CONTENTS

Як скласти анотацію до наукової статті

Гнучкою стратегією, яка допомагає фахівцю прилучитися до новітніх джерел інформації, розвинути й поглибити навички та вміння розуміння професійно орієнтованих текстів і викладу їх короткого змісту у письмовій або усній формі, є ***анотування,*** під яким ми розуміємо передачу основних думок першоджерела у вигляді зв'язного письмового або усного тексту, заснований на виділенні макроструктури первинного тексту (ПТ). Результатом анотування є анотація – один з основних видів вторинних текстів (ВТ), який відображає опрацьований матеріал першоджерела у стислій формі.

Анотування традиційно розглядається як необхідний складник процесу навчання іноземної мови у технічному ВНЗ, оскільки сприяє формуванню вмінь зрілого читання професійно орієнтованих текстів і письма, лексико-граматичних навичок та вмінь складання зв'язного усного/письмового тексту, що відображає зміст прочитаного, ефективно виконує функцію контролю за рівнем сформованості навичок та вмінь зрілого читання і письма, є ефективним засобом засвоєння, привласнення та концептуалізації змістової інформації фахових текстів і формування предметної компетенції студентів, а також сприяє розвитку їх інтелекту і формування власного когнітивного стилю.

 Анотація є коротким узагальненням змісту статті. Нею зручно користуватися, коли читач має намір повернутися до досліджуваного матеріалу, а поки що обмежується короткою його характеристикою. Анотація може стати в нагоді і в тому випадку, коли читач не збирається продовжувати вивчення статті, але робить коротку запис, щоб не забути про неї. Щоб скласти анотацію, треба спочатку повністю прочитати і продумати зміст статті. Анотація при всій своїй стислості може містити окремі фрагменти авторського тексту, а не тільки оцінку статті.

Як анотації зазвичай даються три-п'ять пропозиції, в яких описана область, якій присвячена стаття, і висновки. Використовуються анотації на сторінках журналу, в наукових бібліотечних та пошукових системах.

Unit I.

Basic Management Skills. Groups that Work

by Gerard M Blair

Part I

A Basic Unit of Work

PRE-TEXT EXERCISE

I. Memorize the meaning and the pronunciation of the following words:

1. begot (beget, begotten) [bɪ'get] викликати, породжувати

2. friction ['frɪkʃ(ə)n] розбіжності, протиріччя, тертя

3. a loose rabble ['ræbl] розгублена натовп

4. explicit [ɪk'splɪsɪt], [ek-] ясний, детально розроблений; висловлений до кінця

5. synergy ['sɪnəʤɪ] успішні спільні зусилля; спільна діяльність

6. resource [rɪ'zɔːs], [rɪ'sɔːs] звичайно resources-запаси, ресурси, засоби; спосіб

7. invoke [ɪn'vəuk] здійснювати, сприяти здійсненню

8. mores ['mɔːreɪz], ['mɔːriːz] звичаї, звичаї, традиції

9. nebulous ['nebjələs], ['nebjuləs] невизначений, невиразні, неясний, невиразний, розпливчастий

10. self-opinionated [selfə'pɪnjəneɪtɪd] самовпевнений, самовпевнений

11. cantankerous [kæn'tæŋk(ə)rəs] безглузда, прискіпливий, сварлива
12. loudmouth ['laudmauθ] <u>крикун</u>

Groups form a basic unit of work activity throughout engineering and yet the underlying process is poorly managed. This article looks at the basics of group work and suggests ways to accelerate development.

In the beginning, God made an individual - and then he made a pair. The pair formed a group, together they **begot** others and thus the group grew. Unfortunately, working in a group led to **friction**, the group disintegrated in conflict and Caian settled in the land of Nod - there has been trouble with groups ever since.

When people work in groups, there are two quite separate issues involved. The first is the *task* and the problems involved in getting the job done. Frequently this is the only issue which the group considers. The second is the *process* of the group work itself: the mechanisms by which the group acts as a unit and not as a **loose rabble**. However, without due attention to this process the value of the group can be diminished or even destroyed; yet with a little **explicit** management of the process, it can enhance the worth of the group to be many times the sum of the worth of its individuals. It is this *synergy* which makes group work attractive in corporate organization despite the possible problems (and time spent) in group formation.

This article examines the group process and how it can best be utilized. The key is that the group should be viewed as an important **resource** whose maintenance must be managed just like any other resource and that this management should be undertaken by the group itself so that it forms a normal part of the group's activities.

What is a Group?

A group of people working in the same room, or even on a common project, does not necessarily **invoke** the group process. If the group is managed in a totally autocratic manner, there may be little opportunity for interaction relating to the work; if there is factioning within the group, the process may never evolve. On the other hand, the group process may be utilized by normally distant individuals working on different projects.

In simple terms, the group process leads to a spirit of cooperation, coordination and commonly understood procedures and **mores**. If this is present within a group of

people, then their performance will be enhanced by their mutual support (both practical and moral). If you think this is a **nebulous** concept when applied to the world of industry, consider the opposite effect that a **self-opinionated**, **cantankerous loud-mouth** would have on your performance and then contrast that to working with a friendly, open, helpful associate.

TEXT-BASED ASSIGNMENTS

I. Find out   Ukrainian equivalents:

1. to accelerate development   зменшувати

2. to diminish   здійснювати роботу групи

3. to act as a loose rabble   діяти подібно розгубленою натовпі

4. to destroy   руйнувати

5. to enhance   прискорювати розвиток

6. to utilize   використовувати

7. to invoke the group process   посилювати

II. Choose synonyms for the following words:

1.   accelerate   help

2.   issues   definite

3.   diminish   quarrelsome

4.   explicit   increase

5.   enhance   quicken

6.   utilize   problems

7.   support   decrease

8.   cantankerous   method

9.   resource   use

III. Make up your own sentences with the synonyms (ex.II).
increase
decrease
quarrelsome

IV. Answer the questions:

1. What does this article look at?

2. What issues are there when people work in groups?

3. What makes group work attractive in corporate organization?

 4. What is the role of the group?

5. How can you describe the group?

V. Translate the following sentences:

 1. Дана проблема недостатньо вивчена.
 2. У статті розглядаються шляхи прискорення розвитку роботи в групі.
 3. Управління повинне здійснюватися групою.
 4. У статті розглядається, що являє собою група і як її роботу максимально використовувати.
 5. Груп - це не люди, що працюють в одній кімнаті, і навіть не загальний проект.
 6. Група - це об'єднання людей, засноване на їх спільну участь в деякій діяльності.
 7. Почуття кооперації, взаєморозуміння допомагають здійснювати роботу в групі ефективно.

V. Fill the blanks with the verbs. Translate the text.

The mouse

 develop, to provide say, represent

In any group, there is always the quiet one in the corner who doesn't … much.
That individual is the most under utilized resource in the whole group, and so ….
the best return for minimal effort by the group as a whole. It is the responsibility of

that individual to speak out and to contribute. It is the responsibility of the group to encourage and …. that person, to include him/her in the discussion and actions, and ….. positive **reinforcement** (укріплення) each time that happens.

VI. Write down the summary of the text.

Part II

Why a Group?

PRE-TEXT EXERCISE

I. **Memorize the meaning and the pronunciation of the following words:**

1. engender [ɪn'ʤendə], [en-]   порушувати, викликати, породжувати, народжувати

2. recipient [rɪ'sɪpɪənt] адресат, одержувач

3. implementation [ɪmplɪmen'teɪʃ(ə)n] виконання, виконання, здійснення, реалізація

4. echelon ['eʃəlɔn] ланка; інстанція; ешелон

5. halt [hɔːlt] _зупиняти, затримувати

6. incentive [ɪn'sentɪv] спонукання, стимул

7. accountability [əːkauntə'bɪlətɪ] відповідальність

8. self-esteem [selfɪ'stiːm] самоповага, відчуття власної гідності

9. vaunt [vɔːnt] хвастощі

10. dubious ['djuːbɪəs] що викликає сумніви, побоювання; сумнівний; невизначений, неясний; неоднозначний

Why a Group?

Groups are particularly good at combining talents and providing innovative solutions to possible unfamiliar problems; in cases where there is no well

established approach/procedure, the wider skill and knowledge set of the group has a distinct advantage over that of the individual.

In general, however, there is an overriding advantage in a group-based work force which makes it attractive to Management: that it **engender**s a fuller utilization of the work force.

A group can be seen as a self managing unit. The range of skills provided by its members and the self monitoring which each group performs makes it a reasonably safe **recipient** for delegated responsibility. Even if a problem could be decided by a single person, there are two main benefits in involving the people who will carry out the decision. Firstly, the motivational aspect of participating in the decision will clearly enhance its **implementation**. Secondly, there may well be factors which the implementer understands better than the single person who could supposedly have decided alone.

More indirectly, if the lowest **echelon**s of the workforce each become trained, through participation in group decision making, in an understanding of the companies objectives and work practices, then each will be better able to solve work-related problems in general. Further, they will also individually become a safe recipient for delegated authority which is exemplified in the celebrated right of Japanese car workers to **halt** the production line.

From the individual's point of view, there is the added **incentive** that through belonging to a group each can participate in achievements well beyond his/her own individual potential. Less idealistically, the group provides an environment where the individual's self-perceived level of responsibility and authority is enhanced, in an environment where accountability is shared: thus providing a perfect motivator through enhanced **self-esteem** coupled with low stress.

Finally, a word about the much **vaunt**ed "recognition of the worth of the individual" which is often given as the reason for delegating responsibility to groups of subordinates. While I agree with the sentiment, I am **dubious** that this is a prime motivator - the bottom line is that the individual's talents are better utilized in a group, not that they are wonderful human beings.

TEXT-BASED ASSIGNMENTS

I. Translate the following word combinations into Ukrainian:

to be good at combining talents, the wider skill and knowledge set of the group, a group-based work force, carry out the decision, participation in group decision making, to solve work-related problems, to halt the production line, to be dubious.

II. Choose synonyms for the following words:

1. engender   identification
2. implementation   main
3. accountability   stop
4. halt   responsibility
5. subordinate   assistant
6. dubious   goal
7. objective   uncertain
8. prime   give birth
9. recognition   realization
10. incentive   self-respect
11. self-esteem   motive

III. Make up your own sentences with the synonyms (ex.II).
responsibility
assistant
give birth
self-respect

IV. Answer the questions:

1. Where are groups especially good ?
2. How can a group be seen ?
3. Under what conditions will each individual be better able to solve work-related problems in general?
4. What is the added incentive in belonging to a group?
5. What kind of environment does the group provide?
6. What is the author's opinion about "recognition of the worth of the individual" which is often given as the reason for delegating responsibility to groups of subordinates?

V. Translate the following sentences:

1. Група має ряд переваг, коли потрібно прийняття нестандартних рішень.
2. Група - це об'єднання талантів та досвіду людей.
3. Управління вимагає роботи групи.
4. Мотиваційний аспект участі у прийнятті рішень прискорить їх виконання.

5. Якщо кожен буде розуміти цілі та завдання компанії, він буде краще справлятися з роботою в цілому.
6. Група створює середовище, в якому розвивається відповідальність кожної людини.
7. У групі відповідальність поділяється, що рятує від стресу і додає самоповаги кожному учаснику.

VI. Fill the blanks with the verbs. Translate the text.

The loud-mouth

Form, to ask, to consider

In any group, there is always a dominant member whose opinions ….. a disproportionate share of the discussion. It is the responsibility of each individual ...... whether they are that person. It is the responsibility of the group …. whether the loud-mouth might like to summarize briefly, and then ask for other views

VII. Write down the summary of the text.

Part III

Group Development

PRE-TEXT EXERCISE

I. Memorize the meaning and the pronunciation of the following words:

1. defer [dɪ'fɜː] затримувати, відкладати

2. emerge [ɪ'mɜːʤ], [iː-] з'являтися; спливати; виходити

3. faction ['fækʃ(ə)n] фракція; угрупування

4. clash [klæʃ] конфлікт, зіткнення

5. veil [**veɪl**] вуаль

6. civility [**sə'vɪlətɪ**] ввічливість, люб'язність

7. seethe [**si:ð**] вирувати, кипіти

8. merit [**'merɪt**] заслуга, нагороди

9. innuendo [**ɪnju'endəu**] (innuendos, innuendoes)   непрямий натяк; інсинуація

10. nadir ['neɪdɪə] (араб.; букв. " протилежний ") занепад, деградація

11. revise [rɪ'vaɪz] перевіряти; виправляти

12. justification [dʒʌstɪfɪ'keɪʃ(ə)n] виправдання, реабілітація

Group Development

It is common to view the development of a group as having four stages:

- Forming

- Storming

- Norming

- Performing

Forming is the stage when the group first comes together. Everybody is very polite and very dull. Conflict is seldom voiced directly, mainly personal and definitely destructive. Since the grouping is new, the individuals will be guarded in their own opinions and generally reserved. This is particularly so in terms of the more nervous and/or subordinate members who may never recover. The group tends to **defer** to a large extent to those who **emerge** as leaders (poor fools!).

Storming is the next stage, when all Hell breaks loose and the leaders are lynched. **Faction**s form, personalities clash, no-one concedes a single point without first fighting tooth and nail. Most importantly, very little communication occurs since no one is listening and some are still unwilling to talk openly. True, this battle ground may seem a little extreme for the groups to which you belong - but if you

look beneath the **veil** of **civility** at the **seeth**ing sarcasm, invective and **innuendo**, perhaps the picture come more into focus.

Then comes the *Norming*. At this stage the sub-groups begin to recognize the **merit**s of working together and the in-fighting subsides. Since a new spirit of co-operation is evident, every member begins to feel secure in expressing their own view points and these are discussed openly with the whole group. The most significant improvement is that people start to listen to each other. Work methods become established and recognized by the group as a whole.

And finally: *Performing*. This is the culmination, when the group has settled on a system which allows free and frank exchange of views and a high degree of support by the group for each other and its own decisions.

In terms of performance, the group starts at a level slightly below the sum of the individuals' levels and then drops abruptly to its **nadir** until it climbs during Norming to a new level of Performing which is (hopefully) well above the start. It is this elevated level of performance which is the main **justification** for using the group process rather than a simple group of staff.

TEXT-BASED ASSIGNMENTS

I. Translate the following word combinations into Ukrainian:

To be guarded in the own opinions, in terms of, to emerge as leaders, factions form, personalities clash, to unwill to talk openly, the merits of working together, a high degree of support by the group, to feel secure in expressing the view points, free and frank exchange of views.

II. Choose synonyms for the following words:

1.   faction   examine

2.   seethe   conflict

3.   civility   politeness

4.   merit   arise

5.   defer   excellence

6.   emerge   delay

7. clash   boil up

8. revise   bloc

III. Make up your own sentences with the synonyms (ex.II).
politeness
delay
boil up
examine

IV. Answer the questions:

1. How many stages does the development of a group have? What are they?
2. How do usually individuals behave during the 1st stage?
3. How can you characterize the 2nd stage?
4. What do the sub-groups begin to recognize when comes the Norming?
5. What is the name of the stage when the group has settled on a system which allows free and frank exchange of views ?

V. Translate the following sentences:

1. На стадії формування члени групи знайомляться один з одним.
2. На даній стадії між членами групи практично не буває конфліктів.
3. На другій стадії в групі формуються окремі угруповання.
4. На стадії Norming члени групи починають розуміти переваги колективної роботи, легше висловлюють свою думку і уважно вислуховують інших.
5. Коли члени групи вільно обмінюються думками і підтримують один одного, то дану етап можна назвати Performing.

VI. Fill the blanks with the verbs. Translate the text.

Active communication

seek, said, to express

Communication is the responsibility of both the speaker and the listener. The speaker must actively seek ….   the ideas in a clear and concise manner - the

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listener must actively …… to understand what has been ….. and to ask for clarification if unsure. Finally, both parties must be sure that the ideas have been correctly communicated perhaps by the listener summarizing what was said in a different way.

VII. Write down the summary of the text.

Part IV

Group Skills

PRE-TEXT EXERCISE

I. Memorize the meaning and the pronunciation of the following words:

1. cohesive [kəu'hi:sɪv], [kəu'hi:zɪv] пов'язаний; згуртований; утворює єдине ціле

2. acquisition [ækwɪ'zɪʃ(ə)n] придбання

3. fallacy ['fæləsɪ] обман, хитрість

4. assume [ə's(j)u:m] приймати, брати на себе

5. facilitator - носій функцій, що полегшують виконання проекту

6. deliberation [dɪ,lɪbə'reɪʃ(ə)n] роздум, зважування, обдумування

Group Skills

The group process is a series of changes which occur as a group of individuals form into a **cohesive** and effective operating unit. If the process is understood, it can be accelerated.

There are two main sets of skills which a group must acquire:

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- Managerial Skills

- Interpersonal Skills

and the acceleration of the group process is simply the accelerated **acquisition** of these.

As a self-managing unit, a group has to undertake most of the functions of a Group Leader - collectively. For instance, meetings must be organized, budgets decided, strategic planning undertaken, goals set, performance monitored, reviews scheduled, etc. It is increasingly recognized that it is a **fallacy** to expect an individual to suddenly **assume** managerial responsibility without assistance; in the group it is even more so. Even if there are practiced managers in the group, they must first agree on a method, and then convince and train the remainder of the group.

As a collection of people, a group needs to relearn some basic manners and people-management skills. Again, think of that self-opinionated, cantankerous **loud-mouth**; he/she should learn good manners, and the group must learn to enforce these manners without destructive confrontation.

Accelerating Development

It is common practice in accelerating group development to appoint, and if necessary train, a "group **facilitator**". The role of this person is to continually draw the groups' attention to the group process and to suggest structures and practices to support and enhance the group skills. This must be only a short-term training strategy, however, since the existence of a single facilitator may prevent the group from assuming collective responsibility for the group process. The aim of any group should be that facilitation is performed by every member equally and constantly. If this responsibility is recognised and undertaken from the beginning by all, then the Storming phase may be avoided and the group development passed straight into Norming.

The following is a set of suggestions which may help in group formation. They are offered as suggestions, no more; a group will work towards its own practices and norms.

Focus

The two basic foci should be the *group* and the *task*.

If something is to be decided, it is the group that decides it. If there is a problem, the group solves it. If a member is performing badly, it is the group who asks for change.

If individual conflicts arise, review them in terms of the task. If there is initially a lack of structure and purpose in the **deliberation**s, impose both in terms of the task. If there are disputes between alternative courses of action, negotiate in terms of the task.

TEXT-BASED ASSIGNMENTS

I. Find out   Ukrainian equivalents:

To form into a cohesive operating unit, to undertake the functions of a Group Leader, to assume managerial responsibility without assistance, to enforce these manners without destructive confrontation, a lack of structure, to negotiate in terms of the task.

II. Choose synonyms for the following words:

1. acquisition   clear up
2. assume   purchase
3. accelerate   quicken
4. acquire   undertake
5. destructive   destroying
6. assistance   get
7. common   general
8. responsibility   help
9. offer   obligation
10. solve   propose

III. Make up your own sentences with the synonyms (ex.II).
undertake
obligation
clear up
destroying

IV. Answer the questions:

1.   What sets of skills must a group acquire?
2. How must practiced managers act in the group?

3. How must the group behave if there is self-opinionated, cantankerous **loud-mouth** in the group?
4. Whom must the group appoint in accelerating group development?
5. What is the role of this person?
6. When may the Storming phase be avoided and the group development passed straight into Norming?
7. What are the two basic foci ?

V. Translate the following sentences:

1. У процесі становлення групи кожен її член повинен оволодіти управлінськими навичками, а також навичками міжособистісного спілкування.

2. Члени групи повинні вчитися гарним манерам і уникати деструктивної конфронтації.

3. Роль керівника групи полягає в тому, щоб направляти увагу членів групи на створення єдиної групи, на пропозицію стратегій і практик, що розвивають групові навички.

4. Якщо виникає будь-яка задача, саме група повинна її вирішувати.

VI. Fill the blanks with the verbs. Translate the text.

Avoid single solutions

Implement, monitor, to change, generate

First ideas are not always best. For any given problem, the group should ….. alternatives, evaluate these in terms of the task, pick one and …… it. But most importantly, they must also ……. the outcome, schedule a review and be prepared …….. the plan.

VII. Write down the summary of the text.

Part V

Feedback

PRE-TEXT EXERCISE

I. Memorize the meaning and the pronunciation of the following words:

1. moron ['mɔːrɔn] ідіот
2. feedback ['fi:dbæk] відгук, відгук, у відповідь реакція
3. couch [kautʃ] висловлювати, формулювати
4. reinforce [ri:ɪn'fɔːs] зміцнювати, посилювати
5. commendable [kə'mendəbl] похвальний, гідний похвали, схвалення
6. mollify ['mɔlɪfaɪ] послаблювати, пом'якшувати, заспокоювати
7. blame [bleɪm] осуд; несхвалення, осуд, докір
8. penitent ['penɪt(ə)nt] що піддалася покаранню
9. amend [ə'mend] виправляти, вдосконалювати, покращувати
10. deadlock ['dedlɔk] мертва точка; застій; глухий кут, безвихідне становище
11. merit ['merɪt] заслуга
12. guillotine ['gɪləti:n] гільйотина
13. toss [tɔs] = toss away, = toss aside кидати, кидати, метати; відкидати, жбурляти
14. obscure [əb'skjuə] незрозумілий; незрозумілий, неясний

Feedback (negative)

All criticism must be neutral: focused on the task and not the personality. So rather than calling Johnie an innumerate **moron**, point out the error and offer him a calculator. It is wise to adopt the policy of giving **feedback** frequently, especially for small things - this can be **couch**ed as mutual coaching, and it reduces the destructive impact of criticism when things go badly wrong.

Every criticism must be accompanied by a positive suggestion for improvement.

Feedback (positive)

If anyone does something well, praise it. Not only does this **reinforce commendable** actions, but it also **mollifies** the negative feedback which may come later. Progress in the task should be emphasised.

Handling failure

The long term success of a group depends upon how it deals with failure. It is a very British tendency to brush off failure and to get on with the next stage with no more than a mention - it is a very foolish tendency. Any failure should be explored by the group. This is not to attribute **blame** (for that is shared by the whole group as an individual only acts with delegated responsibility), but rather to examine the causes and to devise a mechanism which either monitors against or prevents repetition. A mistake should only happen once if it is treated correctly.

One practise which is particularly useful is to delegate the agreed solution to the individual or sub-group who made the original error. This allows the group to demonstrate its continuing trust and the penitent to make **amend**s.

Handling deadlock

If two opposing points of view are held in the group then some action must be taken. Several possibly strategies exist. Each sub-group could debate from the other sub-group's view-point in order to better understand it. Common ground could be emphasised, and the differences viewed for a possible middle or alternative strategy. Each could be debated in the light of the original task. But firstly the group should decide how much time the debate actually **merit**s and then **guillotine** it after that time - then, if the issue is not critical, **toss** a coin.

Sign posting

As each small point is discussed, the larger picture can be **obscure**d. Thus it is useful frequently to remind the group: this is where we came from, this is where we got to, this is where we should be going.

TEXT-BASED ASSIGNMENTS

I. Find out   Ukrainian equivalents:

To focus on the task, to point out the error, to adopt the policy of giving feedback, mutual coaching, to reduce the destructive impact of criticism, to deal with failure, to brush off failure, to attribute blame.

II. Translate the following word combinations into English:

конструктивну пропозицію щодо поліпшення, посилювати позитивні дії, пом'якшувати негативні наслідки, досліджувати причини невдачі, робити виправлення.

III. Choose synonyms for the following words:

1. feedback   display
2. error   response
3. reinforce   mistake
4. mollify   quiet
5. devise   strengthen
6. demonstrate   think out

VI. Make up your own sentences with the synonyms (ex.II).

response
quiet
strengthen
think out

V. Answer the questions:

1. How must all criticism be demonstrated?
2. Why is it so important if anyone does something well, praise it?
3. What does the long term success of a group depend upon?
4. What British tendency is foolish ?
5. How can a group prevent repetition of a mistake?
6. What strategies exist if two opposing points of view are held in the group?

VI. Open the brakes. Translate the text.

Conclusion

Groups **(to be)** like relationships - you (to have) to work at them. In the work place, they **(to constitute)** an important unit of activity but one whose support

needs are only recently becoming understood. By making the group itself responsible for its own support, the responsibility **(to become)** an accelerator for the group process. What **(to be)** vital, is that these needs are recognized and explicitly dealt with by the group. Time and resources must be allocated to this by the group and by Management, and the group process must **(to be)** planned, monitored and reviewed just like any other managed process.

VII. Write down the summary of the text.

Unit II.

<div align="center">

SUPPLEMENTARY TEXT

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Text I

<div align="center">

Presentation Skills for Emergent Managers

</div>

by Gerard M Blair

Presentations are one of the first managerial skills which a junior engineer must acquire. This article looks at the basics of Presentation Skills as they might apply to an emergent manager.

Introduction

Management is the art of getting things done. A Presentation is a fast and potentially effective method of getting things done through other people. In managing any project, presentations are used as a formal method for bringing people together to plan, monitor and review its progress.

But let us look at this another way: what can a presentation do for you?

Firstly; it puts you on display. Your staff need to see evidence of decisive planning and leadership so that they are confident in your position as their manager. They need to be motivated and inspired to undertaking the tasks which you are presenting. Project leaders from other sections need to be persuaded of the merits of your project and to provide any necessary support. Senior management should

be impressed by your skill and ability so that they provide the resources so that you and your team can get the job done.

Secondly; it allows you to ask questions and to initiate discussion. It may not be suitable within the presentation formats of your company to hold a discussion during the presentation itself but it does allow you to raise the issues, present the problems and at least to establish who amongst the audience could provide valuable input to your decision making.

Finally; presentations can be fun. They are your chance to speak your mind, to strut your stuff and to tell the people what the world is really like. While you hold the stage, the audience is bound by good manners to sit still and watch the performance.

The Objectives of Communication

The single most important observation is that the objective of communication is not the transimission but the reception. The whole preparation, presentation and content of a speech must therefore be geared not to the speaker but to the audience. The presentation of a perfect project plan is a failure if the audience do not understand or are not persuaded of its merits. A customers' tour is a waste of time if they leave without realising the full worth of your product. The objective of communication is to make your message understood and remembered.

The main problem with this objective is, of course, the people to whom you are talking. The average human being has a very short attention span and a million other things to think about. Your job in the presentation is to reach through this mental fog and to hold the attention long enough to make your point.

The Plan

It is difficult to over estimate the importance of careful preparation. Five minutes on the floor in front of senior management could decide the acceptance of a proposal of several months duration for the manager and the whole team. With so much potentially at stake, the presenter must concentrate not only upon the facts being presented but upon the style, pace, tone and ultimately tactics which should be used. As a rule of thumb for an average presentation, no less than 1 hour should be spent in preparation for 5 minutes of talking.

Suppose you have a talk to give, where do you start?

Formulate your Objectives

The starting point in planning any speech is to formulate a precise objective. This should take the form of a simple, concise statement of intent. For example, the purpose of your speech may be to obtain funds, to evaluate a proposal, or to motivate your team. No two objectives will be served equally well by the same presentation; and if you are not sure at the onset what you are trying to do, it is unlikely that your plan will achieve it.

One question is: how many different objectives can you achieve, in say, 30 minutes - and the answer: not many. In the end it is far more productive to achieve one goal than to blunder over several. The best approach is to isolate the essential objective and to list at most two others which can be addressed providing they do not distract from the main one. *Focus is key*. If you do not focus upon your objective, it is unlikely that the audience will.

Identify the Audience

The next task is to consider the audience to determine how best to achieve your objectives in the context of these people. Essentially this is done by identifying their aims and objectives while attending your presentation. If you can somehow convince them they are achieving those aims while at the same time achieving your own, you will find a helpful and receptive audience. For instance, if you are seeking approval for a new product plan from senior management it is useful to know and understand their main objectives. If they are currently worried that their product range is out of date and old fashioned, you would emphasise the innovative aspects of your new product; if they are fearful about product diversification you would then emphasise how well your new product fits within the existing catalogue.

This principal of matching the audience aims, however, goes beyond the simple salesmanship of an idea - it is the simplest and most effective manner of obtaining their attention at the beginning. If your opening remarks imply that you understand their problem and that you have a solution, then they will be flattered at your attention and attentive to your every word.

Structure

All speeches should have a definite structure or format; a talk without a structure is a woolly mess. If you do not order your thoughts into a structured manner, the audience will not be able to follow them. Having established the aim of your presentation you should choose the most appropriate structure to achieve it.

However, the structure must not get in the way of the main message. If it is too complex, too convoluted or simply too noticeable the audience will be distracted. If a section is unnecessary to the achievement of your fundamental objectives, pluck it out.

Sequential Argument

One of the simplest structures is that of sequential argument which consists of a series of linked statements ultimately leading to a conclusion. However, this simplicity can only be achieved by careful and deliberate delineation between each section. One technique is the use of frequent reminders to the audience of the main point which have proceeded and explicit explanation of how the next topic will lead on from this.

Hierarchical Decomposition

In hierarchical decomposition the main topic is broken down into sub-topics and each sub-topics into smaller topics until eventually everything is broken down into very small basic units. In written communication this is a very powerful technique because it allows the reader to re-order the presentation at will, and to return to omitted topics at a later date. In verbal communication the audience is restricted to the order of the presenter and the hierarchy should be kept simple reinforced. As with sequential argument it is useful to summarise each section at its conclusion and to introduce each major new section with a statement of how it lies in the hierarchical order.

Question Orientated

The aim of many presentations given by managers is to either explain a previous decision or to seek approval for a plan of action. In these cases, the format can be question orientated. The format is to introduce the problem and any relevant background, and then to outline the various solutions to that problem listing the advantages and disadvantages of each solution in turn. Finally, all possible options are summarised in terms of their pro's and con's, and either the preferred solution is presented for endorsement by the audience or a discussion is initiated leading to the decision. One trick for obtaining the desired outcome is to establish during the presentation the criteria by which the various options are to be judged; this alone should allow you to obtain your desired outcome.

Pyramid

In a newspaper, the story is introduced in its entirety in a catchy first paragraph. The next few paragraphs repeat the same information only giving further details to each point. The next section repeats the entire story again, but developing certain themes within each of the sub-points and again adding more information. This is repeated until the reporter runs out of story. The editor then simply decides upon the newsworthiness of the report and cuts from the bottom to the appropriate number of column inches.

There are two main advantages to this style for presentations. Firstly, it can increase the audiences receptiveness to the main ideas. Since at every stage of the pyramid they have all ready become familiar with the ideas and indeed know what to expect next. This sense of *deja vu* can falsely give the impression that what they are hearing are their own ideas. The second advantage is that the duration of the talk can be easily altered by cutting the talk in exactly the same way as the newspaper editor might have done to the news story. This degree of flexibility may be useful if the same presentation is to be used several times in different situations.

The Meaty Sandwich

The simplest and most direct format remains the meaty sandwich. This is the simple beginning-middle-end format in which the main meat of the exposition is contained in the middle and is proceeded by an introduction and followed by a summary and conclusion. This is really the appropriate format for all small sub-sections in all the previous structures. If the talk is short enough, or the topic simple enough, it can indeed form the entirety of the presentation.

The Beginning

It is imperative to plan your beginning carefully; there are five main elements:

Get their attention

Too often in a speech, the first few minutes of the presentation are lost while people adjust their coats, drift in with coffee and finish the conversation they were having with the person next to them. You only have a limited time and every minute is precious to you so, from the beginning, make sure they pay attention.

Establish a theme

Basically, you need to start the audience thinking about the subject matter of your presentation. This can be done by a statement of your main objective, unless for some reason you wish to keep it hidden. They will each have some experience or opinions on this and at the beginning you must make them bring that experience into their own minds.

Present a structure

If you explain briefly at the beginning of a talk how it is to proceed, then the audience will know what to expect. This can help to establish the theme and also provide something concrete to hold their attention. Ultimately, it provides a sense of security in the promise that this speech too will end.

Create a rapport

If you can win the audience over in the first minute, you will keep them for the remainder. You should plan exactly how you wish to appear to them and use the beginning to establish that relationship. You may be presenting yourself as their friend, as an expert, perhaps even as a judge, but whatever role you choose you must establish it at the very beginning.

Administration

When planning your speech you should make a note to find out if there are any administrative details which need to be announced at the beginning of your speech. This is not simply to make yourself popular with the people organising the session but also because if these details are over looked the audience may become distracted as they wonder what is going to happen next.

The Ending

The final impression you make on the audience is the one they will remember. Thus it is worth planning your last few sentences with extreme care.

As with the beginning, it is necessary first to get their attention, which will have wandered. This requires a change of pace, a new visual aid or perhaps the introduction of one final culminating idea. In some formats the ending will be a summary of the main points of the talk. One of the greatest mistakes is to tell the audience that this is going to be a summary because at that moment they simply

switch off. Indeed it is best that the ending comes unexpectedly with that final vital phrase left hanging in the air and ringing round their memories. Alternatively the ending can be a flourish, with the pace and voice leading the audience through the final crescendo to the inevitable conclusion.

Visual Aids

Most people expect visual reinforcement for any verbal message being delivered. While it would be unfair to blame television entirely for this, it is useful to understand what the audience is accustomed to, for two reasons: firstly, you can meet their expectations using the overhead projector, a slide show, or even a video presentation; secondly, if you depart from the framework of a square picture flashed before their eyes, and use a different format, then that novelty will be most arresting. For instance, if you are describing the four functions of a project manager then display the four "hats" he/she must wear; if you are introducing the techniques of brainstorming then brandish a fishing rod to "fish for" ideas.

With traditional visual aids however, there are a few rules which should be followed to ensure they are used effectively. Most are common sense, and most are commonly ignored. As with all elements of a speech, each different viewfoil should have a distinct purpose - and if it has no purpose it should be removed. With that purpose firmly in mind you should design the viewfoil for that purpose. Some viewfoils are there to reinforce the verbal message and so to assist in recall; others are used to explain information which can be more easily displayed than discussed: and some viewfoils are designed simply for entertainment and thus to pace the presentation.

If your viewfoil is scruffy then your audience will notice that, and not what is written upon it. Do not clutter a viewfoil or it will confuse rather than assist. Do not simply photocopy information if there is more data on the page than you wish to present; in these cases, the data should be extracted before being displayed. Make sure that your writing can be read from the back of the room. Talk to the audience, not the visual aid.

The Delivery

"The human body is truly fascinating - there are some I could watch all day" - *Anon*

Whatever you say and whatever you show; it is you, yourself which will remain the focus of the audience's attention. If you but strut and fret your hour upon the

stage and then are gone, no-one will remember what you said. The presenter has the power both to kill the message and to enhance it a hundred times beyond its worth. Your job as a manager is to use the potential of the presentation to ensure that the audience is motivated and inspired rather than disconcerted or distracted. There are five key facets of the human body which deserve attention in presentation skills: the eyes, the voice, the expression, the appearance, and how you stand.

The Eyes

The eyes are said to be the key to the soul and are therefore the first and most effective weapon in convincing the audience of your honesty, openness and confidence in the objectives of your presentation. This impression may of course be totally false, but here is how to convey it.

Even when in casual conversation, your feelings of friendship and intimacy can be evaluated by the intensity and duration of eye contact. During the presentation you should use this to enhance your rapport with the audience by establishing eye contact with each and every member of the audience as often as possible. For small groups this is clearly possible but it can also be achieved in large auditoriums since the further the audience is away from the presenter the harder it is to tell precisely where he or she is looking. Thus by simply staring at a group of people at the back of a lecture theatre it is possible to convince each of them individually that he or she is the object of your attention. During presentations, try to hold your gaze fixed in specific directions for five or six seconds at a time. Shortly after each change in position, a slight smile will convince each person in that direction that you have seen and acknowledged them.

The Voice

After the eyes comes the voice, and the two most important aspects of the voice for the public speaker are projection and variation. It is important to realise from the onset that few people can take their ordinary conversation voice and put it on stage. If you can, then perhaps you should move to Hollywood. The main difference comes in the degree of feedback which you can expect from the person to whom you are talking. In ordinary conversation you can see from the expression, perhaps a subtle movement of the eye, when a word or phrase has been missed or misunderstood. In front of an audience you have to make sure that this never happens. The simple advice is to slow down and to take your time. Remember the audience is constrained by good manners not to interrupt you so there is no need to maintain a constant flow of sound. A safe style is to be slightly louder and slightly

slower than a fire-side chat with slightly deaf aunt. As you get used to the sound, you can adjust it by watching the audience.

A monotone speech is both boring and soporific, so it is important to try to vary the pitch and speed of your presentation. At the very least, each new sub-section should be proceeded by a pause and a change in tone to emphasise the delineation. If tonal variation does not come to you naturally try making use of rhetorical questions throughout your speech, since most British accents rise naturally at the end of a question.

Expression

The audience watch your face. If you are looking listless or distracted then they will be listless and distracted; if you are smiling, they will be wondering why and listen to find out. In normal conversation your meaning is enhanced by facial reinforcement. Thus in a speech you must compensate both for stage nerves and for the distance between yourself and the audience. The message is quite simply: make sure that your facial expressions are natural, only more so.

Appearance

There are many guides to management and presentation styles which lay heavy emphasis upon the way you dress and in the last analysis this is a matter of personal choice. That choice should however be deliberately made. When you are giving a presentation you must dress for the audience, not for yourself; if they think you look out of place, then you are.

As an aside, it is my personal opinion that there exists a code of conduct among engineers which emphasizes the scruffy look, and that in many organisations this tends to set the engineer apart, especially from management. It conveys the subliminal message that the engineer and the manager are not part of the same group and so hinders communication.

Stance

When an actor initially learns a new character part, he or she will instinctively adopt a distinct posture or stance to convey that character. It follows therefore that while you are on stage, your stance and posture will convey a great deal about you. The least you must do is make sure your stance does not convey boredom; at best, you can use your whole body as a dynamic tool to reinforce your rapport with the audience.

The perennial problem is what to do with your hands. These must not wave aimlessly through the air, or fiddle constantly with a pen, or (worst of all visually) juggle change in your trouser pockets. The key is to keep your hands still, except when used in unison with your speech. To train them initially, find a safe resting place which is comfortable for you, and aim to return them there when any gesture is completed.

The Techniques of Speech

Every speaker has a set of "tricks of the trade" which he or she holds dear - the following are a short selection of such advice taken from various sources.

Make an impression

The average audience is very busy: they have husbands and wives, schedules and slippages, cars and mortgages; and although they will be trying very hard to concentrate on your speech, their minds will inevitably stray. Your job is to do something, anything, which captures their attention and makes a lasting impression upon them. Once you have planned your speech and honed it down to its few salient points, isolate the most important and devise some method to make it stick.

Repeat, Repeat

The average audience is very busy: they have husbands or wives etc, etc - but repetition makes them hear. The average audience is easily distracted, and their attention will slip during the most important message of your speech - so repeat it. You don't necessarily have to use the resonant tonal sounds of the repeated phrase, but simply make the point again and again and again with different explanations and in different ways. The classic advice of the Sergeant Major is: "First you tell 'em what you are going to tell 'em, then you tell 'em, then you tell 'em what you told 'em!"

Draw a Sign

Research into teaching has yielded the following observation: "We found that students who failed to get the point did so because they were not looking for it". If the audience knows when to listen, they will. So tell them: the important point is ... .

Draw a Picture

The human brain is used to dealing with images, and this ability can be used to make the message more memorable. This means using metaphors or analogies to express your message. Thus a phrase like "we need to increase the market penetration before there will be sufficient profits for a pay related bonus" becomes "we need a bigger slice of the cake before the feast".

Jokes

The set piece joke can work very well, but it can also lead to disaster. You must choose a joke which is apt, and one which will not offend any member of the audience. This advice tends to rule out all racist, sexist or generally rude jokes. If this seems to rule out all the jokes you can think of, then you should avoid jokes in a speech.

Amusing asides are also useful in maintaining the attention of the audience, and for relieving the tension of the speech. If this comes naturally to you, then it is a useful tool for pacing your delivery to allow periods of relaxation in between your sign-posted major points.

Plain Speech

Yes!

Short and Sweet

One way to polish the presentation of the main point of your speech is to consider it thus. The day before your presentation, you are called to to the office of the divisional vice-president; there you are introduced to the managing director and a representative of the company's major share holder; "O.K." says the vice president "we hear you have got something to say, we'll give you 30 seconds, *GO*". Can you do it?

If you can crystallise your thoughts and combine your main message with some memorable phrase or imagery, and present them both in 30 seconds then you have either the perfect ending or the basis for a fine presentation.

The Narrative

Everyone loves a story and stories can both instruct and convey a message: Zen Philosophy is recorded in its stories, and Christianity was originally taught in parables. If you can weave your message into a story or a personal annocdote, then you can have them wanting to hear your every word - even if you have to make it up.

Rehearsal

There is no substitute for rehearsal. You can do it in front of a mirror, or to an empty theatre. In both cases, you should accentuate your gestures and vocal projection so that you get used to the sound and sight of yourself. Do not be put off by the mirror - remember: you see a lot less of yourself than your friends do.

Relaxation

If you get nervous just before the show, either concentrate on controlling your breathing or welcome the extra adrenaline. The good news is that the audience will never notice your nerves nearly as much as you think. Similarly, if you dry-up in the middle - *smile*, look at your notes, and take your time. The silence will seem long to you, but less so to the audience.

Conclusion

Once the speech is over and you have calmed down, you should try to honestly evaluate your performance. Either alone, or with the help of a friend in the audience, decide what was the least successful aspect of your presentation and resolve to concentrate on that point in the next talk you give. If it is a problem associated with the preparation, then deal with it there; if it is a problem with your delivery, write yourself a reminder note and put it in front of you at the next talk.

Practice is only productive when you make a positive effort to improve - try it.

Text II

Personal Time Management for Busy Managers

by Gerard M Blair

Time passes, quickly. This article looks at the basics of Personal Time Management and describes how the Manager can assume control of this basic resource.

The "Eff" words

The three *"Eff"* words are [*concise OED*]:

- Effective - having a definite or desired effect

- Efficient - productive with minimum waste or effort

- Effortless - seemingly without effort; natural, easy

Personal Time Management is about winning the *"Eff"* words: making them apply to you and your daily routines.

What is Personal Time Management?

Personal Time Management is about controlling the use of your most valuable (and undervalued) resource. Consider these two questions: what would happen if you spent company money with as few safeguards as you spend company time, when was the last time *you* scheduled a review of your time allocation?

The absence of Personal Time Management is characterized by last minute rushes to meet dead-lines, meetings which are either double booked or achieve nothing, days which seem somehow to slip unproductively by, crises which loom unexpected from nowhere. This sort of environment leads to inordinate stress and degradation of performance: it must be stopped.

Poor time management is often a symptom of over confidence: techniques which used to work with small projects and workloads are simply reused with large ones. But inefficiencies which were insignificant in the small role are ludicrous in the large. You can not drive a motor bike like a bicycle, nor can you manage a supermarket-chain like a market stall. The demands, the problems and the payoffs

for increased efficiency are all larger as your responsibility grows; you must learn to apply proper techniques or be bettered by those who do. Possibly, the reason Time Management is poorly practised is that it so seldom forms a measured part of appraisal and performance review; what many fail to foresee, however, is how intimately it is connected to aspects which do.

Personal Time Management has many facets. Most managers recognize a few, but few recognize them all. There is the simple concept of keeping a well ordered diary and the related idea of planned activity. But beyond these, it is a tool for the systematic ordering of your influence on events, it underpins many other managerial skills such as Effective Delegation and Project Planning.

Personal Time Management is a set of tools which allow you to:

· eliminate wastage
· be prepared for meetings
· refuse excessive workloads
· monitor project progress
· allocate resource (time) appropriate to a task's importance
· ensure that long term projects are not neglected
· plan each day efficiently
· plan each week effectively

and to do so simply with a little self-discipline.

Since Personal Time Management is a management process just like any other, it must be planned, monitored and regularly reviewed. In the following sections, we will examine the basic methods and functions of Personal Time Management. Since true understanding depends upons experience, you will be asked to take part by looking at aspects of your own work. If you do not have time to this right now - ask yourself: why not?

Current Practice

What this article is advocating is the adoption of certain practices which will give you greater control over the use and allocation of your primary resource: *time*. Before we start on the future, it is worth considering the present. This involves the simplistic task of keeping a note of how you spend your time for a suitably long period of time (say a week). I say simplistic since all you have to do is create a simple table, photocopy half-a-dozen copies and carry it around with you filling in a row every time you change activity. After one week, allocate time (start as you mean to go on) to reviewing this log.

Waste Disposal

We are not looking here to create new categories of work to enhance efficiency (that comes later) but simply to eliminate wastage in your current practice. The average IEE Chartered Engineer earns about 27,000 pounds per annum: about 12.50 pounds per hour, say 1 pound every 5 minutes; for how many 5 minute sections of your activity would you have paid a pound? The first step is a critical appraisal of how you spend your time and to question some of your habits. In your time log, identify periods of time which might have been better used.

There are various sources of waste. The most common are social: telephone calls, friends dropping by, conversations around the coffee machine. It would be foolish to eliminate all non-work related activity (we all need a break) but if it's a choice between chatting to Harry in the afternoon and meeting the next pay-related deadline ... Your time log will show you if this is a problem and you might like to do something about it before your boss does.

In your time log, look at each work activity and decide objectively how much time each was *worth* to you, and compare that with the time you actually spent on it. An afternoon spent polishing an internal memo into a Pulitzer prize winning piece of provocative prose is waste; an hour spent debating the leaving present of a colleague is waste; a minute spent sorting out the paper-clips is waste (unless relaxation). This type of activity will be reduced naturally by managing your own time since you will not allocate time to the trivial. Specifically, if you have a task to do, decide before hand how long it should take and work to that deadline - then move on to the next task.

Another common source of waste stems from delaying work which is unpleasant by finding distractions which are less important or unproductive. Check your log to see if any tasks are being delayed simply because they are dull or difficult.

Time is often wasted in changing between activities. For this reason it is useful to group similar tasks together thus avoiding the start-up delay of each. The time log will show you where these savings can be made. You may want then to initiate a routine which deals with these on a fixed but regular basis.

Doing Subordinate's Work

Having considered what is complete waste, we now turn to what is merely inappropriate. Often it is simpler to do the job yourself. Using the stamp machine to frank your own letters ensures they leave by the next post; writing the missing

summary in the latest progress report from your junior is more pleasant than sending it back (and it lets you choose the emphasis). Rubbish!

Large gains can be made by assigning secretarial duties to secretaries: they regularly catch the next post, they type a lot faster than you. Your subordinate should be told about the missing section and told how (and why) to slant it. If you have a task which could be done by a subordinate, use the next occasion to start training him/her to do it instead of doing it yourself - you will need to spend some time monitoring the task thereafter, but far less that in doing it yourself.

Doing the work of Others

A major impact upon your work can be the tendency to help others with their's. Now, in the spirit of an open and harmonious work environment it is obviously desirable that you should be willing to help out - but check your work log and decide how much time you spend on your own work and how much you spend on others'. For instance, if you spend a morning checking the grammar and spelling in the training material related to you last project, then that is waste. Publications should do the proof-reading, that is their job, they are better at it than you; you should deal at the technical level.

The remaining problem is your manager. Consider what periods in your work log were used to perform tasks that your manager either repeated or simply negated by ignoring it or redefining the task, too late. Making your manager efficient is a very difficult task, but where it impinges upon your work and performance you must take the bull by the horns (or whatever) and confront the issue.

Managing your manager may seem a long way from Time Management but no one impacts upon your use of time more than your immediate superior. If a task is ill defined - seek clarification (is that a one page summary or a ten page report?). If seemingly random alterations are asked in your deliverables, ask for the reasons and next time clarify these and similar points at the beginning. If the manager is difficult, try writing a small specification for each task before beginning it and have it agreed. While you can not tactfully hold your manager to this *contract* if he/she has a change of mind, it will at least cause him/her to consider the issues early on, before you waste your time on false assumptions.

External Appointments

The next stage of Personal Time Management is to start taking control of your time. The first problem is appointments. Start with a simple appointments diary. In

this book you will have (or at least should have) a complete list of all your known appointments for the forseeable future. If you have omitted your regular ones (since you remember them anyway) add them now.

Your appointments constitute your interaction with other people; they are the agreed interface between your activities and those of others; they are determined by external obligation. They often fill the diary. Now, be ruthless and eliminate the unnecessary. There may be committees where you can not productively contribute or where a subordinate might be (better) able to participate. There may be long lunches which could be better run as short conference calls. There may be interviews which last three times as long as necessary because they are scheduled for a whole hour. Eliminate the wastage starting today.

The next stage is to add to your diary lists of other, personal activity which will enhance your use of the available time. Consider: what is the most important type of activity to add to your diary? No:- stop reading for a moment and really, consider.

The single most important type of activity is those which will save you time: allocate time to save time, a stitch in time saves days. And most importantly of all, always allocate time to time management: at least five minutes each and every day.

For each appointment left in the diary, consider what actions you might take to ensure that no time is wasted: plan to avoid work by being prepared. Thus, if you are going to a meeting where you will be asked to comment on some report, allocate time to read it so avoiding delays in the meeting and increasing your chances of making the right decision the first time. Consider what actions need to be done before AND what actions must be done to follow-up. Even if the latter is unclear before the event, you must still allocate time to review the outcome and to plan the resulting action. Simply mark in your diary the block of time necessary to do this and, when the time comes, do it.

Scheduling Projects

The most daunting external appointments are deadlines: often, the handover of deliverables. Do you leave the work too late? Is there commonly a final panic towards the end? Are the last few hectic hours often marred by errors? If so, use Personal Time Management.

The basic idea is that your management of personal deadlines should be achieved with exactly the same techniques you would use in a large project:

· check the specification - are you sure that you agree on what is to be delivered
· break the task down into small sections so that you can estimate the time needed for each, and monitor progress
· schedule reviews of your progress (e.g. after each sub-task) so that you can respond quickly to difficulties

Like most management ideas, this is common sense. Some people, however, refute it because in practise they find that it merely shows the lack of time for a project which must be done anyway. This is simply daft! If simple project planning and time management show that the task can not be done, then it will not be done - but by knowing at the start, you have a chance to do something about it.

An impossible deadline affects not only your success but also that of others. Suppose a product is scheduled for release too soon because you agree to deliver too early. Marketing and Sales will prepare customers to expect the product showing why they really need it - but it will not arrive. The customers will be dissatisfied or even lost, the competition will have advanced warning, and all because you agreed to do the impossible.

You can avoid this type of problem. By practising time management, you will always have a clear understanding of how you spend your time and what time is unallocated. If a new task is thrust upon you, you can estimate whether it is practical. The project planning tells you how much time is needed and the time management tells you how much time is available.

There are four ways to deal with impossible deadlines:

· Get the deadline extended
· Scream for more resources
· Get the Deliverable redefined to something practical
· State the position clearly so that your boss (*and* his/her boss) have fair warning

If this simple approach seems unrealistic, consider the alternative. If you have an imposed, but unobtainable, deadline and you accept it; then the outcome is *your* assured failure. Of course, there is a fifth option: move to a company with realistic schedules.

One defence tactic is to present your superior with a current list of your obligations indicating what impact the new task will have on these, and ask him/her to assign the priorities: "I can't do them all, which should I slip?". Another tactic is to keep a data base of your time estimates and the actual time taken by each task. This will quickly develop into a source of valuable data and increase the accuracy of your planning predictions.

There is no reason why you should respond only to externally imposed deadlines. The slightly shoddy product which you hand-over after the last minute rush (and normally have returned for correction the following week) could easily have been polished if only an extra day had been available - so move your personal deadline forward and allow yourself the luxury of leisured review before the product is shipped.

Taking this a step further, the same sort of review might be applied to the product at each stage of its development so that errors and rework time are reduced. Thus by allocating time to quality review, you save time in rework; and this is all part of project planning supported and monitored by your time management.

Finally, for each activity you should estimate how much time it is worth and allocate only that amount. This critical appraisal may even suggest a different approach or method so that the time matches the task's importance. Beware of perfection, it takes too long - allocate time for "fitness for purpose", then stop.

Monitoring Staff

Your Personal Time Management also effects other people, particularly your subordinates. Planning projects means not only allocating your time but also the distribution of tasks; and this should be done in the same planned, monitored and reviewed manner as your own scheduling.

Any delegated task should be specified with an (agreed) end date. As a Manager, you are responsible for ensuring that the tasks allocated to your subordinates are completed successfully. Thus you should ensure that each task is concluded with a deliverable (for instance, a memo to confirm completion) - you make an entry in your diary to check that this has arrived. Thus, if you agree the task for Tuesday, Wednesday should have an entry in your diary to check the deliverable. This simple device allows you to monitor progress and to initiate action as necessary.

Long term Objectives

There are many long term objectives which the good Manager must achieve, particularly with regard to the development, support and motivation of his/her work-team. Long term objectives have the problem of being important but not urgent; they do not have deadlines, they are distant and remote. For this reason, it is all too easy to ignore them in favour of the urgent and immediate. Clearly a balance must be struck.

The beauty of Time Management is that the balance can be decided objectively (without influence from immediate deadlines) and self-imposed through the use of the diary. Simply, a manager might decide that one hour a week should be devoted to personnel issues and would then allocate a regular block of time to that activity. Of course if the factory is on fire, or World War III is declared, the manager may have to re-allocate this time in a particular week - but barring such crises, this time should then become sacrosanct and always applied to the same, designated purpose.

Similarly, time may be allocated to staff development and training. So if one afternoon a month is deemed to be a suitable allocation, then simply designate the second Thursday (say) of each month and delegate the choice of speakers. The actual time spent in managing this sort of long term objective is small, but without that deliberate planning it will not be achieved.

Once you have implemented Personal Time Management, it is worth using some of that control to augment your own career. Some quiet weekend, you should sketch out your own long term objectives and plan a route to them. As you would any long term objective, allocate time to the necessary sub-tasks and monitor your progress. If you do not plan where you want to go, you are unlikely to get there.

Concluding Remarks.

Personal Time Management is a systematic application of common sense strategies. It requires little effort, yet it promotes efficient work practices by highlighting wastage and it leads to effective use of time by focusing it on your chosen activities. Personal Time Management does not solve your problems; it reveals them, and provides a structure to implement and monitor solutions. It enables you to take control of your own time - how you use it is then up to you.

With planning, projects can run on time and interact effectively with both customers and suppliers. Everyone involved understands what is wanted and emerging problems are seen (and dealt with) long before they cause damage. If you want your projects to run this way - then you must invest time in planning.

The Human Factor

by Gerard M Blair

In the management of a small team, the human factor is crucial to success. This article considers possible motivators and a simple framework for dealing with people.

When you are struggling with a deadline or dealing with delicate decisions, the last thing you want to deal with is "people". When the fight is really on and the battle is undecided, you want your team to act co-operatively, quickly, rationally; you do not want a disgruntled employee bitching about life, you do not want a worker who avoids work, you do not want your key engineer being tired all day because the baby cries all night. But this is what happens, and as a manager you have to deal with it. Few "people problems" can be solved quickly, some are totally beyond your control and can only be contained; but you do have influence over many factors which affect your people and so it is your responsibility to ensure that your influence is a positive one.

You can only underestimate the impact which you personally have upon the habits and effectiveness of your group. As the leader of a team, you have the authority to sanction, encourage or restrict most aspects of their working day, and this places you in a position of power - and responsibility. This article looks briefly at your behaviour and at what motivates people, because by understanding these you can adapt yourself and the work environment so that your team and the company are both enriched. Since human psychology is a vast and complex subject, we do not even pretend to explain it. Instead, the article then outlines a simple model of behaviour and a systematic approach to analysing how you can exert your influence to help your team to work.

Behaviour

Consider your behaviour. Consider the effect you would have if every morning after coffee you walked over to Jimmy's desk and told him what he was doing wrong. Would Jimmy feel pleased at your attention? Would he look forward to these little chats and prepare simple questions to clarify aspects of his work? Or would he develop a Pavlovian hatred for coffee and be busy elsewhere whenever you pass by? Of course you would never be so destructive - provided you thought about it. And you must; for many seemingly simple habits can have a huge impact upon your rapport with your team.

Take another example: suppose (as a good supportive manager) you often give public praise for independence and initiative displayed by your team, and suppose (as a busy manager) you respond brusquely to questions and interruptions; think about it, what will happen?

Probably your team will leave you alone. They will not raise problems (you will be left in the dark), they will not question your instructions (ambiguities will remain), they will struggle on bravely (and feel unsupported). Your simple behaviour may result in a quagmire of errors, mis-directed activity and utter frustration. So if you do want to hear about problems, tell the team so and react positively when you hear of problems in-time rather than too-late.

Motivation

When thinking about motivation it is important to take the long-term view. What you need is a sustainable approach to maintain enthusiasm and commitment from your team. This is not easy; but it is essential to your effectiveness.

Classic work on motivation was undertaken by F. Herzberg in the 1950's when he formulated the "Motivation-Hygiene" theory. Herzberg identified several factors, such as salary levels, working conditions and company policy, which demotivated (by being poor) rather that motivated (by being good). For example, once a fair level of pay is established, money ceases to be a significant motivator for long term performance. Herzberg called these the "Hygiene" factors to apply the analogy that if the washrooms are kept clean, no one cares if they are scrubbed even harder. The point is that you can not enhance your team's performance through these Hygiene factors - which is fortunate since few team leaders have creative control over company organization or remuneration packages. What you can influence is the local environment and particularly the way in which you interact with your team.

The positive motivators identified by Herzberg are: achievement, recognition, the work itself, responsibility, and advancement. These are what your team needs; loads-o-money is nice but not nearly as good as being valued and trusted.

Achievement

As the manager, you set the targets - and in selecting these targets, you have a dramatic effect upon your team's sense of achievement. If you make them too hard, the team will feel failure; if too easy, the team feels little. Ideally, you should provide a series of targets which are easily recognised as stages towards the ultimate completion of the task. Thus progress is punctuated and celebrated with

small but marked achievements. If you stretch your staff, they know you know they can meet that challenge.

Recognition

Recognition is about feeling appreciated. It is knowing that what you do is seen and noted, and preferably by the whole team as well as by you, the manager. In opposite terms, if people do something well and then feel it is ignored - they will not bother to do it so well next time (because "no one cares").

The feedback you give your team about their work is fundamental to their motivation. They should know what they do well (be positive), what needs improving (be constructive) and what is expected of them in the future (something to aim at). And while this is common sense, ask yourself how many on your team know these things, right now? Perhaps more importantly, for which of your team could you write these down now (try it)?

Your staff need to know where they stand, and how they are performing against your (reasonable) expectations. You can achieve this through a structured review system, but such systems often become banal formalities with little or no communication. The best time to give feedback is when the event occurs. Since it can impact greatly, the feedback should be honest, simple, and always constructive. If in doubt, follow the simple formula of:

1. highlight something good

2. point out what needs improving

3. suggest how to improve

You must always look for something positive to say, if only to offer some recognition of the effort which has been put into the work. When talking about improvements, be specific: this is what is wrong, this is what I want/need, this is how you should work towards it. Never say anything as unhelpful or uninformative as "do better" or "shape up" - if you cannot be specific and say how, then keep quiet. While your team will soon realize that this IS a formula, they will still enjoy the benefits of the information (and training). You must not stint in praising good work. If you do not acknowledge it, it may not be repeated simply because no one knew you approved.

The work itself

The work itself should be interesting and challenging. Interesting because this makes your staff actually engage their attention; challenging because this maintains

the interest and provides a sense of personal achievement when the job is done. But few managers have only interesting, challenging work to distribute: there is always the boring and mundane to be done. This is a management problem for you to solve. You must actually consider how interesting are the tasks you assign and how to deal with the boring ones. Here are two suggestions.

Firstly, make sure that everyone (including yourself) has a share of the interesting and of the dull. This is helped by the fact that what is dull to some might be new and fascinating to others - so match tasks to people, and possibly share the worst tasks around. For instance, taking minutes in meetings is dull on a weekly basis but quite interesting/educational once every six weeks (and also heightens a sense of responsibility). Secondly, if the task is dull perhaps the method can be changed - by the person given the task. This turns dull into challenging, adds responsibility, and might even improve the efficiency of the team.

Responsibility

Of all of Herzberg's positive motivators, responsibility is the most lasting. One reason is that gaining responsibility is itself seen as an advancement which gives rise to a sense of achievement and can also improve the work itself: a multiple motivation! Assigning responsibility is a difficult judgement since if the person is not confident and capable enough, you will be held responsible for the resulting failure. Indeed, delegating responsibility deserves another article in itself (see the article on Delegation).

Advancement

There are two types of advancement: the long-term issues of promotion, salary rises, job prospects; and the short-term issues (which you control) of increased responsibility, the acquisition of new skills, broader experience. Your team members will be looking for the former, you have to provide the latter and convince them that these are necessary (and possibly sufficient) steps for the eventual advancement they seek. As a manager, you must design the work assignment so that each member of the team feels: "I'm learning, I'm getting on".

Problems

We are going to look at a simple system for addressing people-problems. It is a step-by-step procedure which avoids complex psychological models (which few managers can/should handle) and which focuses upon tangible (and so controllable) quantities.

One work of warning: this technique is often referred to as *Behavioural Modification* (BM) and many balk at the connotations of management-directed mind control. Do not worry. We are simply recognising that staff behaviour IS modified by the work environment and by your influence upon it. The technique is merely a method for analysing that influence to ensure that it is positive and to focus it to best use.

In any group of people there are bound to be problems - as a manager, you have to solve or at least contain them. You ignore them at your peril. Such problems are usually described in terms like: "Alex is just lazy" or "Brenda is a bad-tempered old has-been". On the one hand, such people can poison the working environment; the other hand, these descriptions are totally unhelpful.

The underlying philosophy of BM is that you should concentrate upon specific, tangible actions over which you have influence. For instance "Alex is lazy" should be transformed into "Alex is normally late with his weekly report and achieves less than Alice does in any one week". Thus we have a starting point *and something which can be measured*. No generalities; only specific, observable behaviour.

Before proceeding, it is worth checking that the problem is real - some "problems" are more appearance than substance, some are not worth you time and effort. So, stage 1 is to monitor the identified problem to check that it is real and to seek simple explanations. For instance Alex might still be helping someone with his old job.

Stage 2 is often missed - ask Alex for his solution. This sort of interview can be quite difficult because you run the danger of making personal criticism. Now you may feel that Alex deserves criticism, but does it actually help? Your objective is to get Alex to work well, not to indulge in personal tyranny. If you make it personal, Alex will be defensive. He will either deny the problem, blame someone else, blame the weather, tell you that he knows best or some combination of the above. If, on the other hand, you present the situation in terms of the specific events, you can focus upon Alex's own view of the problem (why is this happening?) and Alex's own solution (what can Alex do about it - can you help?).

Stage 2 will sometimes be sufficient. If Alex had not realised there was a problem, he might act quickly to solve it. If he had thought his behaviour would pass unnoticed, he now knows differently. By giving Alex the responsibility for solving his own problem, you can actually motivate him beyond the specific problem: he may suggest on improved reporting system, or a short training course to deal with a technical short-coming. Finally, the demonstration alone that you are interested in

Alex's work may be enough to make him improve. Never assume that you know better, always ask first - then if no solution is forthcoming, proceed to ...

Stage 3 is the analysis stage and is based upon a simple model of behaviour: every action is preceded by a trigger, and is followed by a consequence or payoff. Thus baby is hungry (trigger), baby wails (action), baby gets fed (payoff); or the report is due today (trigger), Alex goes for coffee break "to think about it" (action), Alex has a relaxing afternoon (payoff).

Sometimes, good behaviour is blocked by negative payoffs. For instance, if every time Clive informs his boss Diane about a schedule change (action), Diane vents her annoyance on Clive (payoff), then Clive will be less inclined to approach Diane with information in the future. One of the problems with communication in Ancient Greece was that the bearer of bad news was often executed.

Once you have analysed the problem, stage 4 is to find a solution. With most people-problems at work, you will find that the "bad" behaviour is reinforced by a payoff which that person finds attractive. There are two solutions: 1) modify the payoff either by blocking it, or by adding another consequence which is negative, or 2) create a positive payoff for the alternative, desired "good" behaviour. In the long term, the latter is preferable since it is better for motivation to offer encouragement rather than reprimand; optimally you should implement both.

This is where you have to be creative. BM provides a manageable focus and a framework for analysis; you, as manager, must provide the solution. It is best to work on one problem at a time because this simplifies the analysis. Further, by addressing one, other related problems are often affected also. Let us consider "late reporting". Firstly, add a negative consequence to Alex's current behaviour. State explicitly that you need the report by 3.30 on Friday (so that you can prepare your weekly schedule update) - and, if this does not happen, summon Alex at four o'clock to demand the report before he leaves for the weekend. This will probably ruin his "hour before the weekend" and he will wish to avoid it. Secondly, if Alex does get the report in by 3.30 make a habit of responding to it on Monday morning: if there is an issue raised, help Alex to solve it; if there is a schedule change, talk it over - but make it clear (*say it*) that you are only able to do this because you *had time on Friday* to read over his report. Thus Alex learns that he will receive help and support IF he gets the report in on time.

Stage 5 is necessary because such plans do not always work. You must continue to monitor the problem and after a trial period, review your progress. If the plan is working, continue; if the plan has failed, devise a new one; if the plan has worked, look for a new problem to solve.

Where to Seek Solutions

The range of problems is so large, that it is impossible to offer more than generalities as advise. Each person is different, each situation is different, so each solution must be carefully crafted. This being said, here are a few ideas.

Look for aspects of motivation - any problem which stems from lack of commitment or interest can only successfully be addressed by providing motivation, and any of the motivators described earlier can be applied.

Be flexible with regards to personal problems. No parent is immune to the "joys" of a new born baby, no one is uneffected by bereavement. When circumstances and the human factor impinge upon your ordered plans, adapt; since you cannot change it, work with it. Focus upon the problem (say, schedule slippage) and deal with that in the existing situation. For instance if you sanction half a day's "sick-leave" to see a solicitor, you might save a week's worry and distraction.

On a larger scale, look carefully at the "systems" which exist in your team, at those work practices which you and they follow through habit. Some of these can work against you, and the team. For instance, the way you hold team meetings may suppress contributions (at 4 o'clock on a Friday, say); the way you reward the exceptional may demotivate those responsible for the mundane.

Take a long term view. Constant pressure will eventually destroy your team members. If you acknowledge that a relaxed yet engaged workforce is (say) 10% more efficient than one which is over-stressed and fretful, then you should realize that this amounts to half-a-day per week. So why not devote half-a-day to: peer-group teaching, brainstorming on enhanced efficiency, visits to customers (internal and external), guest lectures on work tools, or all four on a four-weekly cycle. You lose nothing if you gain a skilled, committed, enthusiastic team.

Finally, look carefully at how you behave and whether the current situation is due to your previous inattention to the human factor: you might be the problem, and the solution.

Text IV

Advertising

Advertising is a non-personal form of communication intended to persuade an audience (viewers, readers or listeners) to purchase or take some

action upon products, ideals, or services. It includes the name of a product or service and how that product or service could benefit the consumer, to persuade a target market to purchase or to consume that particular brand. These brands are usually paid for or identified through sponsors and viewed via various media. Advertising can also serve to communicate an idea to a mass amount of people in an attempt to convince them to take a certain action, such as encouraging 'environmentally friendly' behaviors, and even unhealthy behaviors through food consumption, video game and television viewing promotion, and a "lazy man" routine through a loss of exercise . Modern advertising developed with the rise of mass production in the late 19th and early 20th centuries. Mass media can be defined as any media meant to reach a mass amount of people. Several types of mass media are television, internet, radio, news programs, and published pictures and articles.

Commercial advertisers often seek to generate increased consumption of their products or services through branding, which involves the repetition of an image or product name in an effort to associate related qualities with the brand in the minds of consumers. Different types of media can be used to deliver these messages, including traditional media such as newspapers, magazines, television, radio, outdoor or direct mail; or new media such as websites and text messages. Advertising may be placed by an advertising agency on behalf of a company or other organization.

Non-commercial advertisers that spend money to advertise items other than a consumer product or service include political parties, interest groups, religious organizations and governmental agencies. Nonprofit organizations may rely on free modes of persuasion, such as a public service announcement.

In 2007, spending on advertising was estimated at more than $150 billion in the United States] and $385 billion worldwide.

Text V

History of Advertising

Egyptians used papyrus to make sales messages and wall posters. Commercial messages and political campaign displays have been found in the ruins of Pompeii and ancient Arabia. Lost and found advertising on papyrus was common in Ancient Greece and Ancient Rome. Wall or rock painting for commercial advertising is another manifestation of an ancient advertising form,

which is present to this day in many parts of Asia, Africa, and South America. The tradition of wall painting can be traced back to Indian rock art paintings that date back to 4000 BC. History tells us that Out-of-home advertising and billboards are the oldest forms of advertising.

As the towns and cities of the Middle Ages began to grow, and the general populace was unable to read, signs that today would say cobbler, miller, tailor or blacksmith would use an image associated with their trade such as a boot, a suit, a hat, a clock, a diamond, a horse shoe, a candle or even a bag of flour. Fruits and vegetables were sold in the city square from the backs of carts and wagons and their proprietors used street callers (town criers) to announce their whereabouts for the convenience of the customers.

As education became an apparent need and reading, as well as printing, developed advertising expanded to include handbills. In the 17th century advertisements started to appear in weekly newspapers in England. These early print advertisements were used mainly to promote books and newspapers, which became increasingly affordable with advances in the printing press; and medicines, which were increasingly sought after as disease ravaged Europe. However, false advertising and so-called "quack" advertisements became a problem, which ushered in the regulation of advertising content.

As the economy expanded during the 19th century, advertising grew alongside. In the United States, the success of this advertising format eventually led to the growth of mail-order advertising.

In June 1836, French newspaper *La Presse* was the first to include paid advertising in its pages, allowing it to lower its price, extend its readership and increase its profitability and the formula was soon copied by all titles. Around 1840, Volney Palmer established a predecessor to advertising agencies in Boston. Around the same time, in France, Charles-Louis Havas extended the services of his news agency, Havas to include advertisement brokerage, making it the first French group to organize. At first, agencies were brokers for advertisement space in newspapers. N. W. Ayer & Son was the first full-service agency to assume responsibility for advertising content. N.W. Ayer opened in 1869, and was located in Philadelphia.

At the turn of the century, there were few career choices for women in business; however, advertising was one of the few. Since women were responsible for most of the purchasing done in their household, advertisers and agencies recognized the value of women's insight during the creative process. In fact, the first American advertising to use a sexual sell was created by a woman – for a soap

product. Although tame by today's standards, the advertisement featured a couple with the message "The skin you love to touch".

In the early 1920s, the first radio stations were established by radio equipment manufacturers and retailers who offered programs in order to sell more radios to consumers. As time passed, many non-profit organizations followed suit in setting up their own radio stations, and included: schools, clubs and civic groups.