or searching for misplaced items. Didn't tackle a tough job—couldn't get started. Jumped from job to job and didn't finish any.
Meeting standards	Failed to meet standards, so you had to do it over. Exceeded standards but squandered time turning something <i>good</i> into something <i>perfect</i> .

Personal interactions



If you didn't accomplish much, was it due to poor interactions with people?

Boss: Visited your boss several times to get instructions, have your work checked, or ask for permission to act.

Lack of preparation: Repeatedly talked to the same people to get information you should have gotten the first time.

Wrong people: Spent time with people who couldn't help you.

Interruptions: Wasted people's time by allowing interruptions—wasted their time and wasted yours.

Lack of assertiveness: Couldn't say "No" and made too many commitments or took on other people's work.⁶

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Identifying Time Wasters, Continued

Immediate causes



Poor work habits, the wrong people, and misplaced priorities contribute to poor time management, as do these other conditions:

- Overloaded with work
 - Not enough resources
 - Inexperience
 - Poor working conditions
 - Clogged communications lines
 - Lack of perspective
 - No guidance
 - Exhaustion.
-

Symptoms

Resources, training, and experience can eliminate these time robbers. Also realize these conditions may not be the real causes of *chronic* time wasting. They may merely be symptoms of something more serious, as previously discussed.

Barriers



Chronic time wasting stems from underlying causes—psychological barriers that trigger negative behavior. People may waste time to satisfy certain needs or avoid anxiety stemming from inhibitions.

To overcome these barriers and achieve lasting improvement, one must be open to the possibility that chronic time wasting may have psychological roots. This requires awareness and commitment to change.

Eliminating Time Wasters

Introduction This map discusses the third step toward effective time management: eliminating time-wasting behavior.

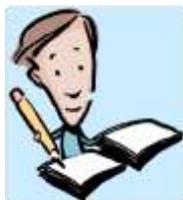
Homework To save time and build credibility, do your homework before meeting with people. You won't waste their time and they won't waste yours.

Boss's priorities Know your boss's priorities. Don't waste time doing the wrong work, having to explain why, and then doing it over.

Involving people Involve the minimum number of people in an action. Otherwise, you'll waste time clarifying their responsibilities, coordinating their actions, and settling disputes over resources and turf.⁷

Passing time Train yourself to be subconsciously aware of passing time. Then you won't become so absorbed in a task that time passes you by. Practice keeping time without a watch—you'll soon be able to tell the actual time within ten minutes.

Two lists Make a list of the seven most important things you must do, and then do them one at a time. Also make a list of things *not to do*:



- Low payoff jobs—unless you've done high payoff jobs first
 - Mindless requests for your time and effort
 - Jobs that others should do themselves
 - Dumb things because of what *they* might think or say about you.⁸
-

Work overload



Don't waste time trying to do the impossible—you'll have little to show for it.

If overloaded with several *short fuse* actions, ask your boss these questions:

- Is this a real priority?
- If you want this done now, what other high priority jobs can I put aside?
- Is the suspense date realistic?
- Would an interim reply be OK for now?
- Can we shift resources (overtime, people, equipment)?
- Which actions could we risk completing late or perhaps not at all?

After talking things over, perhaps all you'll need to get past the problem is a few calls and some borrowed manpower.

Section B—Managing Priorities

Overview

In this section This section suggests ways to set and manage priorities.

Topic
Setting Priorities
Focusing on Priorities
The Pareto Principle (80:20 Rule)
Doing One Thing at a Time
Advantages of Doing One Thing at a Time

Setting Priorities

Introduction This map explains why it's necessary to set priorities.

Necessity Setting priorities simply means putting first things first. This seems simple, yet it's one of life's toughest lessons to learn. Though often painful, putting first things first is indispensable to success.

Leadership Ability to set priorities is also a mark of leadership effectiveness. If you can't do this, someone else will do it for you. Clarify your priorities to others, so they'll know what's important to you. Otherwise, they'll set their own, which will probably conflict with yours.

Human nature



A weakness of human nature is that we tend to avoid what's difficult but important. Before attacking big, tough jobs, we want to get the little, routine ones out of the way first. This strategy just doesn't work.

These little jobs always take more time than expected or what they're worth. They rob us of time to focus on what's important. Those caught up in routine become imprisoned by the present and the past. They deny themselves the opportunities and options the future promises.

Perspective To set priorities we need perspective to weigh the value of big and little things:



Focusing on Priorities

Introduction This map stresses the importance of focusing on priorities.

Vision



Vision is the ability to look at the future and try to make things better. This is what leaders do. They use their vision to make themselves and the people they lead into winners. They also use it to uphold standards and set or shift priorities when necessary.

Focusing on priorities



Whether leader or follower, one becomes a winner by shifting priorities.

Shift priorities from	to
routine	innovation.
procedures	objectives.
internal operations	customers.
the past	the future.
problems	opportunities.
the urgent	the relevant.
what's visible	what's real.
what's safe	what's risky but rewarding. ⁹

The urgent and the important

In your workplace, many priorities will come from the first column, and you can't ignore them. You may belong to an organization that stresses them. Try to look beyond the priorities in the first column to those in the second. They may not always be urgent, but they're almost always important.

The challenge

The challenge lies in determining what's important:

That which is important we can never know for sure, and that which we know for sure isn't really important.

—Albert Camus

Summary

Ability to set and manage priorities is essential to effectiveness and leadership. However, this is difficult because we tend to be drawn to less important matters. Overcoming this tendency requires perspective, vision, and an abiding dedication to what's important.

The Pareto Principle (80:20 Rule)

Introduction This map explains how to use the Pareto Principle to manage priorities.

Questions Have you ever noticed around your house that



- you use one entrance most of the time?
- rugs are worn only in certain areas?
- most of your phone calls are to the same people?

The answers lie in an amazing statistical axiom: the Pareto Principle.

Definition



The Pareto Principle states that things exist and events occur in a predictable ratio of 80:20: the *trivial many* and the *vital few*.

For or ease of explanation, we use the ratio of 80:20. However, the principle is not rigid. In some cases, the ratio could be 75:25 or 65:35 and the principle would remain valid.

Examples

Examples of the Pareto Principle:

80 percent of	can be traced to 20 percent of
total corporate wealth	corporations.
auto sales	auto dealers.
phone calls	callers.
crimes	criminals.
grievances	employees.

Application



Use the 80:20 rule to set priorities and manage your workload. Twenty percent of your effort will account for eighty percent of your effectiveness.

Examples:

People: A few people will provide most information you need. Don't spend much time with the others to get a little bit more.

Tasks: Spend most time on the *vital few* tasks and least on the *trivial many*.

Focus: Work on tough jobs when most alert and routine jobs when not.

Strengths: Apply maximum effort to build on strengths.

Weaknesses: Apply minimum effort to improve weaknesses, to the point where they don't interfere with strengths.¹⁰

Doing One Thing at a Time

Introduction This map explains why we should do things one at a time.

Rule of seven The Rule of Seven refers to the number of things we can keep track of at any one time. Most people can focus on *about* seven (as few as five or as many as nine) before losing concentration. Apply this rule to your work. To make your workload less intimidating if swamped, break tasks down into smaller groups.

Caution The Rule of Seven is a good tool for controlling work. However, it doesn't apply to doing the work. While we may be able to work on seven tasks, we can't work on them all at once. More likely, we can only work on one at a time.

One at a time If we're to do it well, most of us can do only one thing at a time. Trying to juggle several things at once dilutes effort, leads to errors, and achieves little. Giving equal priority to all things means giving priority to none.

The secret Read the words of eminent management guru, Peter Drucker:

This is the 'secret' of those people who 'do so many things' and apparently so many difficult things. They do only one at a time. As a result, they need much less time in the end than the rest of us. The people who get nothing done often work a great deal harder.

In the first place, they underestimate the time for any one task. They always expect that everything will go right. Yet, . . . nothing ever goes right. The unexpected always happens—the unexpected is indeed the only thing one can confidently expect. And almost never is it a pleasant surprise. Effective executives . . . allow a fair margin of time beyond what is actually needed.

In the second place, the typical . . . executive tries to hurry—and that only puts him further behind. Effective executives do not race. They set an easy pace but keep going steadily.

Finally, the typical executive tries to do several things at once. Therefore, he never has the minimum time quantum for any of the tasks in his program. If any one of them runs into trouble, his entire program collapses.¹¹

Advantages of Doing One Thing at a Time

Introduction This explains the advantages of doing one thing at a time and suggests a procedure for doing so.

The quantum You'll accomplish more working on one job for five solid hours than haphazardly spending twenty minutes on it, here and there, over two weeks. Investing several hours or days in a single-minded effort builds concentration and momentum (the "quantum" Drucker refers to). This sustained effort leads to insight on the full dimensions of the task.

Daily plan To put time to best use, make a daily plan that focuses on priorities.



Step	Action
1	Make a list of tasks to accomplish that day.
2	Assign each task a priority: <i>Must do</i> —essential (mission related, key objectives). <i>Should do</i> —near essential. <i>Nice to do</i> —nonessential.
3	Start with the most important task in the <i>must do</i> category.
4	After completing this task, start the second and continue.
5	Review the list at day's end.
6	Move the unfinished tasks to the next day's plan.

Section C—Back Matter

Overview

In this section This section contains commonly recurring topics found in each lesson.

Topic
Summary
Endnotes

Summary

Key points This table summarizes key points of the lesson.

Topic	Summary
Objectives	<ul style="list-style-type: none"> – Define the terms, <i>efficiency</i> and <i>effectiveness</i>. – Recognize barriers to sound time management. – Identify and eliminate time-wasting behavior. – Set and manage priorities. – Explain the advantages of doing one thing at a time.
Efficiency and effectiveness	<p><u>Efficiency</u>—doing things right.</p> <p><u>Effectiveness</u>—doing the right things.</p>
Effectiveness is paramount	Effectiveness is paramount; it's senseless to do things right if they're not the right things to do.
Time, priorities, and leadership	<p>Prudent management of time and priorities leads to effectiveness.</p> <p>It also develops self-discipline, foresight, and courage—the stuff leaders are made of.</p>
Self-assessment	Use the checklist to identify symptoms of anxiety, misplaced motivation, or negative coping behavior—all of which contribute to poor time management.
Misplaced motivation	Misplaced motivation and anxiety cause chronic time wasting.
Defense mechanisms	People ridden with anxiety try to escape and seek comfort through defense mechanisms—all of which waste time.
Awareness of time	<p>Learn <i>when</i> and <i>how</i> you spend time. For two weeks, record daily activities and calls.</p> <p>Note what you did, how long it took, and who was involved.</p> <p>The log should reveal a pattern of activities and interactions. You may be wasting time because you're doing the wrong things or interacting with the wrong people.</p>
Identifying time wasters	<p>Analyze log entries and identify time-wasting activities.</p> <p><u>Immediate causes</u> are poor work habits and personal interactions. These can be overcome with training and experience.</p> <p><u>Underlying causes</u> are those psychological barriers that trigger negative behavior.</p>

Continued on next page

Summary, Continued

Key points (continued)	
Topic	Summary
Eliminating time wasters	To eliminate time-wasting behavior, <ul style="list-style-type: none"> – do your homework before meeting with people – know your boss's priorities – involve minimum number of people in an action – become unconsciously aware of passing time, and – make two lists: a <i>to-do</i> list and a <i>not-to-do</i> list.
Setting priorities	Ability to set and manage priorities is a critical leadership attribute. If you can't do this, someone else will do it for you. As part of human nature, we avoid tough choices, focus on routine, and want to get <i>little things</i> out of the way first. This always takes more time than expected or what it's worth and claims time needed for important jobs.
Focusing on priorities	Try to look beyond the routine and focus on priorities. Distinguish between the urgent and the important.
The Pareto Principle (80:20 Rule)	Things exist and events occur in a pattern wherein one can sort them into two piles: the <i>trivial many</i> and the <i>vital few</i> , roughly in a ratio of 80:20. Focusing on 20 percent of jobs and people involved will account for 80 percent of effectiveness.
Doing one thing at a time	Most of us can only do one thing at a time. Trying to do several things at once dilutes effort, leads to errors, and achieves little.
Advantages of doing one thing at a time	Saves time. Investing several hours or days in a single-minded effort builds concentration and momentum. This leads to insight on the full dimensions of the task. <u>Daily Plan:</u> <ol style="list-style-type: none"> 1. Make a list of tasks. 2. Assign each a priority: <i>must do</i>, <i>should do</i>, <i>nice to do</i>. 3. Start with most important task in <i>must do</i> category. 4. After completing this task, start the second and continue. 5. Review the list at day's end. 6. Move the unfinished tasks to the next day's plan.

Endnotes

Introduction To write this lesson, we drew from these sources:



¹U.S. ADP 6-22, *Army Leadership*.

²George S. Odiorne, *The Human Side of Management: Management by Integration and Self-Control* (Lexington, MA: Heath, 1987) 55-60.

³Peter F. Drucker, *The Effective Executive* (New York: Harper & Row, 1966) 168.

⁴David C. McClelland and David H. Burnham, "Power is the Great Motivator," *Harvard Business Review* 54 (1976): 100-110.

⁵Ronald N. Ashkenas and Robert H. Schaffer, "Managers Can Avoid Wasting Time," *Harvard Business Review* 60 (1982): 98-104.

⁶Michael LeBoeuf, *Working Smart* (New York: Warner Books, 1979) 142-143.

⁷Drucker 43.

⁸LeBoeuf 99.

⁹Drucker 100-112.

¹⁰J. M. Juran, *Managerial Breakthrough* (New York: McGraw Hill, 1964) 47-54.

¹¹Drucker 103.

Lesson 8—Communicating Effectively

Overview

Introduction This lesson explains how to listen, respond, and read body language. It also explains how people communicate in an organization.

Rationale In today's world, communication skills are a must, especially for new action officers. That's why almost every lesson here treats some aspect of the subject.

Objectives



- Listen and respond effectively.
 - Identify gestures and read body language accurately.
 - Describe the impact of the informal organization and the grapevine.
 - Manage the relationship with your boss.
 - Deliver bad news tactfully.
-

Continued on next page

Overview, Continued

In this lesson This lesson contains three sections:

Section A: Active Listening Skills	Topic
	External Listening Barriers
	Personal Listening Barriers
	Overcoming Barriers
	Active Listening
	Body Language
	Examples of Body Language

Section B: Communicating in an Organization	Topic
	Overview
	The Informal Organization
	The Grapevine
	Managing Your Boss
	Readers and Listeners
	Bad News

Section C: Back Matter	Topic
	Overview
	Summary
	Endnotes

Section A—Active Listening Skills

External Listening Barriers

Introduction This map describes barriers we encounter when trying to listen.

Benefits of listening

Listening is the highest compliment one can pay to another human being.

Listening attentively shows respect, builds trust, and cements relationships. It's the most effective way to communicate.

However, it's hard to listen because of barriers we either encounter or erect.



Environment The audience won't listen in a poor environment:

- Extremes in temperature
- Lack of ventilation
- Dim lighting
- Distracting noise, or
- Awkward seating arrangements.



Image The audience won't listen if the speaker lacks credibility:

- Poor grooming
- Unconvincing stage presence
- Clumsiness, or
- Poor use of gestures and eye contact.



Words The audience won't listen if the speaker uses

- bad diction
- profanity
- pompous or stilted language.



Personal Listening Barriers

Introduction This map describes listening barriers that we create.

Thought speed A listener takes in words faster than a speaker delivers them:



Average speaking rate: 125 words per minute.
Average listening rate: 500 words per minute.

Time lag gives the listener extra time to turn thoughts elsewhere, allow distractions, or only hear half the speaker's words.

Bias



Personal bias directed against the speaker's background, status, point of view, or appearance.

The listener stuffs his ears and

- refuses to hear the speaker out
- looks for flaws
- prepares rebuttals, or
- attacks the speaker.

Bad habits



Poor listening can be a result of

- taking too many notes and missing key points
- listening for facts only and failing to see the big picture
- daydreaming, which shows lack of commitment
- slouching, which reduces alertness, or
- pretending to listen, which stems from laziness.

Emotions

People will stop listening if the speaker's remarks upset them. This leads to emotional reaction, clouded judgment, or overreaction.

Concentration

To increase your power of concentration and become a better listener, try watching serious TV programs, attending lectures, or joining a discussion group.

Overcoming Barriers

Introduction This map explains how to overcome listening barriers.

Techniques To overcome listening barriers, use these techniques:



Patience Bite your tongue and count to ten.
Listen with an open mind.
Avoid yawning or rolling your eyes.

Focus Focus on the main points and take only a few notes.
Sit upright and look at the speaker.
Don't allow yourself to become distracted.

Thought speed Use the time gained from thought speed to read between the lines, read body language, and rephrase the speaker's words.

Eyes



Listen with your eyes:

Look at the speaker's whole face; it avoids staring.

Watch the speaker's lips; it enhances hearing.

Focus on one eye, then the other; it increases attentiveness.

Shift eyes occasionally; it relieves tension and avoids staring.¹

Passive listening



Watching TV or otherwise listening without responding is passive listening. Communication is one-way, with no exchange of feedback. Disadvantages:

The speaker sends	But the listener can't
a correct message	understand.
an incorrect message	seek clarification.
an unclear message	interpret accurately.

When to use Listen passively when a response isn't expected. Someone may just want to

- get something off his chest
- use you as a sounding board, or
- ask a rhetorical question (one that doesn't require a response).

Active Listening

Introduction This map describes six ways of responding to promote active listening.

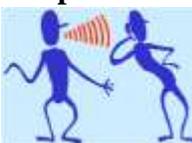
Definition



Active listening is two-way listening. People engage in dialogue by

- speaking
- listening
- reading body language, and
- responding.

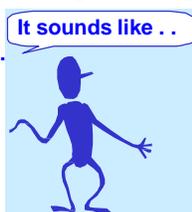
Responses



To listen *actively*, use these six types of responses to promote dialogue:

- Paraphrasing
- Leading
- Questioning
- Summarizing
- Interpreting
- Informing.

Paraphrasing



Paraphrasing is a restatement of the speaker's words in your words.

Use paraphrases to	Examples
avoid confusion	It sounds like . . .
bring out the speaker's intent	Let me see if I heard you right . . .
confirm understanding, or	Are you saying that . . .
see the situation as the speaker does.	In other words, what you mean is . . .

Caution: Don't add new information—may cause confusion.

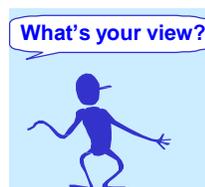
Leading



Leading statements draw out the person and encourage disclosure.

Use leading statements to	Examples
keep the person talking	Tell me more.
clarify an explanation, or	Uh-huh, I see.
reveal feelings.	Please explain that further.

Questioning



When used properly, questions show interest and uncover new information.

Ask questions to	Examples
show interest	What would you like to see happen?
encourage more explanation	How did things get to be like this?
guide discussion, and	What do you think the problem is?
confirm understanding.	What do you recommend?

Continued on next page

Active Listening, Continued

No interrogation

- Don't ask questions
- in a steady stream
 - for the wrong reasons, or
 - that sound like you're interrogating someone.



Caution

Use care with questions that ask *why*? They can be threatening, and the respondent may reply with excuses rather than reasons.

Summarizing

Summarizing controls the course of discussion.

Here's what's been said so far:	Summarize when	Examples
	<ul style="list-style-type: none"> – all points have been covered – people start to ramble – it's time to start planning – you wish to check understanding, or – the meeting is about to end. 	<p>At this point we've agreed that . . .</p> <p>Okay, you've covered . . .</p> <p>Let's recap what we've covered . . .</p>

Interpreting

Similar to summarizing, interpreting statements view the subject in new ways.

In my view . . .	Use interpreting remarks to	Examples
	<ul style="list-style-type: none"> – state views on what's unfolding – clarify understanding, or – add perspective. 	<p>From where I stand, it appears . . .</p> <p>What seems to be operating is . . .</p> <p>I wonder if . . .</p> <p>Another way to look at it is . . .</p>

Informing

Informing responses provide information and fuel discussion.

The facts are . . .	Use informing responses to	Examples
	<p>provide needed information and resolve inconsistencies.</p>	<p>Don't forget that . . .</p> <p>You just said . . . but now . . .</p> <p>You have me confused.²</p>

Caution

When responding with these various statements, don't repeatedly use the same response. The listener will question your sincerity if all he hears is, "I know where you're coming from."

Body Language

Introduction This map describes how we use body language to communicate.

Body language Besides words, we communicate with posture, gestures, and movement. This is body language, and it provides clues to inner feelings. Body language reveals the true feelings beneath spoken words.

Mixed messages:

Body language isn't foolproof; it simply signals hints about one's feelings. You can't be sure certain gestures accurately express certain feelings.

Examples Examples of how gestures send mixed messages:

Rubbing back of head



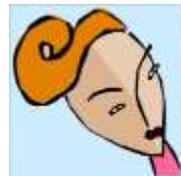
Rubbing the back of the head may indicate
 – frustration
 – suspicion, or
 – an itchy scalp.

Folded arms



Folded arms may indicate
 – suspicion
 – defensiveness, or
 – an effort to get warm.

Tilted head



Tilted head may indicate
 – cooperation
 – confusion, or
 – an attempt to flirt.³

Rules



When reading body language follow these rules:

Don't	Do
rely on body language alone to judge a person's feelings.	interpret body language in total context, both gestures and words.
treat gestures as absolutes.	regard gestures as indicators.
automatically label one's mood.	realize one can send mixed signals.
judge a person from a single gesture.	remember, a gesture can have more than one meaning.

Examples of Body Language

Examples This map shows examples of body language and what it conveys.

Frustration

Pointing index finger
Rubbing hair or back of neck
Kicking ground.



Suspicion

Sideways glance
Arms crossed
Body pointing toward exit.



Boredom

Clock watching
Clicking ballpoint pen
Drumming fingers on table.



Insecurity

Biting fingernails
Chewing on thumb or pencil
Thumb over thumb.



Evaluation

Hand to cheek
Stroking chin
Pacing floor.



Readiness

Hands on hips
Arms grasping edge of table
Leaning forward.



Confidence

Leaning back, hands behind head
Hands joined to form steeple
Chin thrust upward.⁴



Section B—Communicating in an Organization

Overview

In this section This section discusses a few ways people in an organization communicate.

Topic
The Informal Organization
The Grapevine
Managing Your Boss
Readers and Listeners
Bad News

The Informal Organization

Introduction This map describes the purpose and functions of the informal organization.

Definitions An organization is a blend of formal and informal relationships. The *formal organization* is what appears on an organization chart. It defines official relationships among its members.



The *informal organization* has no chart, nor is one necessary. It's the sum of personal relationships and communication links among its members, regardless of official position. People seek membership in informal organizations to share information, win acceptance, advance their aims, and build friendships.

Informal interactions Besides formal interactions, people interact informally and form personal bonds that reinforce official relationships, both in and out of the work place:



- The CG and an NCO are close friends; they once served together in combat.
 - Two division chiefs are members of the same fraternal lodge.
 - Secretaries from two divisions ride in the same car pool.
-

Influence In these informal associations natural leaders lacking formal power can still influence others through their



- control of resources
 - personal magnetism
 - access to information
 - institutional memory
 - reputation, and
 - proximity to decision makers.
-

Examples The informal organization can influence the formal organization by



- transmitting valuable information through the grapevine
 - attacking tough jobs enthusiastically
 - cutting red tape
 - supporting or resisting change
 - disciplining members who violate official or unofficial standards, or
 - ostracizing unworthy members.
-

The Grapevine

Introduction This map discusses a powerful communications network—the grapevine.

Definition



The *grapevine* is the unofficial communications network of the informal organization. Its members use this informal but powerful medium to exchange valuable *inside information* they wouldn't exchange officially. The grapevine transcends rank, status, and position. Its members range from the mailroom clerk to the chief of the organization.

Examples



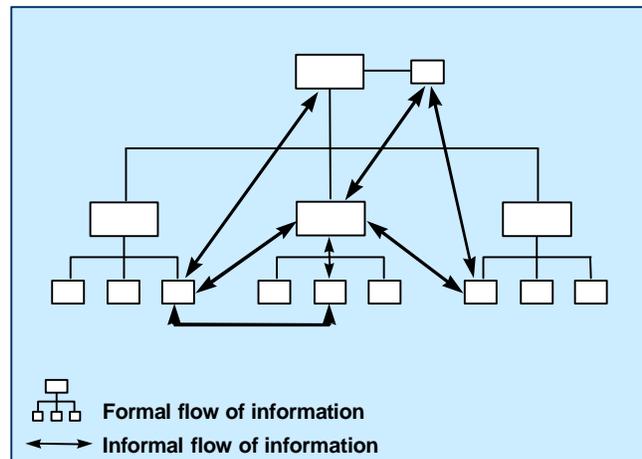
Examples of types of information that flows through the grapevine:

- News before it's officially released
- Information unavailable elsewhere
- Insight to management styles
- What's happening behind the scenes
- What people *really* think of each other.

Number of grapevines

An organization has one or more grapevines. They usually overlap but not always.

Some people belong to several grapevines, while others belong to none.



Rules



When using the grapevine follow these rules:

Don't	Do
<ul style="list-style-type: none"> – transmit inaccurate information – start rumors or spread gossip – tell only one side of a story, or – promote political intrigue. 	<ul style="list-style-type: none"> – filter information – act ethically, and – be discreet—the grapevine keeps no secrets.

Managing Your Boss

Introduction This map suggests that you'll communicate more effectively by managing the relationship with your boss.

Questions Do you get along with everyone except your boss, feel you lack influence, or believe your boss is a poor communicator?

Managing the relationship Perhaps it's a personality conflict, though not very likely. More likely, problems arise because either of you has failed to manage the relationship. As a subordinate, you have less power and more to lose if the relationship fails. Because it's in your best interest, take the lead to make the relationship work.

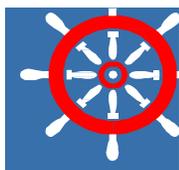
Bad assumptions about you

- Don't delude yourself by assuming you
 - don't need your boss
 - *really* know your boss's priorities
 - give your boss more than enough information, or
 - can always take literally what your boss says.

Bad assumptions about your boss

- Don't get into the doghouse by assuming your boss
 - doesn't need you
 - will give you resources without being asked
 - must be satisfied with your work if nothing's said about it
 - is more concerned about your results than your style
 - has a stake in your career development, or
 - is solely responsible for the relationship's success.

Guidelines To build a better working relationship with your boss, follow these guidelines:



Guideline	Description
Clarity	If your boss is vague, fill voids with questions. If possible, get answers from your boss or those close to him.
Preferences	Learn how your boss prefers to receive information.
Interaction	Interact at social events but don't just talk about work.
Priorities	Always clarify your boss's priorities, for they're ever changing.
Empathy	Walk a mile in your boss's shoes.
Perspective	Read your boss's <i>tea leaves</i> (what lies in store for both of you).
Information	Keep your boss informed, both good news and bad. ⁵

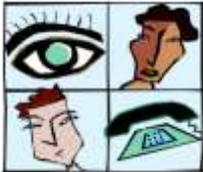
Readers and Listeners

Introduction This map describes how bosses (and other people) prefer to receive information. According to Peter Drucker, bosses are either *readers* or *listeners*.

Readers To communicate effectively, consider how your boss prefers to process information. Some want all the details in writing and prefer to study an issue in depth before discussing it.

Listeners Conversely, other bosses prefer to gain understanding through discussion before reviewing the written information surrounding an issue.⁶

Advantages Adapting your approach to your boss's style



- enhances communication
 - saves time
 - builds credibility
 - forges the relationship, and
 - increases trust.
-

Bad News

Introduction This map explains how to prepare and deliver bad news.

Trust Building a good relationship with your boss means building trust. One way to do that is to deliver news with candor and tact. This is easy when the news is good but difficult when it's bad.

A good news only boss Delivering bad news is hazardous if it involves a boss who doesn't like to hear it. This boss reacts to bad news by *killing the messenger*, guilty or not.



Informing Working for a boss who doesn't like surprises doesn't entitle you to hold back. Always keep the boss informed, especially when it concerns bad news. However, don't make matters worse by mishandling the situation.

Precautions When dealing with a *good news only* boss make the news impersonal and matter-of-fact; this lessens the chance of a boss taking it out on you. Also consider sending bad news through management information channels, especially if it's recurring. If you're not responsible for the bad news but risk reprisal for bearing it, engage someone immune from reprisal to deliver it. However, if you're responsible, deliver the news personally.



Continued on next page

Bad News, Continued

Preparation



To prepare bad news for delivery take these steps:

Step	Action
1	Verify: <i>who, what, where, when, how, why.</i>
2	Alert those involved.
3	Activate damage-control measures.
4	Review alternatives.
5	Develop a recommendation.
6	Pick the right time to disclose the news but don't stall.

Caution



This planning process requires judgment. If the news is grave and there's little time to react, forgo these steps. Using what details you have, inform the boss immediately. Remember, your boss has a boss too; it's better to give partial details than to leave your boss exposed to hostile fire from above.

Delivery



To deliver bad news take these steps:

Step	Action
1	No fanfare—tell it as it is.
2	Describe damage-control measures taken.
3	Present alternatives.
4	Offer a recommendation.
5	When the discussion ends, depart promptly.

Rules



When delivering bad news, don't

- ever say, “I've got bad news!”
- exaggerate
- downplay impact
- shift blame
- volunteer excuses
- offer postmortems
- bring up unrelated issues, or
- linger.

Section C—Back Matter

Overview

In this section This section contains commonly recurring topics found in each lesson.

Topic
Summary
Endnotes

Summary

Topic	Summary
Key points	This table summarizes key points of the lesson.
Objectives	<ul style="list-style-type: none"> – Listen and respond effectively. – Identify gestures and read body language accurately. – Describe the impact of the informal organization and the grapevine. – Manage the relationship with your boss. – Deliver bad news tactfully.
External barriers	<p><u>Environment</u>: extremes in temperature, dim lighting.</p> <p><u>Image</u>: poor grooming, clumsiness, poor use of gestures.</p> <p><u>Words</u>: bad diction, profanity, pompous language.</p>
Personal barriers	Thought speed, bias, bad habits, and emotions are listening barriers.
Overcoming barriers	<p><u>Patience</u>: Bite your tongue and count to ten.</p> <p><u>Focus</u>: Focus on main point and take only a few notes.</p> <p><u>Thought speed</u>: Listener takes in words faster than a speaker delivers them. Use time gained to read between the lines.</p> <p><u>Eyes</u>: Use eyes; look at speaker's face, read lips.</p>
Active listening	<p><u>Paraphrasing</u>: Use your words to restate the speaker's.</p> <p><u>Leading</u>: Draw out the person and encourage disclosure.</p> <p><u>Questioning</u>: Fill voids or gather information.</p> <p><u>Summarizing</u>: Control course of discussion.</p> <p><u>Interpreting</u>: Look at things in new ways.</p> <p><u>Informing</u>: Provide information and fuel discussion.</p>
Body language	Provides clues to inner feelings, confirms if spoken words reflect true feelings, and it reinforces impact of spoken words. Not foolproof.
The informal organization	The sum of personal relationships and communication links among its members, regardless of official position.
The grapevine	The grapevine is an unofficial communications network. When using it, filter its information and be discreet, for it keeps no secrets.
Managing your boss	Since you have more to lose if relationship with boss fails, take the lead to make it work. Get rid of bad assumptions about both of you.
Readers and listeners	Two types of bosses: readers and listeners. Should consider how bosses prefer to receive information.
Bad news	Tell it as it is without fanfare, offer alternatives and recommendation. Never say, "I've got bad news!"

Endnotes

Introduction To write this lesson, we drew from these sources:



¹Diane A. Benton, *Lions Don't Need to Roar* (New York: Wagner Books, 1992) 34.

²U.S. ADP 6-22, *Army Leadership*.

³Benton 31.

⁴Robert L. Montgomery, *Listening Made Easy* (New York: AMACOM, 1981) 103-113.

⁵John J. Gabarro and John P. Kotter, "Managing your Boss," *Harvard Business Review* 58 (1980): 92-100.

⁶Peter F. Drucker, *The Effective Executive* (New York: Harper & Row, 1967) 94.

Lesson 9—Selling and Negotiating

Overview

Introduction This lesson explains how to sell a proposal, overcome objections, and employ negotiating strategies.

Rationale Action officers often work tough actions involving tough customers. They must be able to use selling techniques, overcome objections, and negotiate adroitly.

Objectives



- Use a five-step procedure to sell a proposal.
 - Use a five-step procedure to overcome objections.
 - List pros and cons of negotiating strategies.
 - Explain why collaboration is the best strategy.
 - Follow certain principles when negotiating.
-

In this lesson This lesson contains two sections:

**Section A:
Main
Topics**

Topic
Persuasion
Selling
Overcoming Objections
Negotiation
Negotiating Strategies
Collaboration
Principles of Negotiation

**Section B:
Back
Matter**

Topic
Overview
Summary
Endnotes

Note Throughout the text we use the terms *customer* and *client* interchangeably.

Section A—Main Topics

Persuasion

Introduction This map explains the value of persuasion, which forms the basis of selling and negotiating techniques discussed in this lesson.

Rationale



Staff work is challenging enough when dealing with routine matters and willing clients but even more so when facing hard choices and reluctant stakeholders. Persuading people to change their way of doing business (budget reductions, reorganizations, or additional missions) demands more than rigorous logic and well-crafted plans. It also requires the perseverance of a salesman and the finesse of a diplomat.

Outcomes



Overcoming indifference, skepticism, or opposition requires the ability to persuade. When used effectively for worthy purposes, persuasion leads to several positive outcomes:

Knowledge The act of persuasion enables one to acquire additional information that leads to more knowledge and better decisions.

Cooperation Since the act of persuasion involves other people, it promotes dialogue and mutual understanding. Thus, it engenders cooperation rather than hostility.

Competence Persuasion is a confidence-building skill because it forces logical thinking that enables one to express reasoning and intent with clarity. This is a mark of competence.

Responsibility Use of persuasion implies the advocate shares responsibility for the proposal. If successful, sincere persuasion wins acceptance and commitment from stakeholders.¹

Selling

Introduction This map explains how to sell a proposal by using a five-step procedure.



Selling Your Proposal:

1. Know your product
2. Know your customer
3. Involve your customer
4. Ask for action
5. Be ready to face opposition.

**Step 1:
Know your product** Your product has two facets: what it actually is and what it ultimately represents in your client's eyes. Knowing how he sees and values your product will influence your approach. For example, car salesmen don't just sell automobiles. They also sell what people ultimately value, things like style, prestige, or security.

**Step 2:
Know your customer** Knowing what to sell isn't the same as knowing what people want to buy. Besides its intrinsic value, your product must represent something meaningful that will satisfy the customer's inner needs and self-image. Figure out what the customer wants in exchange for what you want. Then tailor your presentation accordingly.

Examples Example 1: "Manny, we need you in this work group. We plan to recommend actions affecting your branch. I'm sure you would want to be a part of that." This approach appeals to Manny's needs for power and security.

Example 2: "Moe, you stand to lose some spaces in this reorganization, but your new mission will give you lots of visibility." This approach appeals to Moe's need for recognition.

Continued on next page

Selling, Continued

Step 3: Involve your customer

Use these two techniques to involve your customer in the transaction:

Ask questions: This places the client on an equal footing and shows respect for his viewpoints and knowledge. Dialogue can lead to partnership and mutually beneficial solutions.

Listen closely: Read between the lines and seek clues to what the client *really* wants and has on a hidden agenda.

Step 4: Ask for action



To land the sale,

- state your purpose and key points up front
- briefly explain the reasons behind the proposal, then
- ask the customer to sign up.

Confidence: When asking for action, convey an image of relaxed confidence. You want to subtly send the message that

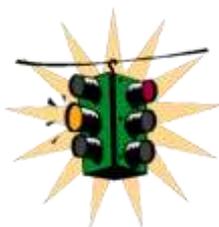
- what you're seeking is reasonable and not at all unusual
 - you have a right to ask for it, and
 - you have a right to get it.
-

Step 5: Be ready to face opposition

Rarely do facts speak for themselves or does a proposal sell itself. It's up to you to speak for the facts and sell the proposal, often in the face of indifference or opposition.²

To avoid ambushes, anticipate likely objections and prepare responses. Draw a line down the middle of a sheet of paper, list anticipated objections on the left side and responses to them on the right.

Caution



While you want to anticipate objections and prepare the right responses, keep your perspective. For example, raising the objection first and dismissing it with a convincing rebuttal obviates it from being raised by the client. However, if you raise an objection when it didn't exist in the client's mind, it may

- raise new questions
 - cast doubt where none exists, and
 - place you on the defensive.
-

Overcoming Objections

Introduction This map lays out a five-step procedure for overcoming objections.



Overcoming Objections

1. Relax
2. Listen
3. Accept
4. Move on
5. Qualify the objection.

Step 1: Relax



Sit back with a neutral facial expression and maintain eye contact. This makes it easier for people to talk and disarms the opposition.

Relaxing also

- builds confidence
- reinforces self-control, and
- makes listening easier when challenged.

Step 2: Listen



Make your points, then keep quiet:

- Most powerful tool is silence.
- Can never hear too much.
- If you're not talking, you can't put your foot in your mouth.

Give every man thy ear, but few thy voice.
Hamlet—Shakespeare

Advantages



Letting the client talk without interruption or argument may

- uncover hidden agendas
- reveal new information
- lead to new options, and
- defuse anger.

Continued on next page

Overcoming Objections, Continued

Step 3: Accept

If the customer raises an objection, acknowledge it with *acceptance*. Acceptance doesn't mean agreement. It simply means you understand his feelings and have shown respect. This may be enough to satisfy him, and he may not pursue it.

Examples:

"I know how you feel."

"I understand your concerns."

Step 4: Move on



After *accepting* the objection, keep moving to sell more benefits. Don't refute the objection or respond with a but in your reply.

Example:

Don't say, "I realize your concern about the cost but consider the long-term savings." This is an underhanded way of saying the customer is wrong, and no one likes being told that.

Instead, skirt past the objection by using an and in your reply:

Example: "Costs are important and here's something else to consider."

Accepting the customer's objection and moving on keeps the presentation on track and tests the sincerity of the objection.

Sincerity: By seeing you quickly dispense with it, the customer may conclude it isn't that important after all. If not sincere, he probably won't raise it again. However, if he continues to object, follow the next step.

Step 5: Qualify the objection



Restate the objection in your words to confirm accuracy, and then reply with an "if, would" statement.

Example:

"If I could show you cost is reasonable, would you support the plan?" If the customer agrees, go on to make your point. If he responds evasively like "I'm not sure," he may have an underlying objection, which you'll have to ferret out.

Example:

"I'm ready to show you the cost isn't out of line, but I sense some other concerns. It might be useful to discuss them."

Continued on next page

Overcoming Objections, Continued

Be positive



A positive attitude enables you to handle objections tactfully without arguing or resorting to pressure. Your aim is to engage and convince, not defend yourself. You may *win* occasionally with pressure tactics but at the price of good will and future cooperation. If too defensive, you'll only stiffen opposition and trigger heated arguments.

Rules



When responding to objections, follow these rules:

Don't	because it
dwell on the negative	obscures the positive.
raise every conceivable objection that could arise and rebut it	raises doubt where none may exist.
repeatedly belabor points	harasses the customer.
overpower the customer with logic	makes the customer look dumb.
explain everything in detail	bores the customer.
counter all the customer's points	puts you on the defensive.
minimize the customer's objections	causes resentment. ³

Negotiation

Introduction This map provides a brief overview of the negotiating function.

Purpose The purpose of negotiation is to reach a settlement that makes both sides winners (*win-win*). Try to achieve this outcome, as opposed to one where one side wins and the other side loses (*win-lose*) or both sides lose (*lose-lose*).

Rationale To resolve contentious issues and overcome aggressive or unreasonable opposition, you need negotiating skills. If lacking these skills, you may either pay too high a price to get what you want or not get it at all.

Constraints Some issues are non-negotiable. Constraints such as command decisions, resource limits, or ethical values may leave no room for options. But we can resolve other issues through negotiation.

When to negotiate If facing stiff opposition, try to negotiate a solution. Don't ask a decision maker to approve a proposal surrounded by contention and dissent, without having first tried to negotiate differences with opposing players.



Negotiate when

- there's room to negotiate
- an agreeable solution isn't in sight, and
- you need the other party's support.

Approach Your approach will vary with complexity of the issue and personalities of players. Obviously, you wouldn't use the same with a trusted client as you would with an aggressive adversary who *wants it all*.

Negotiating Strategies

Introduction This map describes various negotiating strategies.



Negotiating Strategies:

- Hold firm
 - Debate
 - Withdraw
 - Bargain
 - Grant concessions
 - Compromise
 - Collaborate.
-

Hold firm



Hold firm when

- you hold the cards
- opposing position isn't genuine, or
- you don't need the other party's support.

Advantage: You get what you want without giving up anything.

Disadvantages: Creates a *win-lose* situation, ill will, and loss of support.

Debate



Debate when the client will accept the logic of your case.

Advantage: May lead to the best solution and convince the client.

Disadvantages: Can lead to

- emotionalism
 - argument
 - intimidation, or
 - alienation.
-

Withdraw



Withdraw when you must go back to the drawing board, reach an impasse, or things get out of hand.

Advantages:

- Buys time
- Allows for a fresh start
- Lets tempers subside.

Disadvantages

- Leaves the issue unsettled
 - May embolden the opposition
 - May close the door.
-

Continued on next page

Negotiating Strategies, Continued

Bargain



Bargain when you can't get the client to budge and it's affordable.

Advantage: Can lead to a settlement, even if less than ideal.

Disadvantages:

- Maintains adversarial relationship
 - May end in a *win-lose* settlement
 - Sharp client can *clean your clock*.
-

Grant concessions



Grant concessions when

- they're fitting
- client is sincere
- they'll enhance negotiations, or
- won't set a precedent.

Don't grant concessions if the client

- doesn't expect them
- doesn't ask for them, or
- won't likely reciprocate.

Advantage: Shows good faith.

Disadvantages

- Hard to take back if negotiations falter
 - May signal lack of commitment
 - May encourage the client to ask for more, always expect them, or chip away at your proposal.
-

Compromise



Compromise when you're willing to settle for *half a loaf*.

Advantage: Saves time and is better than nothing.

Disadvantage: Can leave both parties dissatisfied.

Collaborate

Collaborate when both parties are willing to seek common ground.

Advantage: Leads to *win-win* outcome.

Disadvantages: Requires time and consensus building.

Collaboration

Introduction This map explains why collaboration is the best way to negotiate.

Best way



The problem with most negotiating strategies is that they cast players as adversaries. This can lead to *win-lose* or *lose-lose* outcomes. Collaboration, however, leads to *win-win* solutions.

Instead of sitting on opposite sides of the table as opponents, they sit along side as partners. They seek common ground and a settlement that makes both sides winners. This is the best way to negotiate.

Client involvement

Collaboration involves the client and builds commitment. He's no longer an adversary who's part of the problem but a stakeholder who's part of the solution. However, collaboration isn't easy, for it takes time and patience.

Rules



To negotiate through collaboration, follow these rules:

Don't focus on	Do focus on
refuting the client's points	listening
defending your position	accepting (as previously discussed)
counterattacking	exploring options together
differences.	seeking common interests.

Convert bargaining into collaboration

Bargaining scenario:

Frick: If you take on this mission, we'll give you ten spaces.

Frack: No way! I'll need at least twenty.

Explanation: Focusing on hard numbers keeps the negotiation adversarial, which favors an aggressive client. With persistence, Frack may well get fifteen spaces, less than desired but more than expected. Avoid hard numbers so an aggressive customer can't seize on them.

Collaboration scenario:

Frick: We're asking you to take on a new mission, and we need your input to help us figure out just how much manpower it will take.

Frack: Fine! If I'm gonna do this, I'll need more bodies.

Explanation: This approach moves the tone from bargaining to collaborating. The client now has a stake and is more likely to cooperate.⁴

Principles of Negotiation

Introduction This map discusses the principles that underlie negotiating strategies.



Principles

- Walk-Away Point
- Options
- Keeping Track
- Resolution
- Conditional Agreements
- Expectations
- Perspective
- Prudence.

Walk-away point

Know your *walk-away* point, the least you'll accept:

- Protects you from unwittingly giving up too much to reach a settlement
- Maintains the integrity of your proposal, and
- Avoids an unsatisfactory solution.

Options

Know your options. This provides flexibility in proposing alternatives and the means to react to a *take it or leave it* counterproposal.

Keeping track



Keep track of events. Sum up what you've agreed to, and then focus on what's left to discuss.

Keeping track

- keeps the discussion under control
- discourages the customer from raising new objections at the last minute
- reassures the customer you're listening
- helps maintain momentum
- discourages an aggressive customer from returning to earlier agreements and renegeing or trying to renegotiate them.

Resolution

Resolve easy issues first and the difficult ones last. This builds momentum and may lead to new options that lead to solutions.

Continued on next page

Principles of Negotiation, Continued

Conditional agreements



When dealing with a very aggressive client, make agreements conditional:

Don't say: "We've agreed to points A and B, now let's tackle C."

Do say: "We've agreed to points A and B, provided we can agree on C."

Making agreements conditional avoids having

- the customer chip away at your proposal, one point at a time
 - to renege on earlier agreed upon points, if negotiation breaks down, or
 - compromise on the final point to close the deal.
-

Expectations

Hold high expectations:

- Increases chances of getting what you want
 - Prevents unnecessary concessions, and
 - Guards against settling for *half a loaf*.
-

Perspective



Remember where you get your paycheck. This helps protect you from

- emotional involvement with the customer
 - giving away the store, or
 - accepting a solution harmful to your organization.
-

Prudence

To maximize gains, know when to hold.

To minimize losses, know when to fold.

Section B—Back Matter

Overview

In this section This section contains commonly recurring topics found in each lesson.

Topic
Summary
Endnotes

Summary

Key points	
Topic	Summary
Objectives	<p>This table summarizes key points of the lesson.</p> <ul style="list-style-type: none"> – Use a five-step procedure to sell a proposal. – Use a five-step procedure to overcome objections. – List pros and cons of negotiating strategies. – Explain why collaboration is the best strategy. – Follow certain principles when negotiating.
Persuasion	<p>The act of persuasion promotes</p> <ul style="list-style-type: none"> – knowledge – cooperation – competence, and – responsibility.
Selling	<p><u>Selling steps:</u></p> <ol style="list-style-type: none"> 1. Know your product 2. Know your customer 3. Involve your customer 4. Ask for action 5. Be ready to face opposition.
Overcoming objections	<p>To overcome objections take these steps:</p> <ol style="list-style-type: none"> 1. Relax 2. Listen 3. Accept 4. Move on 5. Qualify the objection.
Negotiation	<p>Negotiate to make both sides winners. Negotiate when</p> <ul style="list-style-type: none"> – there's room to negotiate – an agreeable solution is not in sight – you need other party's support.
Negotiating strategies	<p>Strategies:</p> <ul style="list-style-type: none"> – Hold firm – Debate – Withdraw – Bargain – Concede – Compromise – Collaborate.
Collaboration	<p>Best way to negotiate. Parties drop adversarial roles and become partners to make both sides winners. Collaborate by listening, accepting, exploring, and seeking common interests.</p>
Principles of negotiation	<ul style="list-style-type: none"> – Know your <i>walk-away</i> point – Know your options – Keep track of proceedings – Make deals conditional – Resolve easy issues first – Hold high expectations – Remember where you get your paycheck – Know when to hold or fold.

Endnotes

Introduction To write this lesson, we drew from these sources:



¹U.S. ADP 6-22, *Army Leadership*.

²Thomas L. Quick, *Unconventional Wisdom: Irreverent Solutions for Tough Problems at Work* (San Francisco: Jossey Bass, 1989) 15-22.

³Quick 103-107.

⁴Thomas C. Kaiser, "Negotiating with a Customer You Can't Afford to Lose," *Harvard Business Review* 66 (1988): 30-32, 34.

Lesson 10—Meetings and Interviews

Overview

Introduction This lesson explains how to manage a meeting or interview from start to finish.¹

Rationale Skill in conducting meetings and interviews is a very important part of an action officer's craft.

Objectives



- Manage a meeting or interview in all its phases.
 - Choose a leadership style to fit the situation.
 - Promote dialogue.
 - Explain the roles of participants an interactive meeting.
 - Create ideas.
-

Continued on next page

Overview, Continued

In this lesson This lesson contains three sections:

Section A: Meetings	Topic
	Planning
	Preparing an Agenda
	Opening
	Leading
	Guiding Discussion
	Getting People to Contribute
	Controlling Disruptive Behavior
	Concluding

Section B: Interactive Meetings and Interviews	Topic
	Overview
	Interactive Meetings
	Interactive Roles
	Planning and Opening an Interview
	Conducting an Interview
	Asking Questions
	Controlling an Interview

Section C: Back Matter	Topic
	Overview
	Summary
	Endnotes and References

Section A—Meetings

Planning

Introduction This map explains how to plan a meeting.

Purpose



The purpose of a meeting is to accomplish any or all of these objectives:

Information: Impart or trade information that needs no decision or action.

Discussion: Exchange ideas, opinions, and suggestions.

Decision: Solve problems, make decisions, or devise plans.

Rule of thumb Don't schedule a meeting if seeing people individually will yield the same results in less time.

Limits



Scope Select topics having a common theme. To avoid distraction and shifting of gears, don't jam in unrelated topics.

Information Don't announce routine information easily sent by message. Impart information only to emphasize it personally, clarify a complex subject, or transmit serious news.

Membership



Select people who

- are informed on topics
- are affected by the issue
- can contribute to the desired outcome, and
- can speak for their bosses.

Number



Limit membership to about seven (as few as five or as many as nine). Otherwise, you'll lose track or waste time refereeing disputes. However, size is relative: A cohesive group might easily exceed seven, but seven may be too many when working with a fractious group and contentious issues.

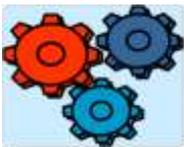
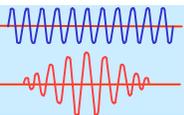
If you must involve a large group, consider splitting it and holding two meetings to cover different segments of the issue.

No straphangers Tactfully tell straphangers why you can't fit them in: "Harry, the agenda doesn't involve your area. If something comes up, I'll let you know."

Preparing an Agenda

Introduction This map explains how to prepare an agenda.

Purpose of an agenda Use an agenda to allot time, set focus, and restore control if people digress.
To prepare an agenda, follow these guidelines:

Guideline	Description
Topics 	Arrange topics according to objectives: <ul style="list-style-type: none"> – Information – Discussion – Decision.
Limits 	Make topics specific and limited. Otherwise, the group <ul style="list-style-type: none"> – will waste time defining topics – won't get to all topics, or – may not give topics time they deserve.
Sequence 	Set sequence so discussion <ul style="list-style-type: none"> – flows logically – makes smooth transitions – progresses from the easy to the difficult, and – builds on each topic and creates momentum.
Time 	To make the best use of time, <ul style="list-style-type: none"> – set specific beginning and ending time for each topic – take breaks between topics, not in the middle – limit meeting's length to a maximum of 90 minutes – meet right before lunch or quitting time, or – try stand-up meetings (no-chairs): they end on time.
Coordination 	Coordinate the agenda to <ul style="list-style-type: none"> – learn views on contentious issues and head off ambushes in the meeting arena – clarify meeting's purpose and members' roles – determine if key players are preparing, and – detect hidden agendas.
Notification 	Announce the agenda a few days before the scheduled date. Don't send it out too soon because developments may force a change in plans, and you'll have to get word out again. Also, people will forget it or lose it and show up unprepared.
Flexibility 	If meeting frequently with a cohesive group, a published agenda may not always be necessary. Simply outline it on a chart and kick off the meeting.

Opening

Introduction This map explains how to get a meeting off to a good start.

Final check Note equipment that must be available and in working order. On the day of the meeting, check again. Also check lighting, ventilation, and seating plan. Before the meeting gets underway, ask a volunteer to take notes and prepare minutes, since you'll probably be busy running the meeting.



Starting Starting on time

- shows you mean business
- displays courtesy to people with busy schedules
- encourages the punctual to stay that way, and
- signals to latecomers that things can go on without them.



Tone Set the tone by creating an open, friendly atmosphere:

- Break the ice by sharing some good news or a humorous remark.
- Introduce members if necessary.
- Recognize a member for a recent achievement.
- Make administrative announcements.



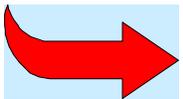
Note: Administrative announcements and handouts are important for newcomers or visitors. Knowing the location of telephones, rest rooms, snack bar, and the like makes people feel secure in a strange place.

Purpose Purpose: Ensure the group knows why it's there. Otherwise, people may waste time trying to reach a decision when the issue is simply up for discussion. Then present a short overview of topics and what you wish to achieve with each.



Example:
“First topic we'll throw up for discussion—all I want today are your ideas. On the last item we must reach a decision and assign tasks.”

Flexibility Confirm that the group accepts the agenda but be flexible. Someone may have a better idea how to handle topics. This helps build commitment to the meeting's success. Also, if discussion of a topic exceeds allotted time but is bearing fruit, consider scratching another topic and pressing on.



Leading

Introduction This map explains how to choose a leadership style to fit the situation.

Leadership style To establish credibility with a group, send a clear signal of your expectations.

To send a clear signal, choose a leadership style to fit the situation.²

<p>TELL</p> <p>Here's the plan: No time to fool around. This is what we'll do:</p>	<p>SELL</p> <p>Here's the plan: It's tough, but doable. I need your help to make it work.</p>
<p>CONSULT</p> <p>Need a plan: Here's my approach. Would like yours.</p>	<p>JOIN</p> <p>Need a plan: You have the expertise. I'll go with your decision.</p>

Choosing

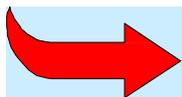


The style chosen depends on

- time and priorities
- the group's collective expertise and cohesion
- complexity of the task, and the
- range of your authority and personality.

Note: The influence of these factors constantly shifts. The most important in one situation may matter little in another.

Flexibility



Your personality will influence the style you favor. But don't use the same style for all situations. The situation may require assertiveness in one case and accommodation in another. Always be aware of the situation and the style it calls for, whether it be a meeting or any other leadership activity.

Style matrix



Use this simple decision matrix to choose a leadership style to meet the situation:

When	Then	Style
running behind	take charge.	Tell
they're skeptical	convince them.	Sell
you need their advice	ask for it.	Consult
you're not the expert	sit back and listen.	Join

Guiding Discussion

Introduction This map explains how to guide discussion and keep a meeting on schedule.

Guiding discussion To guide discussion and keep on schedule, use an agenda and a clock. Also use these questions and statements to move a meeting through all its phases:

Discussion Phase	Questions and Statements
Define the problem 	What is really the problem? What's the cause of this problem? What's the biggest source of trouble? How did this happen?
Gather information 	Let's get the facts. What's the background on this? Who's involved? What's been done so far? Tell me how this works.
Develop alternatives 	What do you want? How would you like things to be? What are some ways to do that? What else might work?
Weigh alternatives 	What are some problems with doing that? What makes that better? How does that relate to the problem? How will this affect our organization?
Select best alternative 	Which solution will work best? Which one do you like? Can you describe the most likely answer? It's time to make a decision.
Make a plan 	What are the next steps? How do we get that done? Who's got to do what? What else must happen? What could go wrong?
Implement the plan 	Are we all on the same sheet of music? If there're no other concerns, let's go! Now it's time to act. Okay, let's go with it! We'll meet Friday to see how it's going. ³

Getting People to Contribute

Introduction This map suggests ways to encourage people to contribute and control those who wander off the subject or talk too much.

Drawing out Some participants will have a lot to say, and others will say nothing unless asked. They may hesitate to contribute because they're shy or fear aggressive members.



Techniques to draw out the silent and protect them from intimidation:

- Ask questions that tap their expertise.
 - Openly praise their good ideas.
 - Note their remarks, and let the group see you write them down.
 - Bring up their ideas again later in the meeting.
-

Last is first To encourage full participation, call on the junior member first and senior member last. If done in reverse, the junior may defer to the rank and opinion of the senior.

Curbing Techniques to control the wandering or long winded, who drift or ramble on:



Time Glance at your watch and say, "No time to talk about that now, how about after the meeting?"

Relevance Point to the agenda and ask, "How does that relate to the topic?"

Delay If the issue merits discussion, put it on a future agenda.

Interruption Tactfully say, "That's interesting, but we've got to move on."

Interrupting While it's usually impolite to interrupt, sometimes it's necessary to promote dialogue or regain control if discussion gets out of hand.



Interrupt when you must

- signify to one who's been talking at length that you've been listening
 - rescue a speaker who's confused—he'll be thankful for the interruption
 - get discussion back on track if people digress or all talk at once, or
 - call *time out* if the discussion becomes heated.
-

Controlling Disruptive Behavior

Introduction This map suggests ways to control disruptive behavior.

Well-run meetings



Well-run meetings enable us to

- save time
- acquire collective expertise
- expose biases and oversights
- create new ideas
- shorten lines of communication
- broaden our viewpoints
- promote consensus, and
- create synergy.

Disruption



A meeting is more likely to succeed if all members willingly contribute, bring no hidden agendas, and channel energies toward achieving the meeting's goals. However, some members may try to satisfy individual needs through negative behavior that hinders progress. If not confronted, they can ruin a meeting.

Controlling disruption

This table lists types of disruption and ways to control it.



Behavior	Means of Control
<p>Domineering:</p> <ul style="list-style-type: none"> – Asserts authority – Gives directions – Talks at length – Interrupts – Demands attention. 	<p>To control the domineering,</p> <ul style="list-style-type: none"> – keep within strict time limits – cut off interruptions, and – follow formal rules of order (parliamentary procedure).
<p>Disagreeable:</p> <ul style="list-style-type: none"> – Stubborn – Offers few positive views – Resists ideas of others. 	<p>To discourage the persistently disagreeable, ask them to clarify remarks or be specific.</p>
<p>Indecisive:</p> <ul style="list-style-type: none"> – Injects technicalities – Diverts or stalls – Acts too cautious – Shifts responsibility onto others. 	<p>To overcome the indecisive,</p> <ul style="list-style-type: none"> – acknowledge their views – solicit other opinions, then – make the decision.

Concluding

Introduction

This map explains how to end discussion and reach a decision.

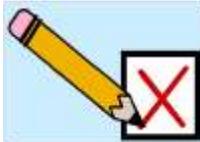
Winding down



If not making progress, wind down the discussion when

- there's not enough time or information to explore the issue
- people with needed expertise aren't present
- events are likely to overcome any decision, or
- one or two members can resolve the matter outside the meeting.

Voting



Vote only when you must reach a decision and the group is split.

Advantages

Voting ensures a decision will be reached and can be done quickly.

Disadvantages

Voting creates winners and losers, and the losers may withdraw support or try to get even.

Consensus



Consensus is general agreement among all or most members of a group. Some may honestly disagree with a proposal, in whole or part. However, they set aside differences and agree to support the final decision.

To build consensus,

- involve everyone in the discussion
 - consider their views, and
 - negotiate where possible.
-

Pros and cons



Pros

- Leads to better decisions
- Minority more likely to support decision if their views are heard
- Group achieves harmony in spite of disagreements.

Cons

- Won't work without team cohesion
 - Is very hard to achieve
 - Takes time.
-

Continued on next page

Concluding, Continued

Summarizing



- To summarize events and end the meeting,
- restate important contributions made
 - sum up strengths and weaknesses of viewpoints
 - end on a high note; emphasize accomplishments, not failures
 - go *round the table* for any final comments, and
 - schedule the next meeting while the group is still intact.
-

Minutes



Publish the minutes shortly after the meeting, while events are still fresh.

Note

- date, time, and place of meeting
 - issues discussed
 - decisions
 - taskings
 - time meeting ended
 - date, time, and place of next meeting
 - attendance.
-

Attendance



- For a group meeting regularly, recording attendance may
- indicate who's committed and who's not
 - encourage attendance and commitment in the future, and
 - remind people they were absent when important decisions were made.
-

Section B—Interactive Meetings and Interviews

Overview

In this section This section explains how to manage interactive meetings and interviews.

Topic
Interactive Meetings
Interactive Roles
Planning and Opening an Interview
Conducting an Interview
Asking Questions
Controlling an Interview

Interactive Meetings

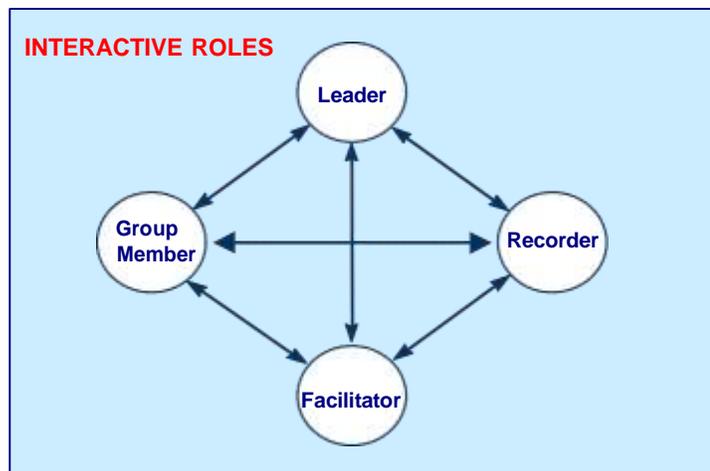
Introduction This map describes the structure and functions of an interactive meeting.

Rationale Running a meeting by yourself can be demanding, exhausting, and unproductive. A better way is to use the interactive method. It's especially useful when meeting with a large group and discussing contentious issues.

Definition The interactive method is a system of roles and relationships involving the whole group in the meeting's dynamics. This relieves the leader of burdensome tasks and encourages group participation. The leader delegates procedural tasks and gains time to focus on issues and decision making. Other members play specific roles, which spreads the workload and builds teamwork.



Roles In an interactive meeting, participants play these four roles:



Importance These roles are equally important, and each contributes to group effectiveness. The leader remains as final authority but is also a part of the group. No one person is *boss* or held accountable for the group's success. Instead, all participants interact and hold each other accountable.

Interactive Roles

Introduction This map explains the four interactive roles in detail.

Leader



The leader's main responsibility is to demonstrate commitment to the group's success in achieving the objective. Though actively participating, he delegates management of the proceedings to the facilitator and recorder. If not satisfied with progress, the leader can regain control. But he doesn't talk at length or impose views without discussing alternatives.

Discretion

An astute leader avoids the appearance of monopolizing discussion or exerting pressure. He may work behind the scenes before the meeting begins by enlisting a colleague to raise questions on his behalf. This lowers the leader's profile, yet it ensures his views get aired.

Facilitator



The facilitator is a neutral servant who neither evaluates nor contributes ideas. He helps the group focus its energies by orchestrating events and serving as referee.

The facilitator

- enforces ground rules
 - suggests ways to proceed
 - refers questions to the group
 - asks for clarification of terms
 - avoids repetition
 - encourages the silent
 - curbs the garrulous, and
 - protects members from attack.
-

Other duties

The facilitator may also arrange pre and post-meeting logistics. He may come from within the group, and members may rotate from one meeting to the next. In some cases, an outsider may serve in this role.

No bullying



The facilitator should not

- bully
- manipulate, or
- evaluate participants' ideas.

The group may remove a facilitator who uses these tactics.

Continued on next page

Interactive Roles, Continued

Recorder



The recorder is also a neutral servant, who stands in plain view and records comments for all to see. This

- helps listeners visually keep track of *who said what*
- captures the meeting's mood
- provides a summary on which to base decisions, and
- serves as written documentation for record.

Note: If the recorder has something to contribute, he should ask for permission to step out of his role to present it.

Process



The recorder

- listens for key words, records ideas, or captures their essence
 - records members' comments but doesn't edit them
 - may highlight or annotate words for emphasis or reinforcement, and
 - uses symbols, quick sketches, or outlines to add interest and aid memory.
-

Advantages



Capturing the course of discussion

- helps everyone relax and contribute freely
 - creates a group memory accessible to all and in plain view
 - confirms views have been heard and preserved
 - notes progress made toward objectives
 - facilitates quick review without losing focus and allows latecomers to catch up.
-

Group members



Although everyone participating is technically a group member, we reserve this term for those not playing specific roles as leader, facilitator, or recorder. These remaining members can make or break a meeting. They

- make procedural suggestions
 - offer expertise and opinions
 - listen with open minds
 - promote dialogue
 - act as devils' advocates, and
 - exert peer pressure to control disruptive behavior.
-

Conclusion

The interactive method is like an automatic pilot. If the meeting strays off course, the system of roles and relationships automatically corrects itself. It's a simple but very effective method, especially if meeting with a large group.⁴

Planning and Opening an Interview

Introduction This map explains how to plan and open an interview.

When to use Before deciding to hold an interview, ensure it's the best way to get information.

Interview individuals when

- group discussions aren't feasible
- subject is complex or sensitive, or
- time isn't a major constraint.

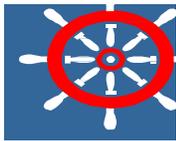
Also use interviews when

- the target population is small
- accessible, and
- has specialized knowledge.



Guidelines

To set the stage and get off to a good start, follow these guidelines:



Guideline	Explanation
Anticipation	Make a list of discussion topics and questions.
Surroundings	If hosting the interview, <ul style="list-style-type: none"> – arrange comfortable surroundings – stop calls, and – ensure interruptions won't occur.
Time	To manage time, <ul style="list-style-type: none"> – structure the interview to fit the schedule – start and finish on time, and – allot time to cover all topics.
Courtesy	Be courteous and attentive. Act friendly but not too familiar.
Opening	To make a smooth opening, <ul style="list-style-type: none"> – introduce yourself if necessary – ensure the respondent knows why you're there – answer questions, and – address the person by name. <p>Addressing the person by name throughout the interview builds rapport and fixes it in your memory. This avoids the embarrassment of having to grope to recall it.</p>
Atmosphere	Relax and your guest will do likewise. Then start with easy discussion topics.

Conducting an Interview

Introduction This map offers guidelines for gathering information from an interview.

Guideline	Explanation
Starting off 	<p>Start off on the right foot. Remember, you never get a second chance to make a first impression.</p> <p>Work from an outline of key points or questions. Don't read from documents or interrupt the interview to search for papers.</p>
Taking notes 	<p><u>Discretion</u> Causally mention that you'll be taking notes if it's all right. The respondent usually won't object but may if you do so without mentioning it first, especially on a sensitive subject.</p> <p><u>Timing</u> To avoid threatening the respondent, don't take notes on a sensitive subject while discussing it. Wait until later in the interview, when discussing a less serious topic.</p> <p><u>Volume</u> Take enough notes to jog memory later. <u>Don't</u> rely solely on memory or take too many notes.</p>
Adapting	<p>Adapt your speech to the respondent's level of understanding. Don't use jargon or patronizing language.</p>
Listening 	<p>Listen attentively:</p> <ul style="list-style-type: none"> – Be patient. – Allow the respondent to clarify remarks or develop points. – Don't interrupt—it causes antagonism. <p><u>Exceptions:</u> Subtle interruption may be necessary to</p> <ul style="list-style-type: none"> – clarify points – avoid digression, or – control the pace.
Probing	<p>Gently probe to uncover evidence or reasons behind the respondent's statements, but don't <i>push it</i>.</p>
Avoiding Halo Effect	<p><u>Halo Effect</u> is the tendency to judge someone by one or two aspects of personality.</p> <p><u>Example:</u> Concluding one is smart because of well-articulated speech and a neat appearance.</p>

Asking Questions

Introduction This map suggests ways to frame questions.

Ask single questions Ask one question at a time. Asking double or multiple questions may confuse the respondent. For example, don't say, "What were your most rewarding and most disappointing accomplishments?"

Ask comparative questions Use comparative questions to focus the respondent's attention on the issue or when the best answer isn't obvious.
Good Example: Which do you prefer, A or B?
Bad example: Plan A has proven to be the cheapest and safest route, but which do you prefer, A or B?

Ask open-ended questions Ask open-ended questions to encourage complete answers and expanded dialogue.
Example: How do you feel about the issue?

No prompting questions Don't ask prompting questions, because they hint at an expected answer or lead the respondent to reply as expected.
Example of prompting: Don't you think this is a good idea?

No closed questions Don't ask questions that close the dialogue, such as questions with yes or no answers.
Example: Are you happy with the outcome?

Controlling an Interview

Introduction This map provides guidelines for controlling an interview through all its phases.



Guideline	Explanation
Pauses	Use timely pauses to allow both parties to collect thoughts and expand the conversation.
Summaries	Use summaries to <ul style="list-style-type: none"> – ensure you've fully explored the issues – confirm understanding, or – highlight points still needing discussion.
Balance	Aim to cover all ground in time allotted. If pressed for time cut the interview's <u>depth</u> , not its <u>width</u> . <u>Rationale</u> : It's better to gather partial data on all points, than detailed data on some and none on the others.
Conclusion	When concluding, <ul style="list-style-type: none"> – briefly summarize the key points – give the respondent a chance to clarify or add points – answer questions – thank the respondent for his time, and – depart promptly.

Section C—Back Matter

Overview

In this section This section contains commonly recurring topics found in each lesson.

Topic
Summary
Endnotes and References

Summary

Key points	This table summarizes key points of the lesson.
Topic	Summary
Objectives	<ul style="list-style-type: none"> – Manage a meeting or interview in all its phases. – Choose a leadership style to fit the situation. – Promote dialogue. – Explain the roles of participants an interactive meeting. – Create ideas.
Planning	<p><u>Purpose</u> of a meeting is to trade information, engage in discussion, or reach a decision.</p> <p><u>Rule of thumb</u>: Don't hold a meeting if seeing people individually will achieve the same results in less time.</p> <p><u>Limit scope and information</u>. Don't jam in unrelated topics.</p> <p><u>Membership</u>: Select informed people who speak for their bosses.</p> <p><u>Number</u>: Limit to around seven (depends on the situation).</p>
Preparing an agenda	Use an agenda to allot time, set focus, and restore control if people digress.
Opening a meeting	<ul style="list-style-type: none"> – Make a final check. – Start on time. – Set the tone. – State the purpose. – Confirm acceptance. – Stick to the agenda but be flexible.
Leading	Choose a leadership style to fit the situation: Tell, Sell, Consult, or Join. Don't use the same style all the time.
Guiding discussion	Use an agenda, clock, questions, and statements to guide discussion through all its phases.
Getting people to contribute	<ul style="list-style-type: none"> – Draw out the silent. – Curb wanderers and long-winded. – Interrupt when appropriate.
Controlling disruptive behavior	Control the domineering, disagreeable, or indecisive: <ul style="list-style-type: none"> – Keep within strict time limits. – Cut off interruptions. – Solicit opinions, then decide.
Concluding	<p><u>Winding down</u>: End discussion when you lack information or time, experts aren't present, or events are likely to overcome decision.</p> <p><u>Voting</u>: Vote to reach a decision with a split group. Disadvantage in that this creates winners and losers.</p> <p><u>Consensus</u> makes both sides winners but is difficult to achieve.</p> <p><u>Summarize</u> contributions and end on a high note.</p> <p><u>Publish minutes</u> shortly after the meeting ends.</p>

Continued on next page

Summary, Continued

Key points (continued)	
Topic	Summary
Interactive meetings and roles	<p><u>Leader:</u> Active participant but delegates proceedings.</p> <p><u>Facilitator:</u> A neutral servant and referee.</p> <p><u>Recorder:</u> Keeps track of <i>who said what</i>.</p> <p><u>Group members:</u> Offer expertise and opinions.</p>
Planning and opening an interview	<p>Use an Interview when</p> <ul style="list-style-type: none"> – group discussions aren't feasible – data needed is complex or sensitive – time isn't a major constraint, or – target population is small and accessible.
Conducting an interview	<ul style="list-style-type: none"> – Work from an outline of key points. – Don't read from documents. – Consider the respondent when taking notes. – Adapt your speech to the respondent's level but don't patronize. – Don't interrupt, except to avoid digression. – Gently probe for information. – Watch out for the Halo Effect.
Asking questions	<ul style="list-style-type: none"> – Ask single questions. – Avoid prompting questions. – Use both comparative and open-ended questions.
Controlling an interview	<ul style="list-style-type: none"> – Use timely pauses. – Summarize periodically. – Keep the interview balanced. – Summarize at the end, answer questions, and depart promptly.

Endnotes and References

Introduction To write this lesson, we drew from these sources:

Endnotes



¹Except where noted below, subject matter on pages 10-2 through 10-9 was drawn from these two sources:

Anthony Jay, "How to Run a Meeting," *Harvard Business Review* 54 (1976): 43-57.

James Ware, "How to Run a Meeting," reprinted in *Managing People and Organizations*, ed. John J. Gabarro (Boston: Harvard Business School Publications, 1992) 289-297.

²Mary Ann and Eric W. Allison, *Managing Up, Managing Down* (New York: Simon & Schuster, 1984) 143-155.

Additional reference

For more information on situational leadership, consult ADP 6-22, *Army Leadership*

Hersey Paul and Kenneth H. Blanchard, *Management of Organizational Behavior: Utilizing Human Resources*, 6th ed., Englewood Cliffs, NJ: Prentice Hall, 1992.

Lesson 11—Writing with Clarity

Overview

Introduction This lesson describes a few simple ways to write with clarity. Apply its teaching points and writing takes on a clear, concise, and vigorous quality. To improve further and exceed the modest standards described here, study the works listed at the end of this lesson.

Rationale



In today's world of time constraints and information overload, readers don't have time to wade through obscure writing, searching for meaning. If you write well, readers will read what you write, quickly understand it, and remember who wrote it.

As soon as you move one step from the bottom, your effectiveness depends on your ability to reach others through the spoken or written word.

—Peter F. Drucker

Objectives



- Identify standards and rules for Army writing.
 - Define the active and passive voice.
 - Describe types of wordy expressions and ways to eliminate them.
 - Write sentences of proper length and with proper emphasis.
 - Package writing for ease of reading.
 - Use editing tools to ensure correctness.
-

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Overview, Continued

In this lesson This lesson contains two sections:

Section A:	Topic
Improvement	The Need for Clear Writing
Techniques	Standards and Rules
	Active and Passive Voice
	Using the Active and Passive Voice
	Wordiness
	Smothered Verbs
	Sentence Clarity
	Packaging
	Bullets
	Editing
Section B:	Topic
Back	Overview
Matter	Summary
	References

Section A—Improvement Techniques

The Need for Clear Writing

Introduction This map explains why action officers must be skilled writers.

Necessity Since writing lacks the advantage of immediate feedback to clarify meaning, it must be readily understood from the beginning. Here's what happens if it's not:

The reader will waste time	The writer will waste time
<ul style="list-style-type: none">– rereading– guessing– grabbing a dictionary, or– picking up a phone.	<ul style="list-style-type: none">– taking calls from confused readers– writing a clarification message, or– explaining to an irate boss why the paper must be rewritten.

Quality



While some bureaucratic writing is good, much of it is turgid, passive, and confusing. In spite of efforts to eradicate it, poor writing still survives:

- It's embedded in the bureaucracy.
 - People think government writing should look *official*.
 - The undereducated or insecure think they can impress by writing this way.
 - Writers either don't know how or else are afraid to change.
 - Leaders who should know better tolerate poor writing.
-

AOs are writers

Action officers must write well; they write documents for senior leaders to sign, often widely read, and having large impact. One who writes with a *golden pen* has an edge. An otherwise talented person who doesn't write well works at a disadvantage.

Continued on next page

Standards and Rules

Introduction This map explains the writing standards and rules defined in Army Regulation 25-50, *Preparing and Managing Correspondence*. These standards are just that—they're not suggestions.

Standards To be understood quickly, writing must meet these standards:



Standard	Description
Complete	Answers the mail
Concise	Uses fewest words to get point across
Clear	Understood in a single, rapid reading
Organized	Logical and coherent
To the point	Bottom-line up front
Grammatically correct.	Proper spelling, punctuation, grammar.

Rules



To meet Army writing standards, follow these composition rules from AR 25-50:

Item	Rule
Bottom line up front	State purpose and main point up front. For example, put the recommendation, conclusion, or reason for writing in the first or second paragraph, not at the end.
Active voice	Use active voice in most sentences.
Short words	Choose one or two-syllable words over multi-syllable ones.
Short sentences	Write short sentences (average about 15 words).
Lean	Write most paragraphs about one inch deep.
No jargon	Avoid jargon, especially when writing to outsiders.
Error free	Use correct spelling, punctuation, and grammar.
Informal	Set a businesslike but informal tone. Use <i>you</i> , <i>we</i> , or <i>I</i> instead of <i>this office</i> or <i>this headquarters</i> . <u>Exception:</u> Because it's patronizing, avoid using possessive pronouns, <i>my</i> or <i>mine</i> . <u>Example:</u> Instead of saying <i>my staff</i> , say <i>our staff</i> .
One page	Limit length to one page for most correspondence.

Clarification Writing must be error free in spelling and punctuation but not always perfect in style. Remember, *perfect* is the enemy of *good*. In a busy staff environment, a reader who quickly grasps meaning will likely overlook finer points, such as an occasional *which* instead of *that* or a split infinitive.

Active and Passive Voice

Introduction This map explains the differences between the active and passive voice.

Terms Voice refers to the relationship of a subject and its verb.
Active voice refers to a verb that shows the subject acting.
Passive voice refers to a verb that shows the subject being acted upon.

Active voice A sentence written in the active voice shows the subject acting in standard English sentence order: subject-verb-object. The subject names the *agent* responsible for the action, and the verb identifies the action the agent has set in motion. Example: “George threw the ball.”

Passive voice A sentence written in the passive voice reverses the standard sentence order.



Example: “The ball was thrown by George.”

George, the agent, is no longer the subject but now becomes the object of the preposition, *by*. The ball is no longer the object but now becomes the subject of the sentence, where the agent preferably should be.

Omitting the agent A passive sentence may also omit the agent and Examples:
 still express a complete thought. But this – The ball was thrown.
 makes a sentence vague because it may omit – The report was submitted late.
 important information such as *who*, *what*, or – No decision has been made.
why (perhaps intentionally).

Passive form To configure a verb in the passive voice, use
 – a form of the helping verb *to be*: The report was completed.
 – a main verb forming a past participle: The report was completed. Examples
 of forms of the verb, *to be*: *is, are, was, were, be, being, been*. Examples of
 participle endings: *ed, en, un, t* (reviewed, arisen, begun, caught).
Caution: Don’t confuse a passive sentence with one that describes a state of
 being. Example: “The water was frozen.” Though the sentence appears passive,
 it isn’t because it is describing the condition of the subject. To be passive, the
 sentence would have to show action directed to the subject.

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Using the Active and Passive Voice

Introduction This map explains how to convert the passive voice into the active. It also explains when it's appropriate to use the passive voice.

Active versus passive Writing sentences in the active voice is the single best way to improve writing.

<p><u>Active voice</u></p> <ul style="list-style-type: none"> – uses fewer words – takes less time to read – identifies the agent. 	<p><u>Passive voice</u></p> <ul style="list-style-type: none"> – uses 20 percent more words – takes more time to read – may omit the agent.
---	--

Before and after

Passive voice: *It was recommended that an ethics committee be created, so citizens would be afforded a means of reporting fraud, waste, or abuse.*

Active voice: *City Council recommended the mayor create an ethics committee to enable citizens to report fraud, waste, or abuse.*

Conversion steps To convert a passive sentence into an active one, take these steps:

Step	Action
1	Identify the agent.
2	Move the agent to the subject position.
3	Remove the helping verb, <i>to be</i> .
4	Remove the past participle.
5	Replace the helping verb and participle with an action verb.

Examples of conversion	<p><u>Original:</u> The report has been completed. A decision will be made.</p>	<p><u>Revised:</u> Jack completed the report. Jill will decide.</p>
-------------------------------	---	---

When to use passive Though overused, passive voice still has legitimate purposes in our language.

Use the passive voice when the	Example
receiver is the focus of the action	John was awarded a prize.
agent is unknown	The store was robbed.
agent is irrelevant, or situation calls for discretion.	The paragraphs will be numbered. No decision has been made. (Your boss is sitting on the action.)

Wordiness

Introduction This map describes types of wordy expressions and ways to eliminate them:



Types of Wordy Expressions:

- Pompous Diction
 - Overuse of The, That, and Which
 - Dummy Subjects
 - Redundant Pairs
 - Redundant Modifiers
 - Needless Repetition
 - Compound Nouns
-

Rationale Using the active voice improves writing quality. However, if writing contains unnecessary, pompous, or long words, it will still be hard to read. Remember, the longer it takes to read, the weaker it comes across.

Pompous diction Some writers choose words to impress, rather than to express. Big words and pompous phrases add deadwood that hinders meaning. Most wordy expressions have much shorter common synonyms far easier to read, write, say, and hear. See Appendix B, *Simpler Words and Phrases*.

Examples:

Instead of saying	Try saying
consideration be given to	consider
for the purpose of	to
due to the fact that	because
forwarded under separate cover	sent separately
pursuant to authority contained in	per
prioritized list	priority list.

Overuse of *the, that, or which* Use these words to clarify meaning; otherwise, leave them out:

- ~~The~~ regulations won't allow it.
- I feel ~~that~~ it's a good decision.
- The report ~~which~~ I'm writing is nearly finished.

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Wordiness, Continued

Dummy subjects

Dummy subjects are empty expressions that

- obscure the real subject
- make the sentence longer
- delay the point
- encourage passive voice, and
- hide responsibility.

Examples: Beginning a sentence with
It is
It appears
There is (are)
It will be.

Examples

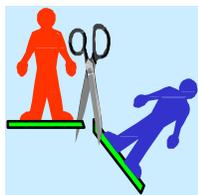
Otherwise, delete the dummy subject and move the real subject to the front.

Instead of saying	Try saying
It is my intention to	I intend to
There is one thing bothering me	One thing bothers me
It appears that	I think
It is essential that	You must.

Exception

Beginning a sentence with *It* is permissible when the pronoun refers to its antecedent in the previous sentence. Example: “In spite of efforts to eradicate it, poor writing still survives. *It's* embedded in the bureaucracy.”

Redundant pairs



Why create meaningless or unnecessary distinctions that add bulk but not information? If two ideas are slightly different, is it that important? If not, eliminate one and retain the one that expresses meaning more precisely.

Examples:

- The manager's function and role . . .
- The diplomats engaged in a frank and candid dialogue.
- The staff provides guidance and assistance.
- First and foremost, we must focus on priorities.

Redundant modifiers

Examples of redundant modifiers:

- ~~Basic~~ fundamentals
- ~~Actual~~ facts
- ~~Really~~ glad
- ~~Honest~~ truth
- ~~End~~ result
- Separate ~~out~~
- Start over ~~again~~
- Symmetrical ~~in form~~
- Narrow ~~down~~
- Seldom ~~or ever~~.

Continued on next page

Wordiness, Continued

Needless repetition

Needless repetition of words or phrases also creates redundancy and makes writing appear juvenile:

Before:

In the absence of a general officer or civilian equivalent, nonconcurrences may be signed by a substitute officially designated and acting for a general officer or civilian equivalent.

After:

If a general officer or civilian equivalent is not available, an authorized substitute may sign nonconcurrences.

Compound nouns

Don't use long strings of nouns as modifiers. Revising the sentence may add a word or two, but it's easier to read:

Instead of saying	Try saying
Material replacement alternatives	Alternatives for material replacement.
Increased high cost area allowances	Increased allowances for high cost areas.

Continued on next page

Smothered Verbs

Introduction This map explains how to shorten sentences by eliminating smothered verbs.

Action verb An action verb is one that expresses meaning without helping verbs or other modifiers.

Example: We agree with the decision.

Smothered verb A smothered verb is a verb converted to a noun, so it needs a helping verb and prepositions or articles to express action. This lengthens a sentence and saps its vitality. It also encourages use of the passive voice.

“We are in agreement with the decision.” In this sentence, the writer has smothered the main verb (*agree*) with a noun (*agreement*). The noun now requires a helping verb (*are*) and a preposition (*in*) to show action.

Distinct endings

Most smothered verbs have distinct endings:

– ance	– ity	– ness
– ant	– mant	– sion
– ence	– ment	– tion.

Weak helping verbs Smothered verbs rely on weak helping verbs to show action. If one of them appears, you know a smothered verb is nearby. Examples:

– be	– do	– give	– make
– can	– effect	– have	– provide
– conduct	– get	– hold	– put

Converting smothered verbs To give your sentences more punch, find the smothered verb and convert it into an action verb (or substitute it with a harder hitting verb). This eliminates the need for a helping verb and other modifiers.

Instead of saying	Try
We held a meeting	We met
I made a choice	I chose
They conducted an investigation	They investigated
Consideration was given to	We considered
We are in support of the plan	We support the plan
He made an attempt to escape.	He attempted to escape.

Sentence Clarity

Introduction This map explains how to write clear, emphatic sentences.

Length So far, you've seen how using the active voice and eliminating wordy expressions enhances clarity. However, this may not be enough. If sentences are all long or all short, paragraphs may still be hard to read.

Variety While sentences should *average* about 15 words, they need not all be the same length, nor is this desirable. If written clearly, an occasional long sentence is fine. However, after writing a long sentence, keep the next one short.

Don't make all sentences	because it makes them
the same length	monotonous.
long	dense and hard to read.
short	choppy, telegraphic, and juvenile.

Caution: Should you write all long or all short sentences, you'll present too few or too many points of emphasis.

Too long



Example:

I learned I was selected for the job, so I called Jeanne immediately, and I told her the good news, and that evening we celebrated by going out to dinner.

Analysis:

This sentence of 31 words with four stringy thoughts is much too long. And we're not sure which point the writer is emphasizing. This sentence must be divided into shorter ones, but they must not be too short.

Too short and choppy



Revision of original sentence:

I learned I was selected for the job. I called Jeanne immediately. I told her the good news. That evening we celebrated by going out to dinner.

Analysis:

Here, we deleted the conjunctions (*and, so*) and created four short sentences. They're easier to read, but when read in order they send a choppy message. They also raise four points of emphasis for the reader to ponder. We can make these sentences more effective by combining them.

Continued on next page

Sentence Clarity, Continued

Just about right

Example (four short sentences):

I learned I was selected for the job. I called Jeanne immediately. I told her the good news. That evening we celebrated by going out to dinner.

Final revision:

Upon hearing I was selected for the job, I called Jeanne and told her the good news. That evening we celebrated by going out to dinner.

Analysis:

Using a subordinate and an independent clause, combined first three sentences.

Emphasis

Emphasis correctly placed adds clarity and force to expression.

Beginning of sentence

Place introductory, preliminary, previously known, or less important points at the beginning. This tells the reader these preceding words have lesser emphasis than what is to follow.

End of sentence

Place the point you wish to emphasize at the end of the sentence. You want to stress the newest or most important point there.

Bad example

I called Jeanne and told her the good news, upon learning I was selected for the job.

Analysis: In this example, the emphasis is misplaced. Old information (job selection) should appear in the front and introduce the new information.

Good example

Upon learning I was selected for the job, I called Jeanne and told her the good news.

Analysis: In this example, old information precedes the new.

Recap

To add clarity to sentences,

- use the active voice
 - delete extraneous words
 - reduce clauses to phrases or words
 - replace long words with short ones
 - control sentence length, and
 - emphasize the main point at the end.
-

Note: This has been a cursory treatment of sentence clarity. For a comprehensive presentation, consult this source: Joseph M. Williams, *Style: Ten Lessons in Clarity and Grace*, 2nd ed. (Glenview, IL: Scott, Foresman, 1985).

Packaging

Introduction This map describes how to package a document to make it reader friendly.

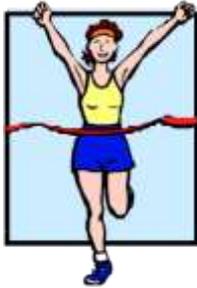
Rationale



An ordinary meal is made more inviting when served with fine tableware and appealing garnishes. Similarly, readers are more likely to read something when it's attractively packaged.

Packaging is the arrangement of text to enhance its readability and visual appeal. This opens up writing and gives it *white space*. Whatever format used—letter, memo, or fact sheet—packaging makes it easier to read.

Up front



Unlike an O. Henry short story, staff writing doesn't feature suspenseful narratives and surprise endings. Putting the main point up front allows a reader to review a matter quickly and go on to something else.

Examples of main points:

- | | |
|----------------------|------------------|
| – Purpose | – Recommendation |
| – Request | – Conclusion |
| – Reason for writing | – Bottom line. |
-

Putting the main point up front

To find the main point, pick the sentence you would keep if you had to cut out all the rest. In other words, request something before justifying it or provide an answer before explaining it.

To put the main point up front, open with a short statement of purpose, and then state the main point. Sometimes you can combine the two statements in one sentence.

Visual appeal



Most newspapers and magazines published today are visually appealing and easy to read through the clever use of visual devices. However when using these devices, don't overdo it: too much is as bad as too little.

Examples:

- | | |
|-----------------|---|
| – Color | – Text boxes |
| – Labels | – <u>Underscoring</u> or <i>italics</i> |
| – Bullet lists | – Tables and graphs |
| – Bold headings | – Graphic illustrations. |
-

Continued on next page

Packaging, Continued

Example This is an excerpt from an old Army regulation and a revision. The original is passive and dense, while the revision is lean and packaged to give it white space.

Before	After
<p>11-12. Introduction When Government property is lost, damaged, or destroyed and no other credit method is appropriate, relief from responsibility for the loss may be obtained by explaining the circumstances surrounding the loss, damage, or destruction to the satisfaction of the Secretary of the Army or his designated representative. This explanation ordinarily takes the form of a report of survey, which constitutes the most important credit instrument in the Army supply system. The report of survey system insures that appropriate investigation is made and that each report of survey is reviewed objectively at a suitable level.</p> <p>11-13 Purpose The report of survey is an instrument to explain and record the circumstances surrounding the loss, damage, or destruction of property so that responsibility can be determined and to serve as a credit document to justify dropping property from the property book officer's account. Theoretically, the explanation on the report is made to the Secretary of the Army. However, authority for final approval has been delegated to lower levels, usually the installation commander or the reviewing authority. The report is particularly useful because it provides for detailed investigation, collection of all information regarding the case in a single report, and review of findings and recommendations. Installation commanders, reviewing authorities, and the Chief of Finance and Accounting (Office of the Comptroller of the Army) represent the levels authorized to take final action on reports of survey. The level at which final action is taken varies with different reports, depending on the nature of the loss, damage, or destruction, persons involved, and dollar amount involved.</p>	<p>Introduction Report of survey (DD Form 200) is the most important credit method in the Army supply system. Use it to record what happened to lost, damaged, or destroyed government property. The property-book officer can then delete the item from the property account.</p> <p>Purpose Use a report of survey to</p> <ul style="list-style-type: none"> – record details of investigation of loss – collect all information about the case in a single report – review findings and recommendations, and – delete the lost item from the property book. <p>These levels may take final action:</p> <ul style="list-style-type: none"> – Installation commander. – Reviewing authority. – Chief of Finance and Accounting (Office of the Comptroller of the Army). <p>Level depends on the nature of the loss and the people and amount of money involved.</p>

Bullets

Introduction This map explains how to use bullets to make a long sentence easier to read.

Bullets



If a sentence contains a series of related ideas or laundry-list items, put them in a bullet format. To make a bullet format, follow these steps:

Step	Action						
1	Break the sentence into a lead-in statement and list ideas under it. Use this technique only for a long series. Don't use it for a series of only two or three ideas unless you want to emphasize them.						
2	Punctuate the lead-in statement in one of two ways: <table border="1" data-bbox="558 737 1390 856"> <thead> <tr> <th>If the lead-in statement is</th> <th>then use</th> </tr> </thead> <tbody> <tr> <td>a complete sentence</td> <td>a colon (:).</td> </tr> <tr> <td>an introductory phrase</td> <td>an em dash (—).*</td> </tr> </tbody> </table> <p>*Style may vary, as explained below.</p>	If the lead-in statement is	then use	a complete sentence	a colon (:).	an introductory phrase	an em dash (—).*
If the lead-in statement is	then use						
a complete sentence	a colon (:).						
an introductory phrase	an em dash (—).*						
3	Use the same grammatical form for each listed item, such as an infinitive phrase, noun, or verb.						

Examples

Before:

Departure information will include a complete forwarding address, the reporting date to the new unit, the order and paragraph number, the issuing headquarters, and the date of departure.

After:

Departure information will include

- complete forwarding address
- reporting date to new unit
- order and paragraph number
- issuing headquarters, and
- date of departure.

After—alternate style:

Required departure information:

- Complete forwarding address.
- Reporting date to new unit.
- Order and paragraph number.
- Issuing headquarters.
- Date of departure.

Styles

Punctuation conventions for bullet lists are flexible. To minimize punctuation in this text, we've omitted the em dash after introductory phrases and limited the use of periods and capital letters. Whatever style bullet or punctuation adopted, be consistent throughout. When in doubt, follow local SOP.

Editing

Introduction This map explains how to edit copy, whether it be yours or another writer's.

Difficulty Even gifted writers often find writing to be an arduous task. Editing one's own work can also be trying because we're apt to confuse our intent with what we actually wrote. We don't always express intentions clearly.

Pride of authorship



Your writing is fair game to those reviewing it as it passes through the system. Be prepared to have it criticized and modified. To cope with pride of authorship,

- practice writing every day
- prepare excellent work that withstands scrutiny
- ask experts to help with errors you didn't see or can't fix
- accept valid criticism gracefully, and
- be tactful when proving critics wrong.

Editing procedure

To edit copy, take these steps:

Step	Action
1	Lay copy aside for a day or two.
2	Then read it from the <i>reader's</i> viewpoint.
3	For objectivity, ask a critic to read it.
4	To see how the text flows, read the copy aloud while a critic follows.

Tip: In a first draft you'll write too much, so in the second cut out half the words.

Editing a writer's work

When it comes to having their work edited, most writers have thin skins. You may have the same shortcomings, but it's easier to see them in others. No one writes poorly on purpose, and only a few do from laziness. Besides pointing out errors, also offer assistance.

No nit picking

Someday, people may write letters for your signature. Before nit-picking them to death and sending them back, ask if they must be perfect or simply acceptable.

The mark of a good executive . . . you're handed letters which you know you could have written better yourself and you sign them anyway.

—General Dwight D. Eisenhower

Continued on next page

Editing, Continued

Rules



When editing a writer's work, follow these rules:

Don't	Do
judge one on writing ability	be objective
<i>nit-pick</i> about minor grammatical points or arbitrarily change words	weigh the value of proposed edits against cost in time and effort
change writing for literary effect	focus on meeting standards
hold one to your standards of perfection	accept the writing if it meets minimum standards of AR 25-50
ruthlessly mark up every minor thing	give feedback, one step at a time
use editing as an evaluation exercise	use editing to help the writer learn
rewrite the work; this relieves him of responsibility and causes resentment.	show the writer how to improve.

Checklist Edit copy three times: 1st for completeness, 2nd for conciseness, 3rd for clarity.

Complete

	Checklist	Notes
	Just enough information	
	Examples where needed	
	Relevant facts	
	Valid interpretation of facts	
	Logical argument of position	
	Objective	
	Main point up front	
	Active voice	
	Short words and sentences	
	Paragraphs one inch deep	
	No jargon or pompous words	
	Subject matter laid out clearly	
	Subject advanced in stages	
	Smooth transitions	
	Clear linkages between stages	
	Correct spelling & punctuation	
	Informal	
	Packaged attractively	

Clear

Section B—Back Matter

Overview

In this section This section contains commonly recurring topics found in each lesson.

Topic
Summary
References

Summary

Key points This table summarizes key points of the lesson.

Topic	Summary					
Objectives	<ul style="list-style-type: none"> – Identify standards and rules for Army writing. – Define the active and passive voice. – Describe types of wordy expressions and ways to eliminate them. – Write sentences of proper length and with proper emphasis. – Package writing for ease of reading. – Use editing tools to ensure correctness. 					
Standards and rules	Standards and rules for writing per AR 25-50: <table border="1" data-bbox="410 695 1261 1031" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="410 695 821 730">Standards</th> <th data-bbox="821 695 1261 730">Rules</th> </tr> </thead> <tbody> <tr> <td data-bbox="410 730 821 1031"> <ul style="list-style-type: none"> – Complete – Concise – Clear – Organized – To the point – Grammatically correct. </td> <td data-bbox="821 730 1261 1031"> <ul style="list-style-type: none"> – Bottom line up front – Active voice – Short words, sentences – Lean, one-inch paragraphs – No jargon – Error free – Informal – One-page letters. </td> </tr> </tbody> </table>		Standards	Rules	<ul style="list-style-type: none"> – Complete – Concise – Clear – Organized – To the point – Grammatically correct. 	<ul style="list-style-type: none"> – Bottom line up front – Active voice – Short words, sentences – Lean, one-inch paragraphs – No jargon – Error free – Informal – One-page letters.
Standards	Rules					
<ul style="list-style-type: none"> – Complete – Concise – Clear – Organized – To the point – Grammatically correct. 	<ul style="list-style-type: none"> – Bottom line up front – Active voice – Short words, sentences – Lean, one-inch paragraphs – No jargon – Error free – Informal – One-page letters. 					
Active and passive voice	<p><u>Active voice</u> refers to a verb that shows the subject acting. <u>Example:</u> <i>George threw the ball.</i></p> <p><u>Passive voice</u> refers to a verb that shows the subject being acted upon. <u>Example:</u> <i>The ball was thrown by George.</i></p>					
Using the active and passive voice	<p><u>Active voice</u> is preferred—shorter, specific, forceful. <u>Passive voice</u> takes more words, vague, and weak.</p> <p><u>Converting passive to active:</u></p> <ul style="list-style-type: none"> – Identify agent. – Move agent to subject position. – Remove the helping verb, <i>to be</i>. – Remove past participle. – Replace helping verb and participle with an action verb. <p><u>Use passive voice</u> when</p> <ul style="list-style-type: none"> – receiver is focus of action – actor is unknown – actor is irrelevant – situation calls for discretion. 					

Continued on next page

Summary, Continued

Key points (continued)					
Topic	Summary				
Pompous Diction	Types of wordy expressions and examples of eliminating them:				
	<table border="1"> <thead> <tr> <th>Instead of saying</th> <th>Try saying</th> </tr> </thead> <tbody> <tr> <td>for the purpose of due to the fact that</td> <td>to because</td> </tr> </tbody> </table>	Instead of saying	Try saying	for the purpose of due to the fact that	to because
Instead of saying	Try saying				
for the purpose of due to the fact that	to because				
Over use of <i>the, that, or which</i>	<table border="1"> <thead> <tr> <th>Instead of saying</th> <th>Try saying</th> </tr> </thead> <tbody> <tr> <td><u>The</u> regulations won't I think <u>that</u> it's good.</td> <td>(Leave out.) (Leave out.)</td> </tr> </tbody> </table>	Instead of saying	Try saying	<u>The</u> regulations won't I think <u>that</u> it's good.	(Leave out.) (Leave out.)
	Instead of saying	Try saying			
<u>The</u> regulations won't I think <u>that</u> it's good.	(Leave out.) (Leave out.)				
Dummy Subjects	<table border="1"> <thead> <tr> <th>Instead of saying</th> <th>Try saying</th> </tr> </thead> <tbody> <tr> <td>It is requested that There is (are)</td> <td>We ask (Leave out, rewrite sentence.)</td> </tr> </tbody> </table>	Instead of saying	Try saying	It is requested that There is (are)	We ask (Leave out, rewrite sentence.)
	Instead of saying	Try saying			
It is requested that There is (are)	We ask (Leave out, rewrite sentence.)				
Redundant Pairs	<table border="1"> <thead> <tr> <th>Instead of saying</th> <th>Try saying</th> </tr> </thead> <tbody> <tr> <td>the manager's <u>function</u> and <u>role</u></td> <td>(Take one out.)</td> </tr> </tbody> </table>	Instead of saying	Try saying	the manager's <u>function</u> and <u>role</u>	(Take one out.)
	Instead of saying	Try saying			
the manager's <u>function</u> and <u>role</u>	(Take one out.)				
Redundant modifiers	<table border="1"> <thead> <tr> <th>Instead of saying</th> <th>Try saying</th> </tr> </thead> <tbody> <tr> <td>basic fundamentals</td> <td>(Delete redundant modifier.)</td> </tr> </tbody> </table>	Instead of saying	Try saying	basic fundamentals	(Delete redundant modifier.)
	Instead of saying	Try saying			
basic fundamentals	(Delete redundant modifier.)				
Needless Repetition	<table border="1"> <thead> <tr> <th>Instead of saying</th> <th>Try saying</th> </tr> </thead> <tbody> <tr> <td>Dick gave the book to Jane. Jane took the book and read it.</td> <td>Dick gave the book to Jane and she read it.</td> </tr> </tbody> </table>	Instead of saying	Try saying	Dick gave the book to Jane. Jane took the book and read it.	Dick gave the book to Jane and she read it.
	Instead of saying	Try saying			
Dick gave the book to Jane. Jane took the book and read it.	Dick gave the book to Jane and she read it.				
Compound Nouns	<table border="1"> <thead> <tr> <th>Instead of saying</th> <th>Try saying</th> </tr> </thead> <tbody> <tr> <td>force modernization initiatives.</td> <td>(Rewrite phrase to break up the string of nouns.)</td> </tr> </tbody> </table>	Instead of saying	Try saying	force modernization initiatives.	(Rewrite phrase to break up the string of nouns.)
	Instead of saying	Try saying			
force modernization initiatives.	(Rewrite phrase to break up the string of nouns.)				
Smothered verbs	<table border="1"> <thead> <tr> <th>Instead of saying</th> <th>Try saying</th> </tr> </thead> <tbody> <tr> <td>We are in compliance. We conducted a meeting.</td> <td>We are complying. We met.</td> </tr> </tbody> </table>	Instead of saying	Try saying	We are in compliance. We conducted a meeting.	We are complying. We met.
	Instead of saying	Try saying			
We are in compliance. We conducted a meeting.	We are complying. We met.				
Sentence clarity	To write with clarity, <ul style="list-style-type: none"> – write sentences that are neither too long nor too short – emphasize important points at the end of the sentence – use the active voice – delete extraneous words, and – reduce clauses to phrases or words. 				
Packaging	Put the main point up front and use visual devices.				
Bullets	For ease of reading, use bullets for long lists.				
Editing	<ul style="list-style-type: none"> – Lay copy aside, then read again. – Adopt reader's viewpoint. – Have a critic read copy. – Read copy aloud as critic follows. <p style="margin-left: 150px;">Be tactful when editing others' work. Follow <i>do's</i> and <i>don'ts</i>.</p>				



References:

To write this lesson, we drew from these sources:

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