# Management Communication
## for Undergraduates (15.279)
## Spring 2011
### Tuesday/Thursday 11:30-1:00 – E51-376

**Instructor**

Terry Heagney, E62-339, 258-0393, (508)740-8836 (cell), tjheagney@gmail.com

**TA**

~~Brian Jones, bljones@mit.edu~~

*Blanche Barco*
*bbarco@mit.edu*

*- 7 years work*
*- graduating this year*
*- Analog Devices*
*- tech + marketing*

**Course Overview**

Management Communication is intended to help you think strategically about communication and aid you in improving your writing, presentation, and interpersonal communication skills as a future manager. We will look at a set of "best practices" or guidelines that have been derived from both research and experience, give you the opportunity to put those guidelines into practice, and provide you with feedback on your work to help you strengthen your abilities. More often than not, we will be using a workshop format that will rely heavily on discussion and in-class exercises.

**Course Objectives**

Good communication is one of the keys to a successful career no matter what field you choose, and many different skills contribute to a professional's capacity to communicate well. By the time you complete 15.279, you should be able to:

- Formulate an effective communication strategy for any message, in any medium, and in any situation.
- Write clearly, concisely, and convincingly.
- Create impressive presentations that are delivered with confidence and poise.
- Give and receive feedback that will improve yours and others' communication.
- Listen for understanding.
- Work effectively with others in small groups or teams.
- Identify and negotiate the difference in communication between yourself and people who are not from your culture.

Improving communication is a continuous process of learning, doing, critiquing, evaluating, and doing again. It is a process that we hope will continue for you even after you complete 15.279.

## Course Expectations

Because so much of the class will be "hands-on" and because feedback (ours, the TAs', and the feedback you give each other) is so important to improving writing and speaking, our expectations about our work together this semester are:

- You are committed to improving your professional effectiveness as a communicator.
- You are willing to share your opinions and ideas on topics presented in class.
- You will provide each other with clear, honest, concrete, and sensitive feedback on work that is done.
- Any concept that is unclear or confusing will be challenged and examined.
- There are no stupid questions or comments.

## Text, Materials, and Websites

*Required*   Course packet
Donald T. Phillips, *Lincoln on Leadership*, 1992
Two blank DVDs (format should be DVD+RW)

*Optional*   Mary Munter, *Guide to Managerial Communication,* 8th edition, 2008
Joseph Williams, *Style: Ten Lessons in Clarity and Grace,* 7th edition, 2002
Lauren Kessler and Duncan McDonald, *When Words Collide,* 7th edition, 2007

*Websites*   15.279 materials can be found on our Stellar website at:
http://stellar.mit.edu/S/course/15/fa09/15.279/

Other good websites for professional communication include:

| Name | URL |
|---|---|
| MIT Online Writing and Communication Center | http://web.mit.edu/writing/ |
| Purdue Online Writing Lab (OWL) | http://owl.english.purdue.edu/ |
| Purdue Engineering: Rethinking the Design of Presentation Slides: The Assertion-Evidence Structure | http://writing.engr.psu.edu/slides.html |

## General Course Requirements

*Attendance and Participation*
Please plan on attending every class as a good part of the work that goes on will occur during class time. Please come to class having done the readings and assignments. Attendance and participation will be factored into your grade (see below).

*Written Assignments*
Written assignments are due as indicated on the assignment sheets. You should use standard business formats, and please proofread as spelling, grammar, and punctuation will figure into your grade. To guard against losses or recording errors, keep copies of the papers you turn in and retain all graded assignments that are returned to you throughout the semester.

All papers must be handed in on time. Late assignments may be accepted without penalty one class period after the assigned due date *with the instructor's prior permission*. Assignments handed in late may be penalized at the instructor's discretion. No paper will be accepted more than one week after the due date.

*Oral Presentations*
You will give five different types of presentations of varying lengths during the term. Some of these will be given in class. Others will be given in oral presentation labs, which will take place outside of class time with a few other students and either your instructor or TA. You will sign up for a lab session the week before the labs are to take place. If you miss an oral presentation lab, you will receive a *zero* for that assignment. PowerPoint presentations must be sent to either your instructor or TA (depending on who is facilitating your lab) by noon the day of your presentation.

*SD card istead*

You must bring your blank DVD to your lab, as we will record you. The DVD is for you to view later, alone or with your instructor or TA. You will be asked to write your instructor or TA a short e-mail listing the things you liked about your presentation, and the things you want to strengthen about your presentation style.

## Academic Integrity

Except in the case of group assignments, all written assignments should be your own work. You may (and in some cases you will be required to) have fellow students read a draft of your assignment and give you reactions, note problems, or make general suggestions. "Peer editors" may *not*, however, actually revise or rewrite your work. (MIT's Academic Integrity Handbook is available at http://web.mit.edu/academicintegrity/index.html.)

## Grading

Each assignment has its own point value, and the value of all assignments together add up to 100 points. The point value of each assignment and its due date are as follows:

| Assignment | Points | Due Date |
|---|---|---|
| Baseline Self-Evaluation | 5 points | 2/3 |
| Presentation with Q&A | 10 points | 2/14-2/18 |
| "Problem Sets" (5) | 10 points | 3/1, 3/8, 3/29, 4/28 (4 & 5) |
| AIS Case Memo | 10 points | 3/3, 3/17* |
| Cover Letter | 5 points | 3/15, 4/5* |
| Interactive Presentation | 10 points | 4/4-4/8 |
| Team Presentation | 15 points | 4/28, 5/3 or 5/5** |
| Team Report | 20 points | 5/3** |
| Final Self-Evaluation | 5 points | 5/3 |
| In-class Exercises and Class Participation | 10 points | --- |

*The first date is when an ungraded draft is due; the second date is when the final draft is due.
**There are interim due dates for proposals and a draft of the report. These can be found on the assignment page for the team report and presentation.

45% A

55% <A

| Class Number | Date | Topic | Assignment Due |
|---|---|---|---|
| 1 | T, 2/1 | Intro to Course Strategy and Structure | |
| 2 | Th, 2/3 | Strategy & Structure, cont. | Baseline Memos |
| 3 | T, 2/8 | Presentations | |
| 4 | Th, 2/10 | Presentations, cont. | |
| 5 | T, 2/15 | Listening/Giving and    Receiving Feedback | |
| | | | Oral Presentation Labs begin M, 2/14 , and continue through F, 2/18 |
| 6 | Th, 2/17 | Persuasion | |
| 7 | Th, 2/24 | Writing | |
| 8 | T, 3/1 | Writing, cont. | Problem Set #1 |
| 9 | Th, 3/3 | Effective Teamwork | Draft:  AIS Case Memos |
| 10 | T, 3/8 | Team Meeting | Problem Set #2 |
| 11 | Th, 3/10 | Cover Letters | Report Proposal I |
| 12 | T, 3/15 | Interviewing | Draft:  Cover Letters |
| 13 | Th, 3/17 | Writing Team Reports/Giving Team Presentations **Spring Vacation, M/21  to  F/ 25** | AIS Case Memos (Final) |
| 14 | T, 3/29 | Individual Conferences/ Team Meetings | Problem Set #3 (Bring to individual conference) |
| 15 | Th, 3/31 | Individual Conferences/ Team Meetings | Problem Set #3 (Bring to individual conference) Report Proposal II (if necessary). |

| Class Number | Date | Topic | Assignment Due |
|---|---|---|---|
| | | | Oral Presentation Labs begin M, 4/4 and continue through F, 4/8 |
| 16 | T, 4/5 | Cross-Cultural Communication | Cover Letters (Final) |
| 17 | Th, 4/7 | Cross-Cultural Communication, cont./Gender Communication | |
| 18 | T, 4/12 | Communication Skills for Leaders | Read *Lincoln on Leadership* |
| 19 | Th, 4/14 | Leadership, cont. | Outline of Team Presentation Draft of Team Report |
| 20 | Th, 4/21 | Media Relations: the Wildebeest Case | |
| 21 | T, 4/26 | Review of Strategic Communication: "Sunk in Sacramento" Case | Problem Set #4 & #5 |
| 22 | Th, 4/28 | Presentation on Reports | Report Presentations Final Self-Evaluations |
| 23 | T, 5/3 | Presentation on Reports | Report Presentations, Final Team Report |
| 24 | Th, 5/5 | Presentation on Reports | Report Presentations |
| 25 | T, 5/10 | Course wrap-up | |

# Baseline Self-Assessment Memo

We would like for all of us (you, your instructor, and your TA) to have a sense of your communication strengths and weaknesses as we begin the semester. We would also like to know the goals you would like to accomplish in this class. This assignment will help you benchmark your communication skills in order to help us assess your progress throughout the course. It will allow you to measure how well you are moving towards your objectives, so that you can gauge how much effort you must devote to strengthening those skills you have identified as needing improvement.

In answering the following five questions, provide enough examples and specific details (e.g., kinds of communication, audiences addressed, purpose of the message) to give your instructor and TA a clear picture of you as a communicator. To the extent that you have had experience in a "professional" setting (e.g., a club, a job, an internship, volunteer work), focus on those experiences. In evaluating your strengths and weaknesses, consider feedback from others (professors, employers, club advisors, fellow students) as well as your own opinion of your proficiency.

Finally, in setting goals for yourself, state what writing, speaking, and interpersonal communication skills you <u>specifically</u> want to improve. The more specific you can be, the better your chance of reaching your objectives.

*Answer these five questions:*

1. What are your strengths and weaknesses as a writer? What part(s) of the writing process do you find easy? What part(s) do you find difficult?

2. What are your strengths and weaknesses as a speaker? What part(s) of creating and giving presentations do you find easy? What part(s) do you find difficult?

3. What are your strengths and weaknesses as a member of a team or a group? What part(s) of teamwork do you find easy? What part(s) do you find difficult?

4. What are your three or four specific goals for improving your communication in 15.279 this semester?

5. How do you intend to reach those goals? How can your instructor and TA best help your meet your goals?

*Handwritten annotations:*

- bullet pts
- Organization
- fast slides
- short + snappy
- energy
- no agenda
- conclusion

examples
illostations
feed back from others

✓ dislike ending
on any qu
- clear flow
get go
- offering value
judgements

} rely too much
on improv
- work on:
refine structure
tell good story

**CRITERIA FOR GRADING**

**Content:** Is there enough detail (including examples and illustrations) to give readers a complete picture of you as a professional communicator? Have you included feedback from others as part of your analysis? Are your goals specific, clear, and attainable?

**Style:** Are paragraphs coherent and sentences concise?

**Mechanics:** Is the memo free from spelling, punctuation, and grammatical mistakes?

**POINTS**          5

# Dashman Company

The Dashman Company was a large concern making many types of equipment for the construction industry. It had over 20 plants located in the central part of the country whose purchasing procedures had never been completely coordinated. In fact, the company's head office had encouraged each of the plant managers to operate with his/her staffs as separate independent units in most matters.

Late in 1990, when it began to appear that the company would face increasing difficulty in securing certain essential raw materials, Mr. Mason, the company's president, appointed an experienced purchasing executive, Ms. Post, as vice president in charge of purchasing, a position created especially for her. Mr. Mason gave Ms. Post wide latitude in organizing her job, and he assigned her an assistant, Mr. Larson. Mr. Larson had served the company in a variety of capacities for many years, and he knew most of the plant executives personally. Ms. Post's appointment was announced through the formal channels of the company, including a notice in the house organ.

*here is the key I would use*

One of Mrs. Post's first decisions was to begin to centralize the company's purchasing procedures. As a first step, she decided she would require each of the executives who handled purchasing in the individual plants to clear all contracts he/she made in excess of $10,000 with the head office. She felt that if the head office was to do any coordinating in a way that would be helpful to each plant and to the company as a whole, she needed to be notified that the contracts were being prepared a least a week before they were to be signed. She talked over her proposal with Mr. Mason, who presented it to the board of directors. They approved the plan.

*bad idea*

Although the company made purchases throughout the year, the beginning of its peak buying season was only three weeks away by the time this new plan was adopted. Ms. Post prepared a letter to be sent to the twenty purchasing executives of the company. The letter read:

*bad time to start*

Dear _____:

*Completely bad way of saying it*

*— yet another mandate*

*The board of directors of our company has recently authorized a change in our purchasing procedures. Hereafter, each of the purchasing executives in the individual plants will notify the vice president in charge of purchasing of all contracts in excess of $10,000 which he/she is negotiating at least a week in advance of the date on which they are to be signed.*

*I am sure that you will understand that this step is necessary to coordinate the company's purchasing requirements in these times when we are facing increasing difficulty in securing essential supplies. This procedure should give us in the central office the information we need in order to see that each plant secures the optimum supply of materials. In this way, the interests of each plant and of the company as a whole will be best served.*

*good first*

15          *Sincerely,*

Ms. Post showed the letter to Mr. Larson and invited his comments. Mr. Larson thought the letter an excellent one but suggested that since Ms. Post had not met more than a few of the purchasing executives, she might like to visit all of them and take the matter up with each of them personally. Ms. Post dismissed the idea at once because, as she said, she had so many things to do at the head office she could not get away for a trip. Consequently, she had the letters sent out over her signature.

— call them ~~by phone~~

During the following two weeks, replies came in from all except a few plants. Although several executives wrote at great length, the following reply was typical:

> Dear Ms. Post:
>
> Your recent communication in regard to notifying the head office in advance of our intention to sign contracts has been received. This suggestion seems a most practical one. We want to assure you that you can count on our cooperation.
>
> Sincerely,

wow they wrote back!

During the next six weeks, the head office received no notices from any plant that contracts were being negotiated. Executives who made frequent trips to the plants reported that the plants were busy, and the usual routines for that time of year were being followed.

not a single one

# STRATEGY CHECKLIST

## Audience

Who is the primary audience? [Remember that your audience can be one person or many people.]

What is your relationship to the primary audience?  Superior?  Subordinate?  Peer?

How much does the audience know about the subject of the communication?

What questions might the audience ask?

What are the audience's biases about the subject?

How involved is the audience in the subject?

If the audience is one person, what are his/her significant managerial traits or personal characteristics?

If the audience is composed of several people, what demographic characteristics, if any, do they have in common?

What are the audience's stylistic preferences?

Who will influence the audience?  What do they know?  How might they react?

Who is the secondary audience?

## Purpose

What managerial objective(s) do you hope to accomplish with this communication?

Will the audience's reaction to the communication be primarily positive, negative or neutral?

Is the purpose of the communication primarily informative or persuasive?

If persuasive, do you need to reinforce the audience's current belief, change that belief, or create a new belief?

What do you want the audience to know? feel? do? after having read or heard the communication?

- taught 9 years and 15.280
- Was SVP Houton Mifflin
- Eng Lit Harvard
- Media Relations & PR

- Making yourself look good and convincing others
- Mussle memory
- Graded on participation
- Purposeful
- Depends on what other person wants
- If disagree - persuasian

- Need to buy course reader
- Read Dashman case by Thur

What do you tell when you introduce yourself
Use the right tools for the job

- Not much on grammer
- Participation is diff in class
- keep up w/ things

1st assignment: baseline self assesment memo

(2)

Memo
- course reader p. 20
- esentially emails sent to distribution lists
- but going to do it old fashoned way

Read criteria for grading

Proofread

Context
Audience
Communicator
Purpose

Credibility
~Charm
~Authority
~...

Based on who the audience is

"How much can I get away with?"

I presented first
- liked
    lots of evidence
    - gave a lot of experiences     so     can find it interested in
    same things
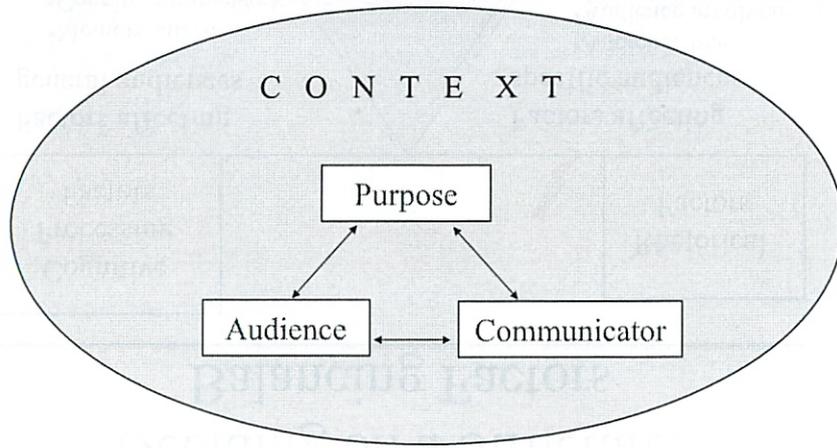
③ — eyes contact (no) — I thought
— the 1.3 mill users

improve
- don't freeze in middle (me)                    — I wish had a clock
- have a conclusion           student
- don't keep hands in pocket
    - said, did theater
    - prof: they have better material
no one mentioned
- cover 6 thing — 6.UAT prof
- structure
    - practiced parts but not whole thing
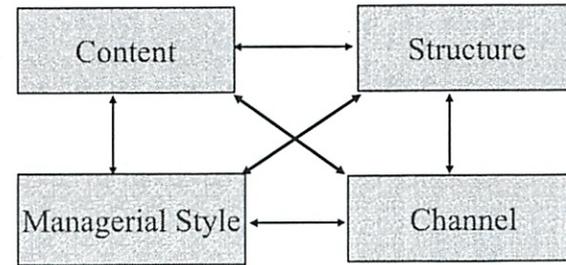    - should have used time to practice things whole thing
_____

## Other's Presentations

- audience interaction
- start off w/ story
- watch hands
- bad: saying Anyway in the middle
- feel free to move
- saying stuff was "great"
    - dislike
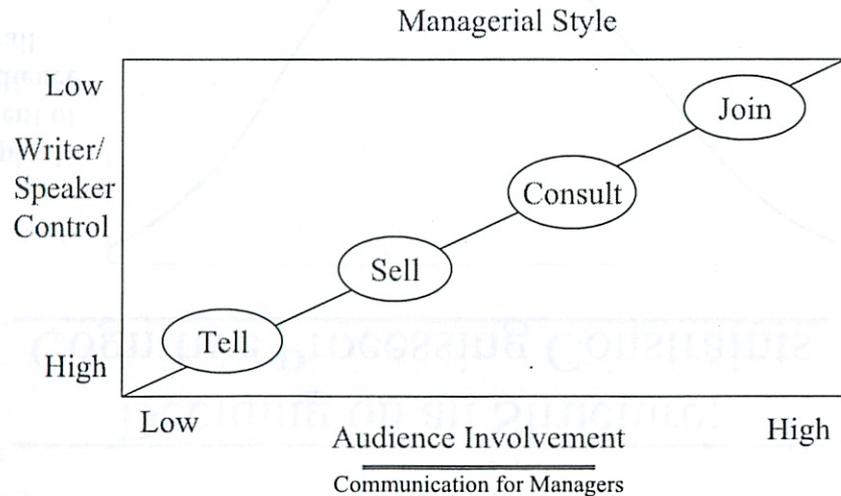- good ending: letting looking forward to meeting other people

# Analyzing the Situation

CONTEXT

Purpose

Audience ↔ Communicator

# Deciding on a Strategy

| Content | ↔ | Structure |
|---------|---|-----------|

| Managerial Style | ↔ | Channel |

# Deciding on Your Managerial Style

Managerial Style

Low

Writer/Speaker Control

High

Join

Consult

Sell

Tell

Low — Audience Involvement — High

# Approaches to Structure

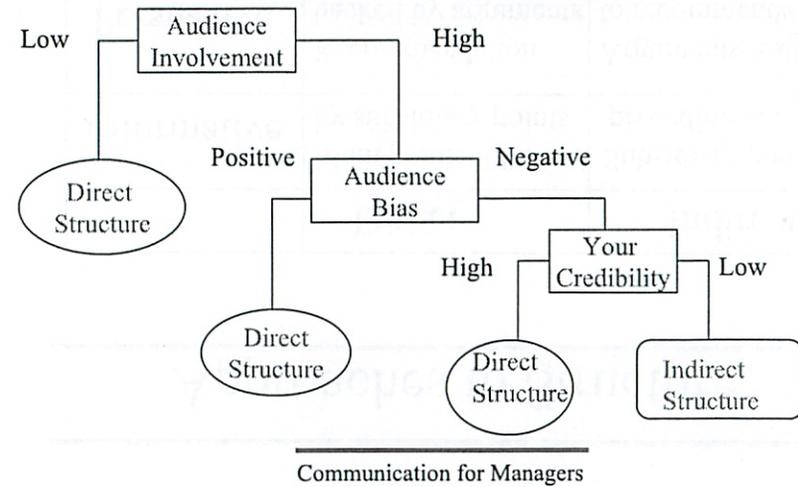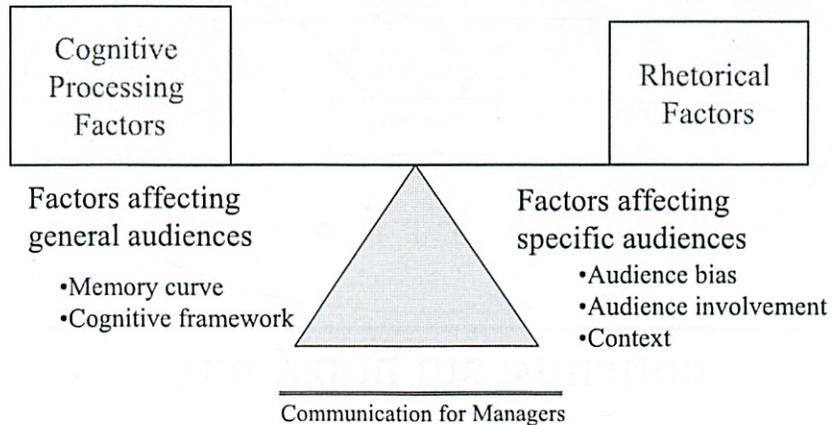|  | Direct | Indirect |
|---|---|---|
| Informative | Main points followed by subsidiary points | Subsidiary points preceding main point |
| Persuasive | Recommendation backed by arguments | Arguments leading to recommendation |

Lecture 2

73

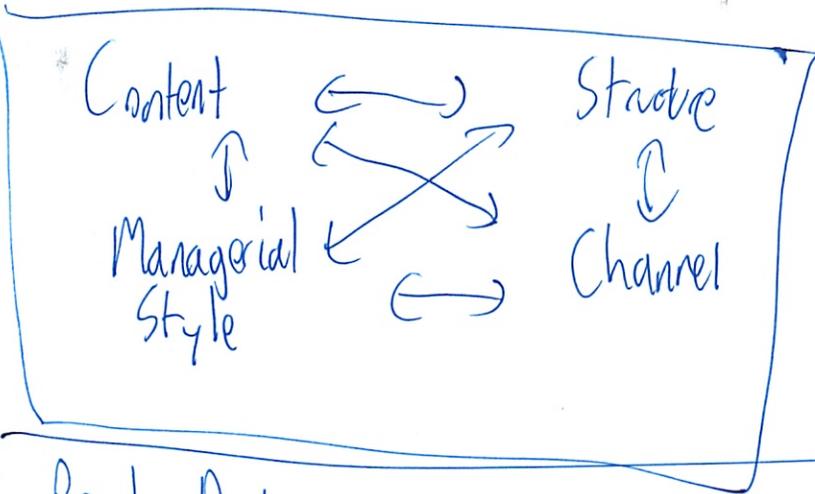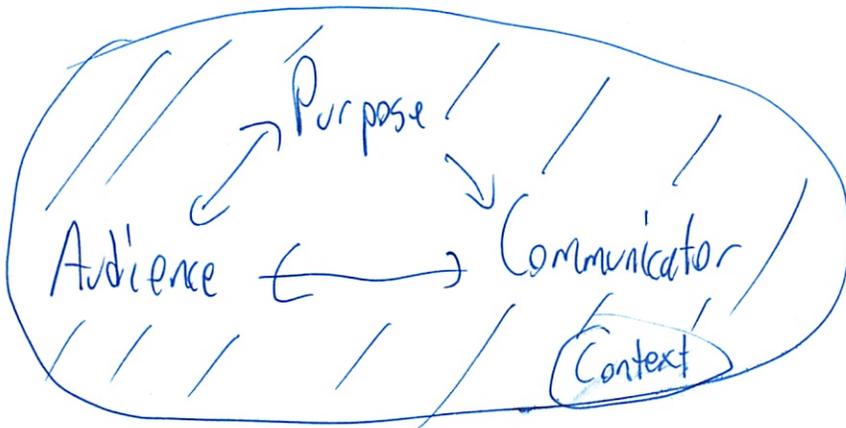# Deciding on an Structure: Cognitive Processing Constraints



most

**Typical extent of audience recall**

least

beginning    **Position in talk or document**    end

Communication for Managers
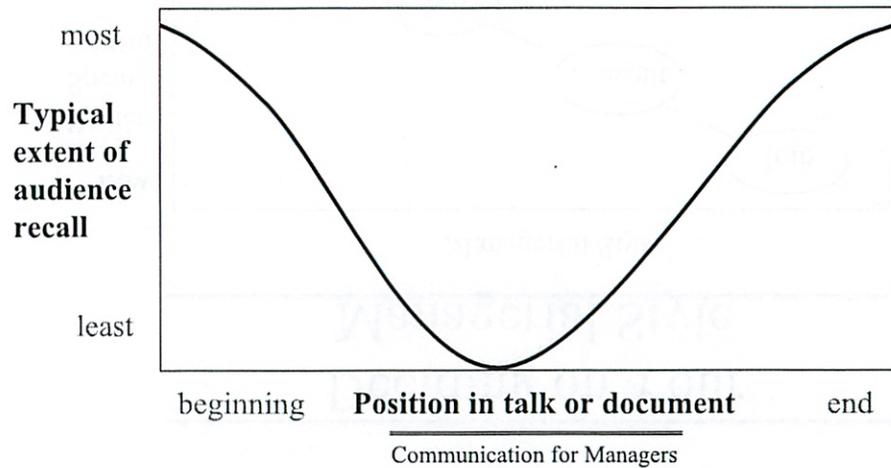
# Deciding on Structure: Rhetorical Concerns



Low      Audience Involvement      High

Positive    Audience Bias    Negative

Direct Structure

High    Your Credibility    Low

Direct Structure

Direct Structure

Indirect Structure

Communication for Managers

# Deciding on a Structure: Balancing Factors



Cognitive Processing Factors

Rhetorical Factors

Factors affecting general audiences

- Memory curve
- Cognitive framework

Factors affecting specific audiences

- Audience bias
- Audience involvement
- Context

Communication for Managers

Whitney saw me, said hi
TA said I participate a lot



Read Dashman case

Person is an outsider
New position

- no trust/track record

- competence recognized
- but not familiarity
- need to get them caught up

When someone activly recruits someone
  - they have a stake in you
He presented on her behalf to the board
Gets an experienced assistant in the company
  - Older
Perhaps Mr. Larson was passed over for the job
He really knows the company
  - knows how to get things done

_____

One of most typical thing consultant does
  - suggest disparet ops be consolidated
But Sales Reps found which which products they could sell w/ least
  So at Hoton Mifflin the found consolidated does not work ⟶ work
Bad timing
Where did she get the $10,000 #?
Tone
    - demanding
    - Board of Directors ordered
    - Hereafter -
    - She refers to herself by title
        - to gain creditability
        - "I am sure you will understand"

Benefit for herself - not for her audience

Telling people what they want to here
  - to be polite

She does not want to visit the plants

Can get around by ordering a bunch of small things

Ms. Post
  - arrogant
  - did not listen to Mr. Larson
  - letter not persuasive
  - she is not negiolate
      - my way or the highway
She does not take effort to get to know company



Low ~~range~~

Creditability
Writer/Speaker
Control

High ~~stress~~

Low

Audience involvement

High

Join

Consult

Sell

Tell

The regions may compete
She could listen to their concerns
And then get buy-in

|  | Direct | Indirect |
|---|---|---|
| Informative | Main pts<br>- subsidary pts | Subsidary pts preceding<br>main pts |
| Persuasive | Recs backed<br>by arguments | Arguments leading to rec |

← all generally try
   to be

↑

try to
when

can get
away with it
_____
except  if audience bias is negitive

___

Execs approve stuff just because you approved it
~ just rubber stamp
(so true)

Offices make $
   Ms Post draws a salery
   Mr Mason prob was one of them
   If offices say Post useless she will go
_____

◊ Send testing letters

   - reiterate for legal purposes
   - ? move up rec

5)

Someone authorized to spend corp $ ~~who~~ high up
just wants to know if they can build
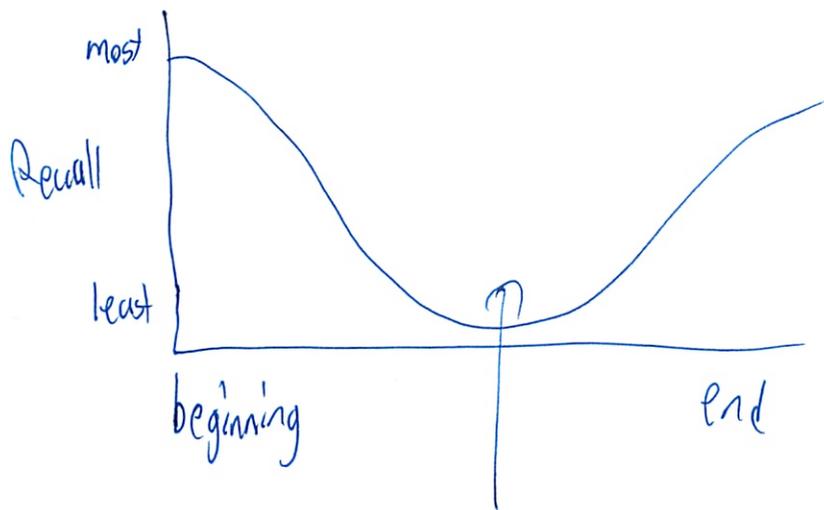
Top exces see a lot of paper pass them

Remind them as what they were thinking of

Put # to show you did the job

Prof: Put rec up front
         Proof in the back

## Constraints on cognitive processing



most

Recall

least

beginning                              end

need to work hard to maintain
attention

Direct
Make things stand out with numbers + subheadings

Spaces help
Chooses what to read

Can read the rest if interested

Most stuff is a blend
But get the posts down

How to hold people's attention

Get + maintains people's attention
— with what they are interested in

You can save entire Communication w/ a strong Conclusion
(I think this class is helping me)

Parking Memo

Optional or suggestion
Hard to parse
indirect
Bad subject

Lots of workers don't care for their job
just care where they park + eat

People want to have lunch w/ their friends

Alinates employees
 — Opressive management style

Reserve other parking lot

Rent a shuttle

Some inkling that you know what is going on in their head

"Your cooperation is greatly appreciated" — suchy line

Picnic w/ boxed lunches
 — ? give them a freeby

Be nice to employees —
 High turnover costs

---

MIT letters
 — usually long + useless

---

Structure, chanel, managerial style

⑧

beneficial
or does
it not matter

↙ will they be directly
affected

Low

**Audience Involvement**

High

↙ bad things

**Direct Structure**

Positive

**Audience Bias**

Negative

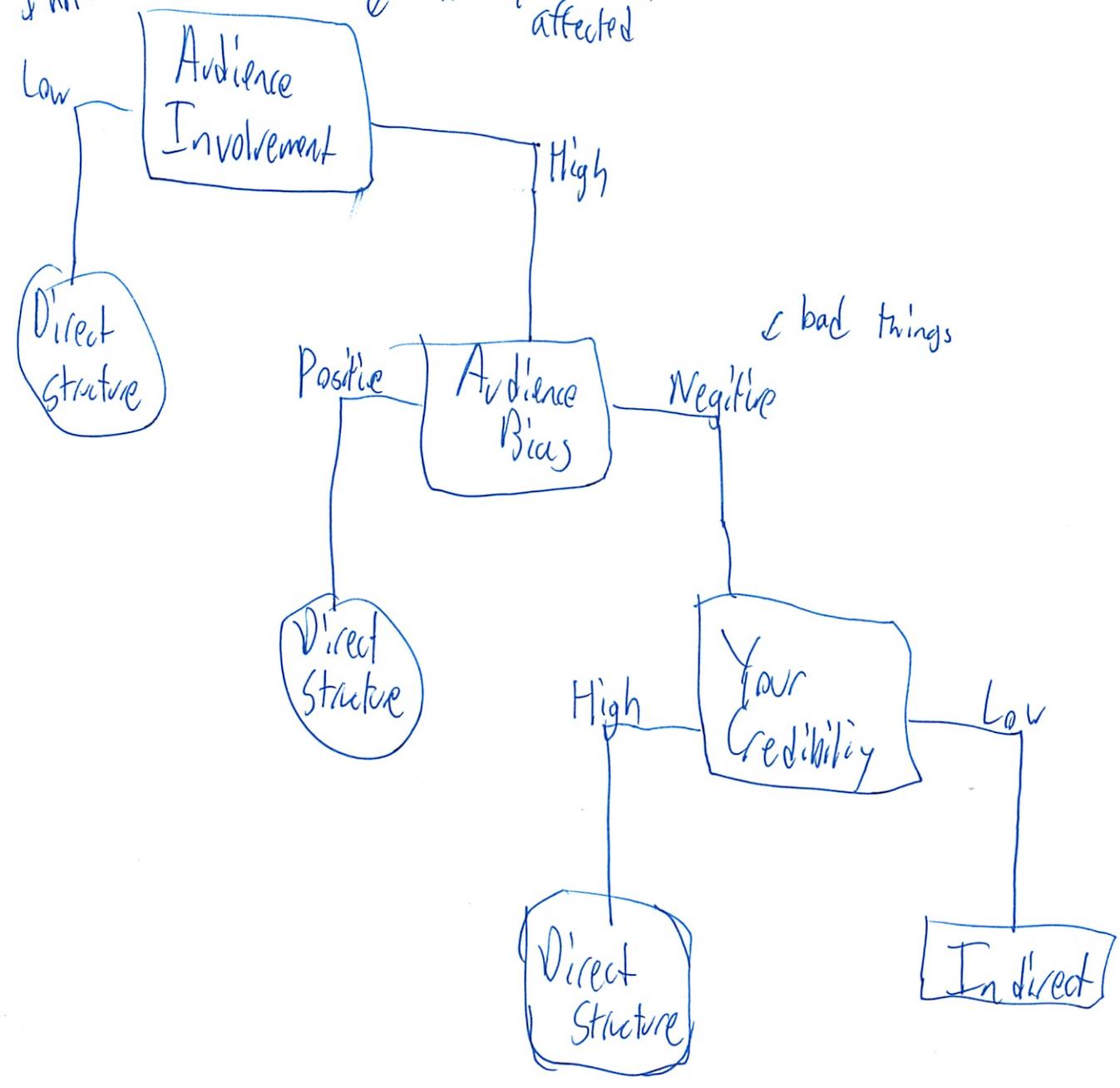**Direct Structure**

High

**Your Credibility**

Low

**Direct Structure**

**Indirect**

Should listen to other peoples' presentation

Review assignment + best practices

(Bring book to class)

5 min or under

Can have someone help you signal
- time keeper
- i can bring stopwatch

get 30s to finish conclusion

topic
  (could to T+T)
       Can make it up but be realistic

Description in course pack

(I should lo Steve-Jobs -esque)

Be a marketers

Can be from another class

Need outline and breif description of situation
  - who you are to audience
  - argument in ~~that~~ outline

Get a grade 7-10

❋ 8-8.5 — can do again — grades averaged

≤ 7.5 must do again

look at criteria for grading

Visuals can work for you and againts you

QnA as well

---

Tell - Sell vs Consult - Join

right stracture in right place

audience involvement

Who is my audience
  - who am I to them
  - what am I trying to acomplish

---

Respect the medium

Just being told to show up for a meeting
  makes people worried
    - could be something bad
    - disrupts their routein

People doodle

Tell people why its important for them

Must be engaging

Make eye contact

If lose place - will tune out

Paper allows them to get back on track

Well really brief summaries

Slides can do this too

Be preped - don't memorize

You will forget

---

Don't put too much on a slide

Most people lose points on slides

---

## Videos

#1 - Swans

does not explain what survey is

does not grab attention ✓ what she did

<u>bad</u> conclusion

Prof: too fast, ran out of breath

did not ask audience what she wants to do

simple sizes

easy to miss TAF definition
could be on slides

#2 Steve Pig
looks down
Agenda

too abstract I think
① generic - could be on The Office
too much info
Schedule repeats stuff
had a good conclusion, but continued, then ended badly

. walked infront of projector
too many details
never said what app was
Started each w/ As You know
Prof i key message: On time and under budget
Should have put them up front
(steve Jobs -style presentation may not be right for this)
Details relate back to benefits
~ he chose in direct
~ could do direct

(5)

#3 Not very confident/informed
" Trying to be too formal — but bad at it
Financial data good in recruiting
    — perhaps for MBAs
Spend more time on job

_____

Not enough persuasion
Job culture
All said more on job, less of revenue
Not inthusiastic
Coult just do competitors
Relied on visual aid
Seemed supprised by the next slide
Talked abat negitive items

_____

#4 Foreigner
Seems like an undergrad
    — too risky for y/u
"This wonderful service is not free"
"Expensive? Yeah — yu can say so"
(could present better)
    How does he make $ — make it worth behind the scenes

(e)

"its a good deal"
nice chart
liked that he summarized w/ 3 slides

---

More of an infomercial
educate customer on what their needs are

---

Asked question and answered
Personable

# 15,279 Slides

- transparencies
- well PowerPoint

---

- Summarizes main points
- people start reading the slides
- not just reading papers
- interactive - people make faces
- "Let me go over that again"
- if you have to read -read first then deliver
- big font

---

Make 2 slides presenting Sloan MBA '09 profile
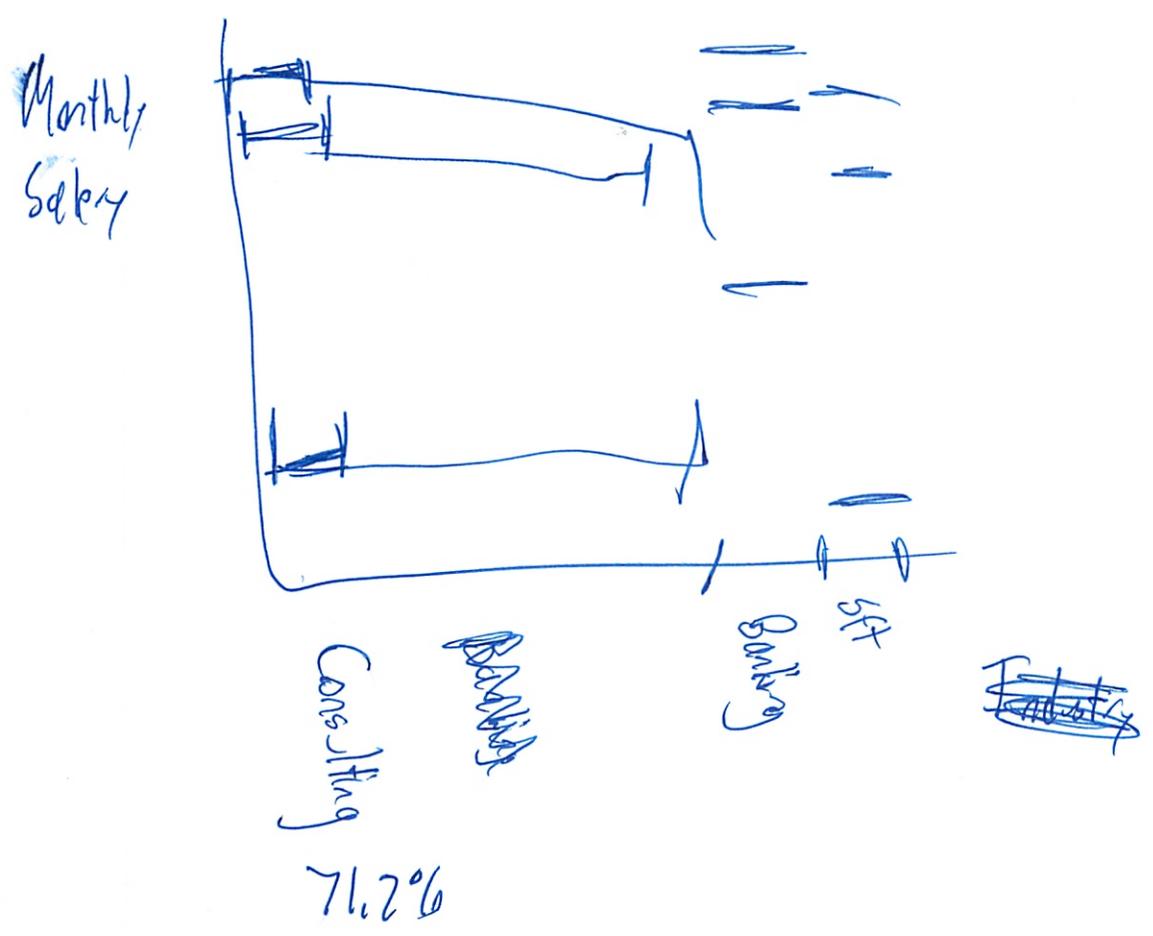- not all info
- one must be a graph
1 message per slide

~~Why~~ Recruit at Sloan?

~~Why~~ ~~g~~ ~~attend~~

To current students — where can
you go after sloan

— industry
— salery
— how many people go
— Top companies



Monthly
Salery

Consulting

Banking

Banking

SfT

Industry

71.2%

# Top Companies

Mckinsey + Co

BCG

Lehman Bros

Goldman Sachs

Bain

Deutsche Bank
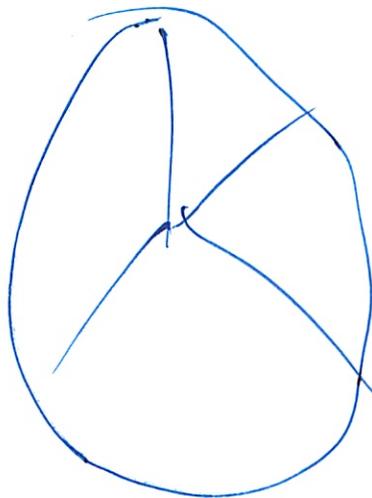
Google

Amazon

Apple

---

Reasons for accepting positions

pie chart

he strongly does not want portrite slides

Group1 —try to core to sloan

   - structure
   ← Conclusion

looked to 1 side of the room
don't hold stuff in your hand

Our groups

   - diff than what we talked about
   - did not tie into strong storey
     - they were good at starting one
  - 2 people
    - always akward
   - conclusion w/ questions

  Good
      lots of info on sides
     Can't see words

    Prof: Personable, mastery
   bad
     laugh akward
       - Vnsure + nervios

think slide is confusing

Tufte
- presentation - do little info
- Amber : likes more axis
- Prof : hand it out if have lots of info

fast
don't talk to screen
can stand by the screen

3rd Group
- clear story
- who aud: undergrad seniors
- but rocky start/org of story
- no hands in pocket
- pause instead of um
- slow down

4th
- clearly see - little data
- why percentages on the side
- don't look at slides

5th
- rocking
- don't complain about circle
  - Prof: Humor risky, sometimes it works
  - for me it doesn't
- no title

6th
- put up more info before talking about it
  - wait to put it up

7th
- unique story
- perhaps her background
- 2nd slide did not really match?
- slower
- understand audience

8th

Very nice intro + story
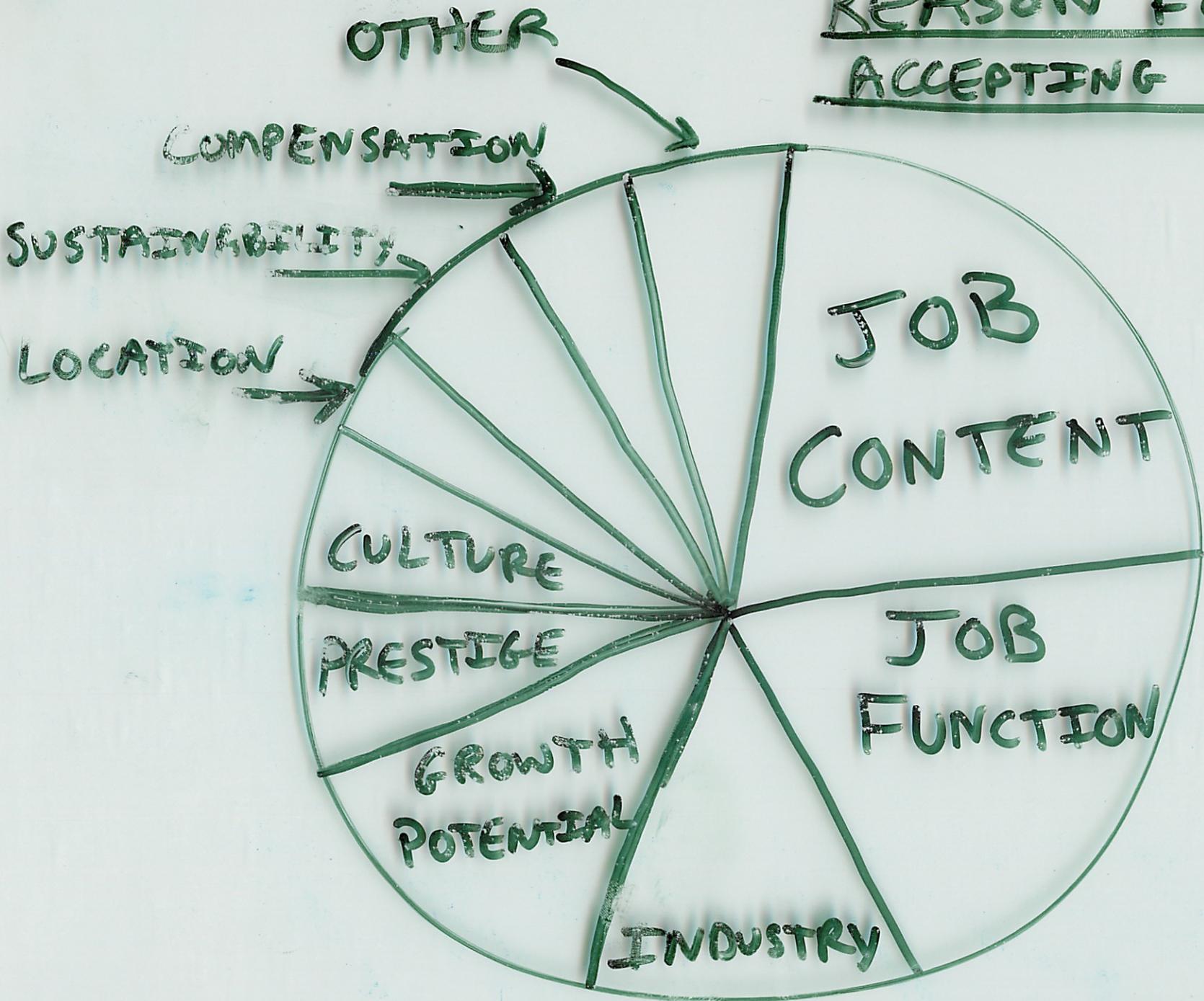rounded numbers nice
but slide is wrong
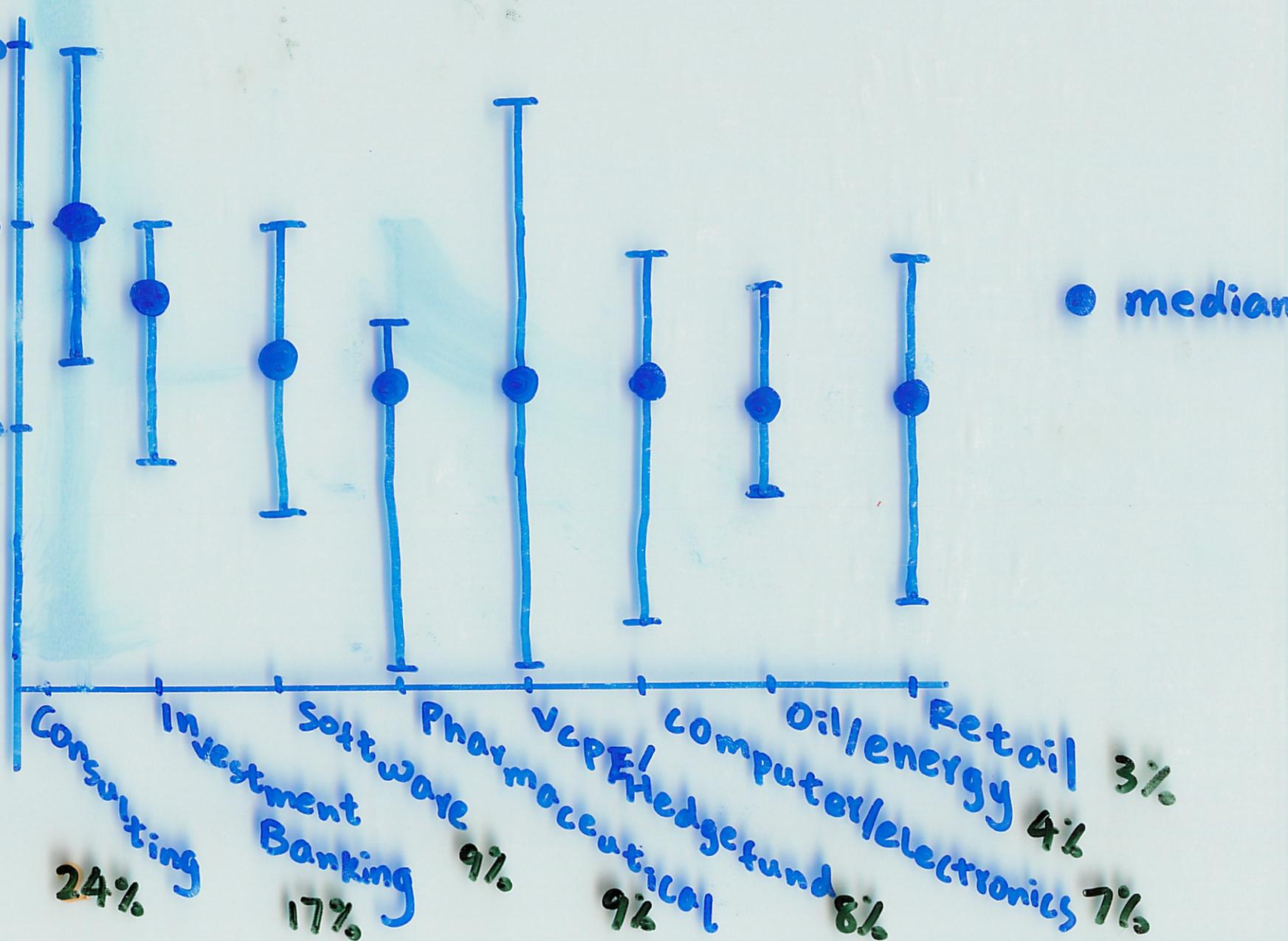Calm - good

(7)

Sentences were not choppy

---

CEO is always the person w/o stuff in their hands

REASON FOR ACCEPTING POSITION

Pie chart segments: JOB CONTENT, JOB FUNCTION, INDUSTRY, GROWTH POTENTIAL, PRESTIGE, CULTURE, LOCATION, SUSTAINABILITY, COMPENSATION, OTHER

© 15.271

- "From No to Yes" video

Make sure that other person knows that you heard them

Understand that you know they have strong feelings
- What they feel strongly about
- why they feel strongly about

Then can start breaking down their proposal

Pick at good parts and propose new solutions that have the same components

Tell them how you feel about and why'
- Doubts
- Question
- Info

Have to win yourself a hearing

---

Feelings - brought into often
- but don't help things progress
- harder to argue with
- facts don't work in emot'onal situations
- Need to deal w/ the emotion First

Ask them more about what makes them feel so strongly

They need to fill the space w/ their further response

"I'm concern"

"This worries me"

"I' am troubled by this"

Then they have to not make you feel troubled

Brenda overreacted

---

## p63 Listening Exercise

Manager does not handle situation correctly

He does not listen to concerns of employee

Micro manging

(This clarifys my observations about situations)

Now manager needs to show why process is hard

Men better listening
- tech
- understand
- emphize
- be in other people's shoes

girls
- talk too mch
- clothes, etc
- Use pre-biased

③ keys are the techniques

## Feedback

April: "I agree, but"
- my concerns are

examples not relatable
- be more general

liked - ask each other qu
- ask for example

both tried to put other person on defense
rejected my compromise b/c she can't change her mind
At start I was on defensive too much
- Started conversation
- so have the burden
I don't think I really found good examples

## Other

They are arguing for other side
"I want to make sure I understand"
"As I understood your answer"
more formal conversation

"Backtrack a bit"

Went to both too fast

"My personal feeling"

"What do you think about that?"

---

Other groups

- depends on what talking about
    - emotion - girls
    - logic - boys
- Consensus: everyone listens good to ~~each~~ each other

Our group

- Swapped roles
- who started

Group 3
- men + women are just different
- Men superficial
- don't cut other people off
- Pause at start of sentence

(I did not use the logical argument)

- females lose control of their tempers
- depends on which specific people

group
  - both genders play mind games
  - fights
      - how each gener tells the others they are wrong
  - both ~~genes~~ genders could learn technique
  - helpful that both learned something
      - no misconceptions before hand

Guys like to talk about anything - not just opinion

Guys are forthcoming w/ opinions

(Another one I missed)

---

Disagree w/ underlying assumption

* Let them push + stumble
  Let them take the floor
          talk themselves out about it

Persuasion more about logic or emotion
                                    ↑

# Memo

**To:** Terry Heagney, Blanche Barco
**From:** Michael Plasmeier
**Date:** 2/2/2011
**Re:** 15.279 Baseline Self-Assessment

*[handwritten: 4.5/5 — Good examples — Good 3rd party — Good formatting — Good insight — No. 3 US words]*

Thank you for this opportunity to talk about where I see myself as a writer. *[handwritten: Good spot for an intro]*

## 1. Writer

*[handwritten: 3rd party]* I believe that my skills as a writer have improved recently. Last year, on the Freshmen Essay Evaluation (FEE), the grader stated that I had poor organization. As a result, I was required to take 21W.732. I believe that my organization skills have improved significantly as a result of that class. I am now a lot more aware of structure. In addition, I now try to focus and to leave out extraneous details. *[handwritten: example]*

I believe that my more recent writing has improved since the FEE. I recently wrote a letter to the administration complaining about proposed changes to REX. I received feedback from the administration, our faculty housemasters, as well as two students praising me for the well written message. *[handwritten: example] [handwritten: 3rd party]*

## 2. Speaker

In general, I believe my skills as a speaker to be strong. However, I realize that there is still room for improvement. As I talked about today in class, I was a member of the school theater group in middle school. I also took classes with a professional theater company in early high school. These classes established my *[handwritten: example]* confidence to speak in front of a group and the ability to improvise quickly. For example, I was the first to volunteer to present in class today. However, because of my confidence to improvise, I often do not practice for presentations. In most cases this works out, but certain presentations require a certain level of polish, *[handwritten: yes, but you have the right idea.]* where I would benefit to practice first.

When I present, I prefer to have relatively little information on each slide and to go through slides relatively quickly. I use Adam Savage's presentation on Desire as my guide.[1] I recognize that some people *[handwritten: Germans and some consulting companies less is best.]* have different presentation styles. In particular, I have found that Germans like to cram as much information onto a slide as possible – often to have the slides just for reading. Others, in the United States, follow a rule that they like to have 1 slide per minute minimum. For some presentations I prefer to spend no more than 15 seconds per slide. I also prefer to maintain a high level of energy in my presentation and have a high information density. *[handwritten: Doesn't work for all audiences.]*

One thing that I can improve on is pulling my talks together better. Although I despise "Agenda" slides I believe that I should try to tell a story with my presentation. However, pulling a presentation together into a story is only possible when one really knows the material. This is difficult in some cases, but it would lead me to understand things better, as well as to give better presentations. *[handwritten: Exactly! And it takes work!]*

*[handwritten: Which is the goal, right?]*

---

[1] http://www.hulu.com/watch/97865/foratv-technology-mythbusters-adam-savage-on-dodos-maltese-falcons-and-the-art-of-obsession

Another thing I can work on is having a conclusion. I dislike using "does anyone have any questions." I suppose that this is connected with my desire to tell a story.

*[handwritten, circled "a conclusion"]*

*[handwritten: VERY IMPORTANT!]*

## 3. Team

*[handwritten right margin: BIG SURPRISE!]*

In general, I believe that I work well in a team. In the past, I have gravitated towards being the team leader. For example, in 15.567, I pushed the MBAs to assign sections and set deadlines. However, I have found that leading a group requires a significant time investment to stay on top of what everybody is up to. When I do not have the time to stay on top of things, I do not naturally gravitate towards a leadership position.

*[handwritten left margin: YOU WILL BENEFIT FROM THE TEAM EXPERIENCE IN 279.]*

Hopefully, convincing your team members to do something does not take longer than simply doing it yourself. Working in a team is frustrating when the rest of your team is not as motivated as you to finish a project. I don't feel right when I do not spend enough time on a group project; for example, coming to a group meeting unprepared.

I can see myself working as a software project manager.

## 4. Goals

Besides the items listed above, a good place to start looking for goals would be the negative feedback from my presentation today. I already mentioned the need for a conclusion, which I believe is linked to doing more practice, as well as telling a cohesive story.

*[handwritten left margin: WE WILL SEE IN ORAL LAS.]*

Another item was the use of my hands. I had generally though that I made good use of my hands while speaking, although today's comment has caused me to reconsider. I do not remember what I did with my hands during the presentation today. I am interested in learning more about what your preferred use of hands is, and how I believe that fits into my presentation style.

*[handwritten left margin: RIGHT, BUT WE HAVE A STRICT 5 MINUTE RULE IN ORAL I AS YOU WILL SEE.]*

Another item which I wish I had today was a countdown clock. I was unsure about how much detail I should include because I did not know if I was under or over time. In most situations real life, I do not believe that this is as important as an issue because one rarely has to think of more content to fill the minimum time requirements.

Now that I have resolved the previous high-level issues with my writing, I need more feedback on areas for further improvement. *[handwritten: AUDIENCE!!]*

## 5. Goal Plan

For timed speeches a countdown clock should be provided. That way I can dynamically add or subtract information to reach the mandated time restrictions.

In regards to the use of my hands, I should think about them during my future presentations. Alternatively, I could watch recorded video of my presentation.

For the other items I have outlined, I believe that further vigilance is required as I go through the class. Feedback on those items by you would be helpful.

*[handwritten bottom margin: YOU HAVE ALL THE TOOLS — WE WILL WORK ON STAGING.]*

- National Debt
  - not where it came from
  - no agenda - structure - thesis
  - Confused sources

(me) fast

not paying attention to audience

nice shape

fast really in conclusion

- was not there for you at time

lots of detail, points

nice slides

6 and 8    not    6 and 6

---

Brian - wants investment for the health research
  - axis on slides
  - timeline -?? needed
  - first conclusion was enough
  - Standard way of treating

Prof wants profit benefit up front

# Class

Absent for

# PRESENTATION WITH Q&A EVALUATION FORM

NAME _MICHAEL PLASMEIER_        ☑ ORIGINAL  ☐ REVISED

EVALUATED BY _T. Hagney_        GRADE _8.8/10_

## STRATEGY
Appropriateness to/of
Purpose _SHOW WHAT YOU DID, MAKE RECOMMENDATION_
Audience _DEUTSCHE BAHN STEERING COMMITTEE._
Credibility _INTERN_
Context _MAKE INTERNET WORK BETTER FOR DEUTSCHE BAHN_

## STRUCTURE
Overall Organization (direct/(indirect)) _DESCRIPTIVE AT BEGINNING_
Introduction _SKETCHING THE PROBLEM_
Body
arrangement of points _ASPECTS OF PROBLEM / ARGUMENTS_
development _PROBLEM → SOLUTION_
transitions _GOOD_
Conclusion
_TOO RUSHED — NOT EFFECTIVE._

## DELIVERY
Verbal
pace and volume _GOOD / TOO FAST_
intonation _V. GOOD —_
fluency _TERRIFIC MASTERY. BUT EYES DOWN, ON SCREEN TOO MUCH_
Nonverbal
confidence _EXCELLENT_
gestures _V. GOOD_
movement and use of space _V. GOOD, CONSIDERING THE ROOM_
eye contact and facial expressions
_EFFECTIVE WHEN YOUR EYES WERE ON THE AUDIENCE_

## VISUAL AIDS
Design _HANDSOME, BUT LOTS OF DETAIL THAT DRAWS YOUR EYES TO THE SCREEN AND INTERRUPTS ENGAGEMENT W/AUDIENCE_
Use _EYES DOWN/BACK TOO MUCH — SOME GOOD MOVES TO THE SCREEN_

## QUESTION & ANSWERS

_GOOD JOB!_

## ADDITIONAL COMMENTS

STRATEGY, cont. AS AN INTERN, YOUR CREDIBILITY IS, AT BEST, NEUTRAL. BUT YOU KNOW THE WORK YOU DID HAS VALUE. YOUR AUDIENCE'S BIAS IS SOMEWHAT POSITIVE... SO INDIRECT IS A GOOD CHOICE.

STRUCTURE, cont. IN FACT, YOU BEGIN WITH A DESCRIPTIVE PRESENTATION, WHICH IS EVEN "SOFTER" THAN INDIRECT. BUT YOU BUILD TO A PROBLEM THAT REQUIRES A SOLUTION — CLASSIC INDIRECT. THINK INFOMERCIAL... CREATE A NEED, THEN PRESENT THE SOLUTION → BENEFIT! — NEVER WASTE YOUR CONCLUSION.

DELIVERY, cont.

YOU HAVE ALL THE SKILLS TO BE AN EXCELLENT PRESENTER. YOU MIGHT HAVE HAD TOO MUCH STUFF, WHICH MADE YOU SPEED UP AND BLEW YOUR CONCLUSION. IF YOUR AUDIENCE DOES NOT HEAR WHAT YOU SAY, WHY BOTHER SAYING IT? AND YOUR CONCLUSION IS VITAL, MIKE.

VISUAL AIDS, cont.

Q&A, cont.

(Shipped last session)
Use proper spelling, punctuation, etc ok to ~~make your~~ not
have problems if reader cares

Presentation of team scenarios          p88
   - Must have missed intro last Thur

If people agree –
   - keep it simple
   - don't waste time
   - don't mess it up

#2 Mixed
   - gave long background
   - review entire case
   - indirect strategy
   - Prof liked it
   - did the math on the savings

#2b
   - very low, sad voice
   - we have to do budget cuts
   - we think this is least pain way
   - I myself use it

I know people have expressed concerns

(I would frame it in service us cost tradeoff)
  (Prof would prob say too direct)
  ('Would I do it?')
  (I am not visualizing scenario right)

Prof: Releat people off the hook

  (I should do better at this
    Don't feel like I know it already
  ( Be in other peoples shoes better)

#3  Just explaining the options
    ~~No backup~~

    (. Too direct
      Perhaps said wrong thing
        Too certain in factors

#3b  - -,

    Try to persuade
    State decision criteria upfront

③

#3c Perhaps he was too direct as well

## Writing
  Try to make details move briskly
  And then slow down and focus on the key points

&lt;Copy memo case&gt;
(I do stuff like this as VPFS)
(Think I do a good job in this context)
He told his story about not having a gun policy
Is going to have to be one
(see paper)

## Presentation Grades

  Be reluctant to do redo if grade >8.5
  Redo - presentation will be scheduled

  3 things to take away
 (conclusion

  eye contact
  not having too much info
    —simplify

To: Employees of Widget International
From: CEO of Widget International
Subject: Try our new Water Filter Stations

Good morning,

You might have noticed that we have had new water filters installed over the weekend. These new water filters produce water that is the same quality or better than bottled water. I have included the manufacturer's specifications below, in case you are interested. *Mce*

Hopefully these new water filters will help us cut down on bottled water. I am personally looking forward to not having to lug those cases of water home from the store anymore. This also helps us make progress against our GREEN goals.

I hope you will join me in using the new water filters.

-Michael Plasmeier
CEO Widget International

*Pr(ity intrtesTiN6*

*AND Appropriately Addressed!*

Water travels through 9 stages of filtration: In stage 1, water travels through a sediment filter cartridge that removes 99.99% of microbiological cysts, cryptosporidium and giardia. In stage 2, water passes through a granulated activated carbon (GAC) cartridge. GAC is universally recognized and widely used as an effective adsorbent for a wide variety of organic contaminants such as chlorine (99.9%), chemicals linked to cancer (THM's, benzine), pesticides, herbicides, insecticides, volatile organic compounds (VOCs), PCB's, MTBE's and hundreds of other chemical contaminants that may be present in water, which cause bad tastes and odors. In stage 3, water travels through an Ultrafiltration (UF) membrane. Ultrafiltration (UF) is an important purification technology used for the production of high-purity water. UF is effective for the removal of colloids, proteins, bacteria, viruses, parasites, protozoa and pyrogens (e.g., gram-negative bacterial endotoxins), other organic molecules larger than .01 micron, and most other water contaminants known today. In stage 4, water flows through one-micron filter pads (1 micron equals 1/25,000th of an inch), which remove suspended particles such as silt, sediment, cysts (Giardia, Cryptosporidium), sand, rust, dirt, and other undissolved matter. In stages 5 and 6, water flows through a bed of media made of a special high-purity alloy blend of two dissimilar metals - copper and zinc (KDF-55D ® and KDF-85D ®). KDF is a major advancement in water treatment technology that works on the electro-chemical and spontaneous-oxidation-reduction (REDOX) principles. Chlorine is instantaneously and almost inexhaustibly oxidized. In stage 7, water flows through ceramic balls, which remove harmful bacteria such as E. Coli, Fecal coli form, Salmonella, Streptococcus, cysts (Cryptosporidium, Giardia), and sediment. In stage 8, water travels through another bed of granulated activated carbon (GAC). In stage 9, water flows

through another one-micron filtration pad for further reduction of undesirable particles. The end result is a great reduction or the total elimination of a wide variety of contaminants.[1]

---

John,

I would like to thank you for taking the time to talk to me today.

I was wondering if you had any feedback about our interview today.  I would greatly appreciate any pointers as to what I can improve on.  I ask this after every interview because I know that I can always do better next time around.

I am available this afternoon or over the weekend.

If not, I hope that we can work together in the future.

Thank you

-Michael Plasmeier
(617) 555-1212

*[handwritten: Good! much better as a note!!!]*

---

Good morning,   *[handwritten: But this one is a memo]*

Thank you for sending me the latest draft of the Diet Drink report.  I think we can strengthen the report by making a few changes:

- Highlight the recommendations that we want to make
- Link the recommendations back to the data
- Clarify how the profit analysis was performed
- I'm not sure we need all that background on who the diet drinker is or what other drinks they buy.  Perhaps we should think about cutting that section back.
- Lastly, let's make sure to use consistent formatting.  In particular, I noticed the subheadings on page 19 seemed different from the rest of the report.  Could you go through the report and make sure that everything is consistent?

Would you be able to make these changes by this afternoon?

Thanks

---

[1] http://www.waterfilters.net/Crystal-Quest-Turbo-Ultrafiltration-Floor-Water-Cooler_p_28561.html#tablist

# P-Set 1

-Michael

This entire email is unnecessary.  There should be no "Committee to Improve Inter-Office Communications" and no one should be dictating how employees should write emails.  But if I have to re-write it:

*WAIT TILL WE ds THE " ELECTRONIC COMMUNICATIONS" CLASS — AND I TELL you ONE EXERCISE RECAPS A REAL ASSIGNMENT !*

Good afternoon,

Before you left for the weekend, I wanted to send you some tips on writing better emails.

1.  Use fewer words.  Make your emails short and to the point
2.  Use verbs as verbs.  Don't change verbs into nouns by adding –ing to the end.
3.  Avoid noun stacking.  For more info: http://www.io.com/~hcexres/style/noun_stacks.html

Have a good weekend

-Michael

AIS case memos

Draft due thur

Final ~~draft~~ version March 17

Plentiful Proverbs Preach Poetically plU3

Simplify further

1. A fool and his money are soon parted

2. When the cats away the mouse will play

3. Vitiate - take the life out of

   Too many cooks spoil the broth

4. Celerity = Speed

   Haste makes waste

5. Crime does not pay

6. A bird in the hand is worth two in the bush

7. An early bird gets the worm

8. Give me liberty or give me death

9. Better late than never

10. Beam me up Scotty

P101 - Take people through the process
Focus on stuff you want them to see

Items in bullets shall be related
- conceptually
- gramatically

Coherence
Well put together
Things stick together
To make things clearer

P104 reorder paragraph
Gather topics          3, 10          1, $\overset{2}{8}$, 9, 11, 5 before
Pick out topic      sentance

4
$\overline{8}$ — 3, 10
  $\&$ Introduce market first          No transition
6                                        items
7 - perhaps after 1
5 - it = inflation
1    tribute about kings
2
9
11

4
8
3
10
5
1
6
7
2
9
11

Diff groups came up w/ diff arguments

Take most inclusive + narrow down

8 is more narrow than 5

     5 → 8

~~∧∨∧~~

Diff ways to do that are correct

---

p118 + 119 Dewey Lib reviews

#1 Barriccat
- passive
- not my fault
- appreciate your cooperation

#2 too childish?
    identifies w/ patrons
    friendly
    understanding

Which better at Persuasion?
    #2
Standing in someone elses shoes.

④

p 140

Tone of memo

Undercutting purpose?

"You are probably aware"
  - talking down
  - you should know this already
  (I need to watch this)
  - You might not be, but I am
  ~ listen up stupid

Explaining why he wants an annual report
  - but reason is burried deep inside

But telling them he wants to analize closly
  - not the best

"Disclosure"
  - might be sent to general counsel
  - alerts them

He talks so much about himself
He thinks he needs a better salary
Better dressed than the rest

p 115 Sub heads

1/6

⑤ p 117
Put present last
(He thinks not at all)

So many effective
Paradox of over doing it

---

AIS assignment

---

"too big of a program
but that is not the purpose here
its writing a feeler email and CEO reassurance
Not about how else could structure a daycare
Semplers excited
Headow — cautious

~~Headow~~

Emp memo longer
Challenge ¿ convincing non-day care emp

    take the survey
    ↑ Prof was non committal about putting link in there
Will look at what partner said
Prof: Won't tell you exactly how to do it

Need to decide a head of time what do I want to accomplish?
  Who's my audience?

Your boss supports it - so you should prob do it
  —Says it explicitly

She brought it to CEO
Has she already told people?
  —Committe came up w/ it
  —Good way to avoid the responsibility

Draft by Thur

# Is Taking Care of Kids Taking Care of Business?

Atlantic Information Systems (AIS) is a medium-sized firm in southern New Hampshire begun 20 years ago by Hank Heaglow, who is now CEO. AIS advises companies about information systems that will serve their needs for data analysis and storage. Its annual revenue is about $750 million, and its profits are approximately $100 million. It has a professional staff of 700, and 100 employees whose work is administrative, clerical, or janitorial. The company has a strong reputation for creating innovative technical solutions and providing good customer service.

## The Issue: A Daycare Center at AIS?

The people who have the skills and experience that keep AIS a leader in the field often have young children to care for. While this is true for many companies, of course, AIS's location outside of a major metropolitan center makes it particularly difficult for staff to find high-quality care for their pre-school children.

The company's Committee on Quality of Life issues, which is composed of representatives of the major units at AIS, recently took up the issue of daycare for employees. In reporting out to Vice President for Human Resources, Caroline Semples, they made the case that it was time to explore the possibility of starting a daycare center at the company. They argued a high-quality daycare center would save time and money, reduce distractions that keep staff from focusing on their jobs, and decrease absenteeism. In addition, they pointed out a center would make the company more attractive in comparison to its competitors. They noted in just the past three months, two highly valued senior systems designers had left AIS because they had been unable to arrange for suitable childcare.

After listening to what they had to say, and agreeing that this was a possible answer to some of her problems with retention, recruitment, and providing the benefits that employees really wanted, Semples said she supported the recommendation and would bring the issue to Hank Heaglow.

## Heaglow's Response

Caroline Semples was wary of how Heaglow would respond to the idea of a childcare center at AIS. As she expected, he was unenthusiastic. He told her, "It's not the start-up costs I'm concerned about, and we have the space here. But," he continued, "this is not a one-time thing. The operating costs are likely to be high, and once we start something like this, it will be difficult to cut back or shut down. What would we do if we go through another economic downturn like the one we just had, and we need to reduce expenditures?"

In addition, Heaglow estimated the problem of childcare affected only about 25% of the AIS workforce. (He admitted, though, this was just a guess—no one knew for sure how

many employees would take advantage of a daycare center.) "How are employees who don't have children or who have older children going to feel if they see the company spending money on an expensive program that only benefits a quarter of the employees?" Heaglow asked.

After voicing additional concerns, Heaglow asked Semples what she would recommend. She acknowledged they needed more information about how other companies had set up such centers, their experiences running them, and, especially, the costs associated with keeping them in operation. So Heaglow asked Semples to do more research, including surveying employees to determine the range of opinions and needs within the company. He wanted a recommendation, backed by data and analysis, within a month.

**You Get Involved**

Semples was glad Heaglow hadn't dismissed the idea outright, but she didn't know how she could gather all the information needed to support a recommendation within four weeks. The only way to make the deadline was to get one of her assistants—you—to do much of the research.

Semples calls you into her office and begins by saying, "I have a great assignment for you. Mr. Heaglow wants us to study whether we should set up a company daycare center. We'll need to look into the pros and cons of such a center and figure out how much it will cost." She then gives you some preliminary data that the Quality of Life Committee compiled. (Please see Appendices A and B, which are included with the assignment.)

"I'm sure," she continues, "some people will be strongly in favor of it because of their own childcare needs, but we're not sure how many people that is." "On the other hand," she goes on, "Heaglow is concerned that people without pre-school children might resent the company spending money on a benefit they don't need. If we decide to go ahead with this, we want people to think it's a good idea for the company as a whole.

"I need you to do two things," she says. "First, could you send an e-mail to Heaglow telling him you're working with me on this issue. Use the information I am giving you to show Heaglow that providing daycare has worked for others and could work here, should we choose it. We are not ready yet to make our actual recommendation, but it is important, that we prepare the ground for such a recommendation. We want him to know this is a big assignment, it will take a lot of work, but that we can handle it.

"Second," she says, "we'll need to let everyone know we're working on this issue by sending out a company-wide e-mail. Heaglow wants to get some sense of how people feel about this idea. He wants to know exactly how many people have young children, and if they would use a childcare center located here. He will also want to know that the employees as a whole will benefit from this day care plan. Please draft a memo that will go out under my signature. Helping me move this in the right direction will be good for your career.

"Oh," she says, waving you out of her office, "Heaglow wants a recommendation from me within a month."

**Your Task**

Write two e-mails. The first will go to all AIS employees under Caroline Semples's name; the second is to Hank Heaglow.

The **all-company e-mail** should announce that the issue of a childcare center at AIS is being studied. It should not make any promises about setting up such a center, but should stress potential benefits. The e-mail should announce that a survey will soon be sent to everyone in the company, and it should describe the purpose of that survey and what it will include.

The **e-mail to Hank Heaglow** needs to reassure him this issue is being attended to. It should give him confidence that he will have a recommendation—supported by data and analysis—within the timeframe he identified. It should also let him know that a company-wide e-mail is being prepared in order to let people know this issue is being studied and to gather data from employees about their need for and opinion of an on-site center.

Use any data in the accompanying appendices that you feel are necessary to create audience-specific e-mails that accomplish their purpose.

| **CRITERIA FOR GRADING** | **Strategy:** Have you organized the memo according to the readers' interests and needs? (Remember there is a distinct audience for each memo.) |
|---|---|
| | **Structure:** Have you used an appropriate structure (relatively direct/relatively indirect)? |
| | **Content:** Does the introduction provide an overview of the rest of the memo? In each memo, have you only included information appropriate for the specific audience to whom you are writing? Does the conclusion provide closure to the memo? |
| | **Style:** Are paragraphs coherent and sentences concise? |
| | **Mechanics:** Is the memo free from spelling, punctuation, and grammatical mistakes? |

**Format and design:** Have you used the correct format? Have you used formatting devices to make the memos easier for the audience to read?

**POINTS**          **10**

## Appendix A

## Data on U.S. Families and Their Need for Daycare

- There are an estimated 5.5 million stay-at-home parents in the U.S.; this translates into about 5% of all U.S. households that have a stay-at-home parent.

- Approximately 55% of U.S. married couples have both spouses working in the labor force.

- 64% of women with children less than 6-years-old work.

- 10% of companies with 100 or more employees have on-site childcare.

- 42% of companies help employees find childcare in a variety of ways.

- A 20-month study of 90 employees at a large technology firm found:

  - The average monthly absentee rate for daycare users of the company-sponsored center was 4.4% compared with 6.02% for non-users.
  - The average monthly turnover rate among center users was 1.7% compared to 6.3% for non-users.

- Three national surveys of employers with childcare centers revealed the programs had positive effects on a variety of productivity measures.

- A survey of more than 8,000 employees from 22 companies in Portland, Oregon found that women with children under 12 missed about 12 days of work per year. Employed fathers who had a wife or other adult at home to care for their children missed 8 days of work per year—a number similar to men with no children.

- In a national study of company-sponsored childcare, 85% of 415 businesses surveyed reported their centers had a positive effect on recruitment.

- Another national study of 691 employees with children in employer-sponsored program found:

  - 38% said childcare was a factor in continuing to work at their company.

- 63% said they had a more positive attitude toward their company because of its support for childcare.
- 51% said they recommended their employer to others because of its childcare support.

## Appendix B

## Rough Estimate of Costs of Running a Daycare Center at AIS

**Estimates based on 160 children per year**

Salaries

| | | |
|---|---|---|
| Director | | $ 80,000 |
| Assistant Director | | $ 60,000 |
| Teachers (6) | | $390,000 |
| Teacher's assistants (12) | | $540,000 |
| Nurse | | $ 65,000 |
| Nurse's aide | | $ 45,000 |
| Administrative support | | $ 45,000 |
| Subtotal salaries | $1,225,000 | |
| Benefits (@ 21% of salaries) | | $257,250 |
| Food (breakfast, lunch, afternoon snack) | | $350,000 |
| Supplies | | $100,000 |
| Insurance | | $100,000 |
| Space, maintenance of | | $ 50,000 |
| Miscellaneous | | $ 50,000 |
| TOTAL | | $2,132,250 |

Working on a Team
- Other ideas
- Checking others work
- Divide up work

Cons
- Overhead                      - does not pull weight
- Depending too much on others
- inefficent.
- Someone over analizes
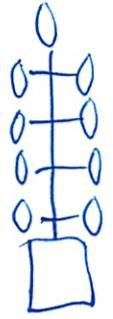
Teamwork is something to learn
Leader of team
Leadership

"Unless you are the lead dog, the view is the same for the whole trip"



Invits do differently

Spend a lot of time untangling

Team practice
  - if you are a leader, try being a foller
Can't do it all
Need to work in team to be more effective overall
If someone not being most effective still helping

Establish rules
Facilitators keeps group moving along, resolve conflicts
  - Can have 1 person
  - Or distribute job
  - Remind people of meeting
know how to solve common problems
  - listen
  - Persvasian

---

Team assignments

2
   Neel — 6, 15, 14 minor, 18 mior, junior
   Cathy - 15, 21M
   Amy — 15, 18C
   Deidra
   Deiandra — 15, was 61 senior, hockey

   NAMDA
   NAMDC

③

# Team report

- management related topic
- 20-25 pages overall
- Come up w/ topic Tue

## Topic brainstorm

- audience aware
- about
  - dining plan
- easy to understand
- tunnel to Sloan
- market analyisis
- coffee shop
- new consumer product
- Smoothie froyo  student center
- student engagement
- student run game shop
- student run coffee shop

Date 4/28  #2

To: President Susan Hockfield and Richard Berlin, Director of Campus Dining
From: MacGregor Dining Committee
Subject: "No" Recommendation on MacGregor Dining Room

Good morning,

The MacGregor dining committee has carefully evaluated the MacGregor dinner buffet experiment this year and has found that a MacGregor dining hall would not be financially sustainable.

Very few students used the buffet service. Please see Table 1 for the sales in an average week. Sales at MacGregor were the lowest of all of the dorm dining halls. (Table 2)

The picture is complicated however, because the food was prepared off site. Thus, the quality was not up to the standards of the other dorms' dining halls. Despite this, we do not feel that the projected attendance would support a dining hall on site. Other dorms dining halls still lose money with almost twice the participation. President Hockfield shared with us that she does not wish to expand the subsidy of the house dining program. By that measure, we cannot recommend the program. An on-site kitchen would see higher satisfaction surveys and sales, but it would not be enough to offset the costs of an onsite kitchen.

If you have any questions, please do not hesitate to contact me.

Michael Plasmeier

MacGregor Dining Committee Chair

| Day | Number |
|-----------|--------|
| Sunday | 7 |
| Monday | 17 |
| Tuesday | 19 |
| Wednesday | 23 |
| Thursday | 17 |
| Friday | 12 |
| Saturday | 5 |

Table 1: Number of Students Eating at MacGregor Dining During the Week

| Dining Hall | Avg # of Customers per Week |
|-------------|------------------------------|
| McCormick | 115 |
| Baker | 255 |
| MacGregor | 100 |
| Next | 255 |
| Simmons | 180 |

Table 2: Number of Customers at Each MIT Dining Hall per Week

AIS returned
- individual now

Team meeting
- come up w/ topic for proposal
- dining plan out
   - too complex
- anything excited abut
- scanner in Athena cluster
- Athena printing
- NFL lockout
- politics
- Microsoft - our response to iPad
- How to start your own business
- job market matching new start up idea
- Music artists
- Bridging undergrad + grad
   - at Sloan
- Proposing a new course
Rules limited

new telco
new fiber ISP
Strategies for smartphones   new entrient

---

fair

   new consumer product

✗✗  Student-run game/coffee shop ✓ ✓✓
     -actually use
     -specific + applicable

---

  Must be real research     - cost
  Consultant report     -traffic space
    -pros + cons

  don't have to actually run
  Could do a trial run

   LaVerdies   competition
   Student-~~many~~ managed   coffee shop

   Starting:  just coffee shop
         -then student managed/run   narrow down w/ qv

(3)

Say in student center
— but eval where

Some jobs ask for no ~~op~~ cover letter

Since cover letters are very powerful

Stress what you can do for the company

Not exactly the same as resume

~~A~~ Resume does not change job to job

Cover letter - mold to specific company / job
Job description

What is it you have that could fit criteria

Guides reader through your resume

Pick ~3 of your skills that fit their needs

---

Read cover letter, 147

Never mentions what company wants

⌐ Too direct

Easy to scan

Does not really seem to know much ⌐

I love ⌐⌐⌐ wording

Could be for anyone

Very general

Does not talk about accomplishment

Who reads?
 HR
 People doing job - read a few

Not expressing much interest
"I" - most interested in herself
 - don't show it off a certain times
 - show that thinking about them
If you were responsible for reading (cames . . .
 (would be interesting)
 Have a job description in other hand
 Only have a few seconds
 Set a time limit for yourself
 *Have something related to a job*

 *Has var*
Has not framed it to actual job description
 - say "I say your posting at _____"
 Write about skills that match job description
 Express passion w/o directly saying it
 - Or ~~give~~ though your accomplishments

He does not like temprament section
  - wrong tone
  - like William Chapman III (research assistent)
Sales people like to brag to other sales people
  - fun is going to bar
  - don't talk about
  - or this person doesn't get it
  - something to puzzle over
People are very cynical

---

P146 better letter
(I should re-read ones I have written in comparison)
Mention skills they have that fit needs of company
1st para: who I am, where I found job
    - overview of 3 top skills
Last para: summerize again
    I can x, y, z
    I'd x, y, z
    Since I'd x, y, z, confident good fit for _____ position
Ask for something in cover letter
    - look forward to meeting w/ you

Contact info

Please contact me
   — don't say "feel free"
    — you are asking
    — they are granting

End Sincerely

Don't try to invent new things in biz letter
   — same things

---

Try to get people's name
   — things written to people are harder to throw away
   — "They could write me a second letter"

People looking for excese to cull letters

Cite people you know
~~then~~     — people you met

   Skills that are valueble to employer
    — they are telling ~~them~~ you what they need!

  See formula sheet

Restate at end — some only read intro + closing

This is also your elevator pitch

People like when people know about the company

Next assignment: write cover letter

Can resubmit actual letter you wrote
— look it over
Punctuation important

Letter + ad match together

Peer revision

---

Write cover letter

to show hard working => 8 classes
— I am always akward about bragging too direct
— School + personal life

— different experiences

— team, analytical, grap

— don't highlight from hs

— specific codes
— more leader?
— more admin?

— colon after dear

(6)

Cover letter filled in
Interview stand out

## Humility in Cover Letter

I believe I can X, Y, Z
Show evidence
Then end w/ I am confident that I can X, Y, Z

---

## Interview

- excited
- nervous
- unexpected

- You can prepare answers to questions in advanced

- Read up on company
  - Core Value
  - History
  - News

- Can visit office in advance
  - See where it is
  - dress code
  - Sense of familarity

- Dress
  - Conservativity

Make yourself presentable

4-5 copies of resume

Portfolio — leather
   — pen
   — paper

~~Be nice to receptionist~~

May meet
   — other interviewers
   — receptionist .

Arive 5-10 min early

Reception gets impression of you
   — don't have him/her say "this person is a snob"

Admin assistent takes you to office
   — again don't ~~wanna~~ give them reason to be rude

Do not put your hands on the desk !!

keep hands to self

(I did not know this)

Sit at front of chair — not w/ back aguints

No gestures

He pictures interviewer as prespective manager
  — intellegent + respectful
  — Someone who ~~thinks/will~~ he/she cold work with
  ~~Answerit~~
Theme of interview: stand out
  — make their job eaiser
Use their qu
Non-obvias way to get pts across if have bad interviewer
Reiterate things you do that company wants
  Build on cover letter
Don't need to include any questions
  — some students think that you do
Shaking hands over table = into company
Shaking hands acount table = no decision
Biz card
End: Really ent. What is the next step?
Not bad to want something
Guage: can you find out how many canidates
    inital thoughts
Want to heard about objections while you are there

He likes __both__ Thank You cards + emails

Guys: Plain white paper

Interviewer; Tell about job [half]

    -see how they respond

    -see how ~~they excel~~ they plug themselves

    — no tricks

---

~~Cover~~ Interview ~~Letter~~ Practice

Tell about self

   - go over the resume

   - cover letter ~~would~~ to already written

Mention weakness and improve it

   -working on it

   - think something got on top of / overcome

   - Public Speaking is a good one

Why do you want to work here?

  ~ research on company

Will you take position today U

   - trick qu

   - they want to low ball you

   — say yes - no other options

Say want to learn more
More time
    - Day to think about it
      - B/c big decision
        ⌐makes you look thoughtful

If everything continues to look ~~the~~ as good to me
   as it does now, then yes.
Strength: ~~worth~~ work effort
    - not afraid to ask for help
What salary ?
    Edan never mentioned - hoped similar to worth
    Don't have job yet
    Might not know range
    Don't under bid yourself
    Delay : w/ living expenses
    ~~I anticipate — and then I hope~~
    Can talk about other offers if have
    Money is not everything
Salary neg
    - right time + place
    - talk more latter

⑥

Other companies are also hedging their bets

Can still use other salery for leverage

Or ~~Ask~~ 6-month salery review
ask
for

third vacation week

If they made an offer have a bit of leverage