

Three Days in Dortmund, Germany: Forum 95 Preview

by Ron Blicq

Usually when I fly in to a strange city, the first thing I do after settling into my hotel is to take a walk in the vicinity to get acclimatized: to feel comfortable in my new environment. Dortmund was no exception, except that I got lost. (Readers who know me as an ex-navigator are permitted to raise their eyebrows!)

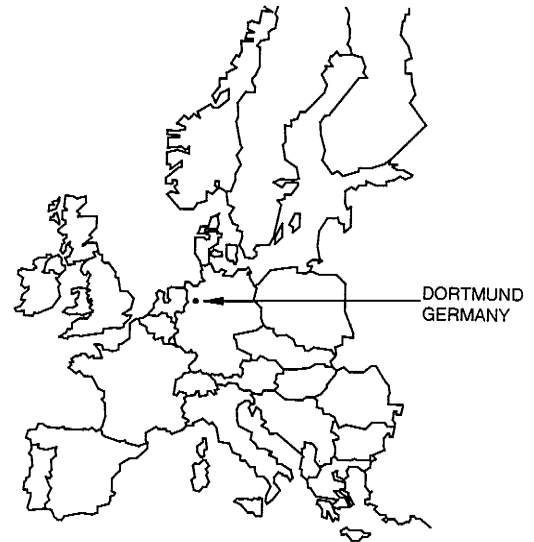
That was 2 March, and I had flown in to attend the sixth meeting of the Forum 95 steering committee. It was held at the Westfalenhallen in Dortmund, which is the site of the 13–15 November international communication conference, “Disappearing Borders”.

In this article, I will tell you what I encountered, so you will know what to expect when you arrive, and offer some suggestions so you won’t get lost, either on the way there or in Dortmund itself!

Hotel and Conference Facilities

The Westfalenhallen is a large complex comprising a spacious sports arena, several exhibition halls, and a multiroom conference center, all set in a semirural setting about two miles south of Dortmund city center. The particular building we will be using is called Westfalenhalle (no second “n” this time) with, beside it, the Parkhotel, which is the primary conference hotel and one of three that will house delegates. It is a well-appointed middle-range hotel with simple but comfortably furnished rooms and a most helpful staff. Language is no problem!

Beside the hotel is the Rosenterrassen: a host of rose beds set in a large, carefully trimmed, beautifully



Dortmund is close to The Netherlands, Belgium, Denmark and is easily accessible from the U.K. and Scandinavia.

sculptured series of gardens that include a children’s play area and a climbing structure. No roses were visible at this time of year, but the pruned-back branches were already sprouting new growth. They must be a magnificent sight in the summer.

How to Get There

Frankfurt is the simplest entry airport from the United States and Canada. I flew overnight from Toronto and could have been

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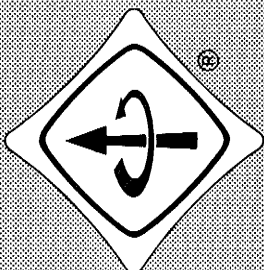
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NEW LETTER



FROM THE EDITOR

When a computer replaced my typewriter, roughly ten years ago, that now-obsolete machine was a wonder. No more retyping entire pages, no more cutting and pasting drafts before the next revision. As Joan Nagle asks in this issue, would anyone go back to a typewriter having once learned to use a computer efficiently? Early word processing programs were great enough, but then came page layout programs, software for graphics, spreadsheets, grammar-checkers. All of these, individually, were wonderful too.

Then the second round began. Driven no doubt by the economic pressures of market share and the desire of top management for large bonuses and stock options, word processors started adding page layout features; page layout programs began adding graphics and word processing; and on, and on. Now most competing programs are disarmingly complicated and disarmingly similar. Worse, those programs that ten years ago were solving problems are now causing them.

The newer editions of word processing programs can incorporate electronic graphics, give more extensive document processing features, make everything graphical. But I, as a technical editor, don't place graphics or format pages. I spend my time working on content, organization, accuracy, and language, things only I can do given my technical background and writing skills; I let the Document Processing Center produce finished pages

much faster than I ever could. And if the truth be known, my mind works much better with words than with pictures (otherwise I might be a graphic artist), and the DOS-based WordPerfect 5.1 fits my mental habits and bent much more closely than does the graphical interface of later versions.

Further, as the need to convert simply and easily between different word processors has moved from a nicety to a necessity, there is still no satisfactory program that will cleanly convert a text file that contains equations, super- and subscripts, Greek letters, and the other complex symbols common to science and engineering. While two major companies fight for dominance and dollars, we (their customers) are left with intractable problems in our day-to-day work.

And finally, the newer versions of programs seem to be leaving out useful features of older versions (apparently the cost of bringing us all the new high-end toys). As one example, we are having to evaluate new choices for a standard typeface, because a new program upgrade won't support our old typeface in equations. This is not a benefit!

The fever of keeping on the leading edge of the curve has been a powerful force driving the upgrades and expansion of capabilities of personal computer hardware and software. Yet no curve goes up forever — not in economics, not in physics, and I suspect not in computers either. Sooner or later, the realization will set in that despite the available capabilities, newer, faster anythings are not essential for the work at

hand. I hope it's sooner, so that we can stop training for features we'll not use; stop wasting time changing only because change is technology-dictated, not because it's needed; and start, once again, being more productive. Isn't that what these systems were supposed to be all about?

— D.E.N.

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CURMUDGEON'S CORNER



by Joan G. Nagle

The Curmudgeon's Club

William F. Buckley was once asked if he ever had trouble thinking of things to write about in his column(s). Buckley said no, adding, "The world annoys me three times a day."

Reason enough, certainly, to elect Buckley to the Curmudgeon's Club . . . if he weren't in fact a charter member.

So this is what Curmudgeons columnize about: how the world annoys them. Three times a day? Easily. Even on a beautiful spring morning like this one, I can think of three annoyances.

1. People who think it is a mark of superior ability, even character, not to use a computer.

Really, I thought this was a dead issue, but it's still around, as witness a recent (3/95) Home Office Computing article by Mel Gibson, who runs a public relations firm. He writes speeches . . . on a typewriter. And rewrites, 10 to 15 times, he says, in the same way. Here's some of his Luddite rationale:

"I once attended a luncheon at which the speaker was a man who had written dozens of books and who said he and all of his writer friends relied on computers. I can't recall his name or those of his friends, and I regard this as signifi-

cant because I have no trouble recalling the names of William Shakespeare, Charles Dickens, and a thousand other writers who didn't rely on computers."

Oh, so this is why you use a typewriter? Aside from the obvious fact that Shakespeare and Dickens didn't use typewriters either, we who write on computers know that this is actually not your reason. Your reason, honey, is that you have simply never learned to do it. Or at least do it with facility. Has anyone out there ever encountered a writer who could word-process efficiently, but decided to go back to a typewriter?

I am annoyed by your assumption that I will believe such nonsense.

2. People who think only underlings use computers.

Underlings being here defined as "anyone who is employed below my code level", or, more to the point, "anyone whom I can hornswoggle into doing my work".

Annoyance 2: People who think only underlings use computers.

These people are usually over 40 years of age, and they have usually achieved some professional success. One of the reasons they have been successful is that they have never, under any circumstances, allowed themselves to be seen performing below total-proficiency level. As children, they probably learned to ride a bike in a back alley, after dark, alone. As college students, they doubtless dropped any course in which they expected a grade lower than A minus.

As adults, they not only don't know how to use a computer; they don't even know touch-typing. And this is the real hangup. Sitting down at a computer keyboard, these people feel that they're going to look stupid. "My secretary can type, and I

can't," they think. No, probably they don't think; they're just reacting.

As parents, they never admit a mistake or an area of ignorance to their children. Because then they will lose control. And this is the point: basically insecure, they perceive that any display of incompetence will occasion disrespect from others. They can only command through superiority.

I am annoyed by this definition of command. Leadership it is not.

3. People who think no one over 40 is computer-literate.

As noted above, people in what curmudgeons consider the prime of life may be less likely to be computer-geekies. (A 60-ish friend of mine, just learning computing, announced an important discovery: "If you can't kick it, it's software!") But this is by no means a given. Who do you young pups think started all this madness?

I recently met a couple who spent their careers in software development for the National Security Agency; they started work there in the mid-1950s. A very good friend, and the person who answers all our home computer questions, is designing systems and software though several years past normal retirement age. So there.

I am annoyed by the implication that I have (at well past 40) lost the inclination and ability to learn new stuff.

"Any sufficiently advanced technology is equivalent to magic," said Arthur C. Clarke. Doesn't it seem that all three of these groups are looking at computer technology as magic, perhaps even black magic? Wrong. It's just another field of knowledge that we can acquire as systematically as we learned the times tables.

I figure I'm about up to the seven- or eight-times at this point. That may be as far as I go . . . especially if the nine-times is hypertext. ◀

Dortmund, Germany

(continued from page 1)

forgiven for momentarily thinking I had mistakenly taken a flight to Atlanta, there was such a large cluster of Delta aircraft on the apron! I noticed two other U.S. airlines serving Frankfurt — Northwest and US Air — although undoubtedly there are others, from which I surmised one could find a direct flight to Frankfurt from many U.S. cities. (An alternative route would be to fly to Amsterdam and then take a connecting flight or train to Dortmund. The train would take a little over three hours.)

From Frankfurt you can either fly or travel by train. If you arrive at Terminal 2, which is used by most transatlantic flights, you first take a three-minute Sky Train to Terminal 1 where you either transfer to Lufthansa for the 55-minute flight to Dortmund or descend to level 0 and follow the signs to the Bahnhof (railway station). I discovered that the one-way second-

class rail fare was 81 DM (+ 6 DM tax), or approximately \$60 US, and that an intercity (IC) express departs for Dortmund almost hourly.

The rail journey lasts three-and-a-quarter hours. I recommend the train because for much of the way it rolls northward along the west bank of the River Rhine. I had planned to catch some shut-eye, but was captivated by the scenery rolling past my window: flat powered barges plowing steadily up and down river, spray splashing up from their shallow bows; steeply canted cultivated plots formed into 300-ft-high terraces on the opposite bank, with horizontal stone walls embedded within them to prevent erosion; numerous stately castles with rounded turrets built on crags part way up the steep bank, secure, unscalable, impregnable; and neat, mostly three- and four-story houses, freshly painted and topped by red-slate roofs, with some fronted by pocket-handkerchief-size gardens.

I was enchanted.

A taxi from Dortmund station to the Parkhotel Westfalenhallen (its address is Rheinlanddamm 200) took 12 minutes and cost 11.80 DM (about \$8 US). The hotel can be spotted easily as you approach because it has a round Mercedes-Benz sign rotating slowly on its roof, immediately above the seventh floor. If you are traveling light, an alternative would be to take a southbound underground train from the railway station (you look for a blue "U" sign at the head of the escalator). The route number is U45 and you alight at Westfalenhallen station for a 2.9 DM fare (about \$2). The uphill walk from the station to the hotel takes about five minutes.

The City of Dortmund

Dortmund's claim that it has done an about-face and now is a green



The Forum 95 Steering Committee met at the Parkhotel on 4 March. Seated: Gerry Gentle (ISTC, U.K.), Brigitte Beuttenmüller, Hans Springer (tekomp, Germany); Standing: Michael Steehouder, program chair (STIC/QTD, The Netherlands), Rudolf Franz (tekomp). [Ron Blicq is holding the camera!]

CALL FOR ACTIVATORS

As of 7 March, the Forum 95 program committee has received proposals from more than 90 activators in Australia (3), China, the U.K. (12), Sweden, the Netherlands (16), Denmark, Norway, France (4), Estonia, Canada (4), and the U.S.A. (20) . . . and they are still coming in!

There is still time for you to submit a proposal for the Idea Market. Send a 200-word summary of your proposed presentation to Brigitte Beuttenmüller, Tekomp (Forum 95), Markelstr 34, D-70193 Stuttgart 1, Germany.

For more information, contact Ron Blicq at 204 488 7294 (facsimile) or 71604.1535@compuserve.com or r.blicq@ieee.org (e-mail).

The Forum 95 PRELIMINARY PROGRAM is now available. Contact Ron Blicq or Brigitte Beuttenmüller for your copy (addresses above).

city is absolutely true. The shopping center has wide boulevards that limit vehicle access to only trams and the occasional merchant's van: the sense is of lightness and airiness. Not to be missed are the Reinoldkirche (Church of St. Reinoldi); next to it, St. Marien Church and an open-air market; and, in my case, a pastry shop where the desserts were sinful but irresistible. For those who want to shop, there are department stores and boutique-like specialty houses that provide a wide range of choices.

The simplest and cheapest way to reach the city center from the Parkhotel is by tram. The Westfaltenhallen tram stop is three minutes' walking distance from the hotel, directly in front of its doors. You take train No. 406 with MARTEN on its destination sign and alight at "Kampstr" (or

"Kampstrasse"), for a 2.90 DM fare. On your return you take tram No. 406 with WESTFALENHALLEN on its destination sign and alight when you reach the end of the line (i.e., you don't alight at the misleadingly labeled "Westfaltenhallen Park" stop, which is the station before "Westfaltenhallen").

I hope this information will help keep you from getting lost, as I did on my first evening. If I had known beforehand about the trams, then I would not have worn out so much shoe leather. But then neither would I have found a marvelous little restaurant where, tired and cold, I turned in for an evening meal.

Now, I wonder if I will be able to find that restaurant again in November?

COMMUNICATING THROUGH VIDEO

The Forum 95 Program Committee plans to hold a

VIDEO IDEA MARKET

during

FORUM 95:

The International Communication Conference
Dortmund, Germany, 13–15 November 1995

We are inviting writers and producers of technical or educational video programs to take part in an interactive video session.

Each presenter will introduce his or her program, describe how it was written and/or produced, and then screen all or part of it. Participants will then be invited to comment on the program and question the presenter.

For more information, or to propose making a video presentation, Contact Ron Blicq at +1 204 488 7294 (facsimile) or at 71604.1535@compuserve.com or r.blicq@ieee.org (e-mail).

A Puyyling Piece Tzped in Germanz

bz Ron Blicq

In March, I volunteered to record the minutes of the Forum 95 Steering Committee meeting in Dortmund, with surprising results. Following the meeting, Brigitte and Gerhard Beuttenmüller, and their children Anja and Frank, hosted me for three memorable dazs in their attractive home built on the side of a steep hill in Stuttgart. After the fierce cold I left in Winnipeg, the mild weather and spring flowers blooming in their flowerbeds were most welcome!

While there, I asked Brigitte if I could tzpe the minutes on her computer. I thought I could yip through them. The product was, to saz the least, unusual.

First, I had to learn new kezboard commands. For example, it was some time before I realiye that "Entf" meant "delete", "Einf" meant "insert", and "Bild" meant "page")up/down=.

Also, I had zet to realiye that the German kezboard differs slightlz from mz Englishslanguage kezboard, and that the differences are onlz subtlz noticeable. For example, the Y and Z kezs are transposed.)If thez had been moved radicalz to different places, the change would have been more noticeable.= The reason for the change is that, in German, the Y is used far more frequentlz than the Z. Oops! The Y and Z have been transposed again!

The parentheses are one kez farther left)that is, the opening parenthesis is over the 8 and the closing parenthesis is over the 9=. Where I am accustomed to finding a semicolon, the German kezboard has an "umlaut", which is an "o" with two dots arranged horiyontallz above it. And where I expected to find a hzphen, that's where I found a large italic B, which in German is a shortened waz of writing a "double s", as in Straße for Strasse.

Reallz, zou need to studz a kezboard to verifz thisö mazbe zou should have zours right in front of zou.

Carefullz and yealouslz proofreading mz tzping nearlz drove me crayz!

[It didn't do much for mz mental state either, Ron! — D.E.N.]

TOOLS OF THE TRADE



by Cheryl Reimold

A - C - T N - O - W, A Six-Step Response to Disaster (Continued)

The Last Two Steps

When skywalks in the lobby of a hotel collapsed, the owners of the large hotel chain immediately sought to help the victims and their families. Then they went the extra mile. They personally wrote to the public officials and police to thank them for their help in the disaster. By focusing on care and gratitude instead of fear or self-defense, they communicated genuine sorrow, humanity, and decency. People believed them.

Step 5: Offer help to reinforcements

Take the time to write letters, faxes, and telegrams to all the people who are helping the victims of your disaster. They will appreciate your recognition — and they will be more ready to go the extra mile for you.

Remember a primary law of human interactions: *people tend to respond the way they are treated*. Many companies have ignored this law to their peril. By approaching the public with an aggressive attitude of self-defense, they have sparked fear and anger in the public. Showing compassion would have elicited a more sympathetic public response.

But — to show compassion you have to feel it. Feigned sympathy is more offensive than none at all.

Step 6: Write press kits and other pieces

As soon as you can, prepare a press kit that tells the public, via the media, what they want to know. Your press kit should contain at least a press release and a backgrounder. If you have other information pieces that can help you tell your story, such as written endorsements from respected professionals, add them. But don't hold up your press kit for them. You can always follow with updates.

The press release. A press release is a simple document. It should be short — if possible, just one page, double-spaced — and should give the essential facts as you know them.

Format. Use company paper. On the left side, put "FOR IMMEDIATE RELEASE". On the right, put "Contact Person:" followed by a name and a day and night telephone number, with the extension. (News-papers don't shut down at 5 p.m.)

To show compassion you have to feel it.

Skip four spaces and go to your headline. Then write the release in short paragraphs. Put "-MORE-" at the end of the page if the release is longer than one page (it shouldn't be). At the end of the piece, put this closing mark: "# # #".

Content. Ideally, your title should say in a very few words what happened and what you are doing about it:

XYZ CORPORATION TAKES
THREE STEPS TO STOP
CHEMICAL SPILL IN MILL

Start the first paragraph with the place and date. Then, tell *what happened, when, where, and to*

whom. If possible, include a direct quote from an important company officer. Limit your first paragraph to three sentences, at most.

Use the next two to three paragraphs to tell *how* and *why* the disaster happened, if you know. If you do not know, consider what questions you, as a member of the public, would have and try to answer those.

Use the last paragraph to tell *what next* — the company's next steps in dealing with the disaster.

The backgrounder. The backgrounder is really an expanded press release. It tries to give a historical perspective to the event and to answer the questions your press release might raise. Reporters will turn to the backgrounder for longer articles, usually those that appear the day after the disaster.

Open your backgrounder with a summary statement of the event: what happened and, if you know, why.

Then, give any historical or technical information that will help people understand the event. Try to answer any other questions your readers might have. Include biographical information on company officers, if appropriate. Use sub-heads to separate types of information.

Do not try to hide or gloss over available information. If you don't reveal it, someone else will — possibly with sinister undertones. Just tell the truth and answer probable questions. That's all.

Cheryl Reimold is a member of the PCS Administrative Committee and the author of more than 200 articles and several books, including How to Write a Million-Dollar Memo, Being a Boss, and The Language of Business. She is President of PERC Communications — 6A Dickel Road, Scarsdale, NY 10583; (914) 725-1024 — which offers businesses in-house workshops and courses in writing, presentations, and on-the-job communication skills. ◀

IPCC 95 Preliminary Program

Savannah, Georgia, 27–29 September 1995

Session 1: Wednesday, 27 September, 8:30–10:00 a.m.

Keynote session: Rudy Mancke, naturalist and host of "Nature-Scene"

Session 2: Wednesday 10:30 a.m.–12:00 noon

2A: Controlling and Improving Documentation Processes

Overview of project management and control, Paul R. Seesing, Battelle-Pantex

TQM case study: time-cost-productivity improvements for a documentation department, Juliette Jandel-Leavitt, Hayes Microcomputer Products, Inc.

Building quality and usability into products and processes, Bill Robinson and Richard Ramsey, Rocky Mountain Technology Center, SunSoft

A model for effective engineering presentation for technology transfer, C.T. Kale, Institute of Multi-Media Communication and Technology

2B: Issues in Education

The technical communicator as independent scholar, Donald S. Le Vie, Jr.

Technology and changes in higher education, Zane Berge, Georgetown University, and Mauri P. Collins, The Pennsylvania State University

Theory versus application: finding the right combination in academic programs, Judith B. Strother and Carol M.H. Shehadeh, Florida Institute of Technology

Information communication technology R&D capability development, P.W. Chan, K.C. Lau, and Raymond Lim, Information Communication Institute of Singapore

2C: *Workshop*: SEI Levels, Patricia Caernarven-Smith and Tony Firman, Motorola Corp.

2D: *Workshop*: People, Time and Money: Organizing Your Resources

for a Successful Publishing Project, Jan Maher, The Tuscany Group Inc.

Session 3: Wednesday 1:30–3:00 p.m.

3A: Processing Visual Information

The visual component of communication: influencing multiple levels of audience response, Elizabeth Keyes, Keyes Associates

A comparison of Japanese and American information processing styles: implications for the design of technical illustrations, William M. Gribbons, Bentley College

3B: Systems for Information and Training

Multiple use documentation: bridging the gap between training materials and technical documentation, Rob Houser, AT&T Global Information Solutions

Instructional system design: its role in Coast Guard training and how it can influence the development of training materials, Rick D. Christoffersen, United States Coast Guard, and Ann H. Christoffersen, Consultant

From information systems specifications to user's mental models and vice versa by a visual programming notation, A. Faro, Istituto di Informatica e Telecomunicazioni, and D. Giordano, Concordia University

3C: *Workshop*: Concept Maps: A New Way to Communicate Visually, Fred Burggraf

3D: *Workshop*: Ensuring Smooth Sailing: An Overview of Project Planning and Control, Paul R. Seesing, Battelle-Pantex (continues next session)

Session 4: Wednesday 3:30–5:00 p.m.

4A: Getting the Message Across Clearly

Applying multimedia in an information-development environment, Bernice Casey, IBM Corp

Information access for visually impaired persons: do we still keep a "document" in "documentation"? Brea Barthel, Rensselaer Polytechnic Institute

Document design: presenting solutions to open-ended questions, Michael Albers, ISSC

Imaging: helping the reader navigate through your composition, Gary D. Greenup, The Boeing Company

4B: *Discussion*: Advantages and Disadvantages of Outsourcing, Janet Rochester and Haydon Rochester, Martin Marietta GES

4C: *Workshop*: Creating Action-Getting Reports and Proposals, Lisa Moretto and Ron Blicq, RGI International

4D: Session 3D continues

Session 5: Thursday, 28 September, 8:30–10:00 a.m.

5A: Using Online Information and Help

Cross-platform help strategy, Wanda Jane Phillips and Dave Waugh, Andyne Computing

Implementing a large scale Windows help system: challenges and lessons learned, Kenneth R. Ohnemus, CSC Consulting

Helping new users use help, Beth Mazur, MAYA Design Group

The project archival navigator: a new tool for presenting and archiving information, Suzanne Roberts, Applied Technology Associates

5B: *Panel*: Research and Education: Educating the Technical Communication Professional of Tomorrow, Majorie T. Davis, Helen M. Grady, and David Leonard, Mercer University

5C: *Workshop*: Internationally Speaking, Nancy Corbin, Loral Corporation

5D: *Workshop*: Technical Presentation Workshop: How to Wow the Critics, Ruby Tebelak, Betsy Calderon,

and Kathy Kaufman, Lawrence Livermore National Laboratory (continues in 6D)

**Session 6: Thursday
10:30 a.m.–12:00 noon**

6A: Electronic Documents

Sun Microsystems corporate information systems on the World Wide Web, Teresa Lau, Sun Microsystems Computer Corporation

Virtual blood, real sweat, no tears: lessons from making a publication about electronic publications, Rebecca O. Barclay and Philip C. Murray, Electronic Information Age, Inc.

Portable electronic documents, Jay R. Friedman, IBM Corporation
The rhetoric of e-mail: an analysis of style, Rodney P. Rice, Department of the Air Force

6B: Panel: Writing in the University Engineering Community: A Multiyear Communications Program, Muriel Zimmermann, Rhonda Levine, Madeline Sorapure, and Hugh Marsh, University of California, Santa Barbara

6C: Workshop: Gathering and Implementing Market-Driven Requirements, Edith Lueke, IBM Corp

6D: Session 5D continues

**Session 7: Thursday
1:30–3:00 p.m.**

7A: Building Teams and Working in Them

Sociotechnical aspects of group communication in semiautonomous technical work teams, Elizabeth Varnes, Naval Command, Control and Ocean Surveillance Center

Integrating teams, Wanda Jane Philips and Dave Waugh, Andyne Computing

Team building in an organizational setting, Milan Dakich, Purdue University of Calumet

7B: Panel: A University-Wide Communication Skills Program, Wayne A. Bennett, Clemson University, Dan McAuliff, Carl Lovitt, Mary Dehner, Mary Ann Prather, Elizabeth Varnes

7C: Workshop: Essentials of Typography, C.J. Metschke, Tuscany Group

7D: Workshop: Graphics: Visual Human Factors, Gerry Cohen, consultant (continues in 8D)

**Session 8: Thursday
3:30–5:00 p.m.**

8A: When Is an Office Not an Office?

The paperless office: fact and fiction, Karl L. Smart, Brigham Young University

Hitching a ride on the information superhighway: opportunities and possible pitfalls, Emilie Gould, MapInfo Co.

Using electronic communication to implement a co-located software development project, Kenneth R. Ohnemus, CSC Consulting

8B: Teaching Communication Skills

Teaching technical communication skills with the community model: some questionable side effects, Bernadette Longo, Rensselaer Polytechnic Institute

Educating technical professionals to communicate, Richard H. Spencer, Authors' Service Group, and Raymond E. Floyd, Innovative Insights, Inc.

Are your communication skills good enough? An analysis of senior and graduate business students at the Florida Institute of Technology, Amy L. Burdan and Judith B. Strother, Florida Institute of Technology

Workplace communication skills and the value of communications skills instruction: engineering students' perspectives, Thomas E. Pinelli, NASA Langley Research Center, John M. Kennedy, Indiana University, Rebecca O. Barclay, Electronic Information Age, Inc.

8C: Matching Information to Audience

The WTT diet: slimming down information, Helen Arzu and Bob Turek, IBM Corp.

The comprehensibility of simplified English in airplane procedure documents, Serena Shubert and Jan H. Spyridakis, University of Washington, Heather Holmback,

The Boeing Company, and Mary B. Coney, University of Washington
The translatability of simplified English in airplane procedure documents, Serena Shubert and Jan H. Spyridakis, University of Washington, Heather Holmback, The Boeing Company, and Mary B. Coney, University of Washington
The philosophy of newsletter publishing, F.M. O'Hara, Jr., Consultant in Technical Communication

8D: Session 7D continues

**Session 9: Friday, 29 September,
8:30–10:00 a.m.**

9A: Analyzing Tasks and Instructions

Are we looking for content in all the wrong places? The significance of research on task analysis for documentation, Barbara Mirel, DePaul University

Writing procedural documents for users who need practice and won't get it, Robert Krull, Rensselaer Polytechnic Institute
An historical analysis of instructions: a culinary perspective, Gloria Sue Hyatt, Millican & Associates, and Kathy Kaufman, Lawrence Livermore National Laboratory

9B: Intellectual Property Law

Intellectual property ABCs: what communicators need to know, Kathy A. Kaufman and Ruby M. Tebelak, Lawrence Livermore National Laboratory

Multimedia law: speed bump or brick wall for multimedia projects? Pamela S. Helyar and Gregory M. Doudnikoff, IBM Corporation

9C: Workshop: Conducting Mail and Telephone Surveys, Donald Zimmerman, Colorado State University

9D: Workshop: Visual Thinking: Reassessing the Communication Paradigm, Karl L. Smart, Brigham Young University

**Session 10: Friday
10:30 a.m.–12:00 noon**

General Session: Perspectives and Reflections on Professional Communication, Joan Nagle

Session 11: Friday 1:30-3:00 p.m.

11A: Communication Style

The effect of nominalization on comprehension and recall, Carol S. Isakson and Jan H. Spyridakis, University of Washington

Vulgarize your writing, Walton B. Bishop

The makings of an in-house style guide, Deborah Stocker, Dames & Moore

Using transformation grammar as an editing tool, Charles Campbell, New Mexico Tech

11B: Communicating to the Public

Leadership and the communication of change in public policy, Terrance J. Malkinson, Faculty of Medicine, University of Calgary

The populist of science, Laurel K. Grove, Battelle Pantex

Key issues in conducting and writing integrated assessments, F.M. O'Hara, Jr., Consultant in Technical Communication

11C: *Workshop: A Problem-Solving Process that Really, Really Works*, Juliette Jandel-Leavitt, Hayes Microcomputer Products, Inc.

11D: *Workshop: Document Walk-through*, Joseph M. Campagna, Viewlogic Systems, Inc., and Susan H. Campagna, Mentor Graphics Corporation (continues in 12D)

Tour: Communication in Museums: Similarities to Technical Communication, Saul A. Carliner, Carliner & Co, Information Architects (tour of Ships of the Sea Maritime Museum; continues in session 12)

Session 12: Friday 3:30-5:00 p.m.

12A: Improving Engineering by Improving Communication

Using technical communication to accelerate the engineering process, Donald G. Kelley and Marian G. Barchilon, Arizona State University

Developing online writing aids for electrical engineering majors: a progress report, Donald E. Zimmerman, Michael Palmquist,

David Vest, Greg Boiarsky, Marilee Long, Thad Anderson, Karin Criswell, and Steve Hill, Colorado State University

Why DON'T engineers write performance specifications? John Oriel, Naval Air Warfare Center Training Systems Division

12B: Communicators Are People Too

A case study of organizational influences on writers at Worldwide Computer Corporation, Christa J. Carroll, Professional Writing Consultant

Motivating the writing process: who says engineers have no emotions? Ernie Franke, E-Systems, and Richard Thornton, ViaSat, Inc.

Who are we? Why do we act the way we do? Louis H. Moretto, Genessee Valley Vocational Center

12C: *Workshop: Business Meeting Strategy: Presenting Information for Maximum Impact*, Ron Blicq and Lisa Moretto, RGI International

12D: Session 11D continues

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CHAPTER NEWS

Seattle

David Farkas spoke at the February meeting of the Seattle Chapter of the Professional Communication Society. Dave, a professor in the University of Washington's Department of Technical Communication, is an expert in digital media design. His topic was "Hypertext and Multimedia: Collision, Co-existence, or Convergence?" A main theme of his talk was that the application of hypertext theory and practice can lead to more sophisticated multimedia products. There was standing room only for this popular topic, with over 70 guests in attendance.

Toronto

Two main forces affect all careers — including engineering — said

Jos Pereira, in a talk to the IEEE Engineering and Human Environment section in Toronto on 29 September 1994. Pereira, Manager of the Employment Advisory Service (EAS) at the Association of Professional Engineers of Ontario (APEO), said the two forces are technological change and economic fluctuations. For engineers, it is technological change that is most important. It means they have to maintain their technical vitality and keep constantly up-to-date; the lifetime of a degree today is only about six years. That six-year figure is an important one. Recessions also take place approximately every six years.

Consulting engineers have been the most dramatically hit. There has been a 35–50% drop in demand for their services over the past four years. On the other hand, at least 20% of the jobs now coming into the APEO's service are

for contract work. Jos senses that this is the direction of the future, and it is going to give much more responsibility back to engineers. Technically, information technology skills are in high demand, and this requirement is set to continue.

Employers are looking for assertive — not aggressive — individuals who have a way with people, whose top ten skills are solving analytical problems, flexibility, good interpersonal and oral skills, good organizational planning, enthusiasm, motivation, leadership, who are constantly upgrading their skills (have "technical vitality"), and have a positive attitude about their employer's company. These individuals are both self-starters and team players. Today, a second language and a knowledge of another culture (particularly Asian or South American) beats an MBA. ◀

LETTER TO THE EDITOR

Subject: Newsletter,
Vol. 39, No. 2

I am driven to write to you about the subject newsletter. I need to say how refreshing it was to read this edition, having received at the same time, another newsletter from a brother society which portrayed a rather ethnocentric attitude towards international communication.

The article by Deborah Kizer, in Tip 9, makes my main point, and I hope that the communicators amongst us read and fully understood that other English-speaking countries do not believe that the U.S.A. is, necessarily, the centre of

the English-speaking world. Would it be of interest to note, for example, that the Canadian government mandates the priority use of the O.E.D. [Oxford English Dictionary; Ed.]

Deborah's Tip 7, in my opinion, is the most controversial aspect of multilingual documentation. A number of university language faculties award degrees in "Translation", therefore, why would we employ translators without such a degree? A B.A. "language" degree is not enough. Of course, I am not referring to editors, revisers, or terminologists, and bilingual technical writers are another subject, altogether!

Now it is time to discuss a useability test for the newsletter, itself.

Dave Dobson makes the point that the banner head of a publication should be across the top of the cover page, well, on my bookshelf, the spine is always towards the reader. Perhaps he keeps his in a box.

Incidentally, was there a "typo" in George Trigg's letter, ie "6000" pages per year? Having to read a 125 page journal every week would be beyond me!

Yours truly,
Bernard McCann
Ottawa, Ontario, Canada

The 6000 pages Dr. Trigg mentioned was not a typo. There are indeed journals in several fields that publish more than 6000 pages each year.
— D.E.N. ◀

Why Johnny Doesn't Get the Job

by Laurel K. Grove

Johnny is applying for jobs in communication. He is articulate and intelligent in interviews. He follows up interviews with thank-you notes. He has a hefty portfolio ready for anyone who wants to see samples of his work. He is ready and anxious to please. Why doesn't he get the job?

His portfolio, that ornament of pride, showcase of his work, may be his downfall. What does it include? Term papers on which he received an "A", company reports he edited, software documentation he wrote, research reports he wrote as part of a team. Those are good things, certainly, and all that most of us may ever have to show for our work. So what's wrong with them?

Johnny ran the papers through a spell-checker and didn't reread them. Of course, if he used "principle" when he meant "principal", the spell-checker couldn't tell. The spell-checker didn't know he meant "collectors", not "collects". But Johnny trusted in the technology and didn't bother to read his work through.

In the materials that came from a team project, it isn't clear which aspects of the document Johnny was responsible for. The employer assumes Johnny takes credit for everything; where poor decisions are represented, Johnny gets credit for bad judgment.

In addition, some of the materials in the portfolio are not appropriate for the company he is applying to. Software documentation is quite a different product from reports of environmental studies. Corporate annual reports written to impress the stockholders have little in common with forms to be

filled out by the general public. Proof that you have published mission statements in high-flown bureaucratese is no reassurance to the employer whose documents will be read by the general public and scrutinized by technical experts and to whom, for those reasons, clarity of content has foremost importance.

Some of the papers include undefined jargon. This suggests that Johnny either has forgotten that the jargon may be unfamiliar or does not actually understand the content and failed to make the effort to get it clarified. Ill-drawn figures with obviously inaccurate information (like maps with misidentified state capitals) and mismatches between information in text and tables further convince the employer that Johnny either is incompetent or didn't really work on the materials.

How Can Johnny Improve His Chances, and How Can You Improve Yours?

In addition to presenting applicants' best work, the portfolio represents the applicants' standards: what they expect of themselves and what their future employers can expect. It gives employers a chance to see what applicants can do when not under the artificial pressures of an interview. At the same time, employers recognize that applicants are showing the best they can do and that what they do every day may not all be quite as good.

Look over your portfolio, making sure all the pieces are there. The prospective employer will be dismayed by your carelessness if your portfolio includes only odd-numbered pages because you neglected to copy both sides of double-sided pages. It shows the prospective employer that you didn't bother to check your work and that you don't expect anyone to read it for content, which is not what they want to have happen to the work you do for them.

Read through your articles. Prospective employers are especially put off by typographical errors in applications for communications jobs. Don't rely on your computer's spell-checker to catch everything. If the word appears in the checker's vocabulary, it will pass, even though it may not be the right one for the context. Spell-checkers (and grammar-checkers) can't catch content problems. Although prospective employers may not read every word in your portfolio, assume they will, rather than allowing them to hit on the one bad patch you hoped they wouldn't notice. (And if that bad patch is on page 1, you can be sure they'll notice it.)

Explain What You're Including

If you're already working in the field, you may complain that all your work is done under horrific time and money constraints. So what can you put into your portfolio? Put in your best work, but also put in an explanation of the constraints you were working under. A document known to have been pulled together under adverse conditions is not judged by the same criteria as your best work, that over which you have most control. Although you may be forced to publish figures with type too small to read, or reports with confusing organization, or other materials that don't meet your best standards, you should not include them in your portfolio. It will be assumed that you think they are items to be proud of, and your judgment will be doubted. Make it clear what aspects you controlled, so that it is clear which choices you made and which were imposed on you. However, when you do have control, let it show in your making best choices, not abdicating to the programmers who wrote the software you use.

It is also useful to tell prospective employers what the purpose of the document was, so that they can

consider how well it suits that purpose. Of course it then behooves you to ensure that it does indeed serve that purpose. An emergency manual that is obscurely organized (and that would therefore be slow to use in times of stress) is probably not the best representation of your ability. If you're applying for an editing job, it makes sense to show your markup, so the employer can see the improvement you made, rather than just the final. Many employers don't realize how bad draft technical material is, and they will be unable to guess how much of the final is your input and how much is the innate skill of the writers.

Follow Good Communication Practices

Internal consistency is always

important. Like other readers, prospective employers expect to find parallel information in parallel sections. Figures should be readable; the organization of information should be clear and suitable for the purpose. Maps of the same place should have the same orientation, so that roads and county lines are in the same relative positions and run in the same directions from figure to figure. Page breaks after a two-inch-long table, line breaks in mid-line, and headings at the feet of pages all tend to catch even the casual reviewer's eye. The prospective employer reading your materials should not conclude that you are careless or that you wrote or edited without understanding the content.

Make the Portfolio Fit the Job

Don't send the same materials to everyone. Learn enough about the employer to know its concerns. For instance, an organization devoted to waste minimization will be more impressed by efficient design than by single-sided printing and vast areas of white space. Portfolios are judged by content, not weight. Even a great 100-page report may be better represented by a chapter than by the entire report. Show both the quality of your work and your good judgment.

Laurel Grove is secretary of IEEE PCS and can be reached at Battelle Pantex, P.O. Box 30020, Amarillo, Texas 79177.

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Notes from the AdCom Meeting, 20 January 1995

At the PCS AdCom meeting in Washington, D.C., on Friday, 20 January 1995, the Alfred N. Goldsmith Award was presented to Michael Goodman. The Emily K. Schlesinger Award has been approved by the IEEE Technical Activities Board (TAB). The Schlesinger award will honor service to the society, in contrast to the Goldsmith award, which honors service to the profession.

Bill Kehoe was approved as PCS treasurer and Laurel Grove as secretary for 1995. Bill asked that the AdCom look for someone to "understudy" him as treasurer, so that person will be trained and ready to take on the position in another year.

To reach a larger range of people within IEEE, the AdCom voted to list the *Transactions* as an interdisciplinary magazine in the registration and renewal materials that go to all IEEE members. The price of receiving the *Transactions* alone will be the same as the price of society membership, which the AdCom voted to raise from \$15 to \$17.

After several years of meeting four times per year, the AdCom approved the idea of having only three meetings in 1995, on a trial basis. Members will try to take care of more of the business of the society by electronic means, to save both time and money.

Opportunities for Involvement

Janet Rochester has been named chair of an IEEE subcommittee for training, which she believes will give PCS some good opportunities. The structural changes going on in companies all over have shown that good technical skills are not enough to protect jobs and that engineers must also develop their communication skills. This makes it a good time for PCS to get involved. Janet suggested that it might be appropriate for PCS to look at ways to bring new media into use for education (our two skills). If you have ideas or would like to be involved, write to Janet at "jrochester@motown.ge.com". Janet is also looking for authors and subjects for new CommuGuides,

another opportunity to consider.

Cheryl Reimold is the new chair of the Education Committee. In her new role, she will explore the possibility of PCS participation at other IEEE conferences to assist attendees in developing their professional skills. Cheryl would appreciate your ideas and your help. Call Cheryl at (914) 725-1024; faxes, (914) 725-1165.

The possibility of changing PCS's name was raised. Some societies within IEEE apparently class PCS as a mere service society because of the term professional. There is also a continuing problem of being mistaken for the IEEE Communications Society, whose focus is hardware. We also don't want to be confused with the Society for Technical Communication. The issue was tabled until the next meeting (2-3 June in San Diego), and additional suggestions would be welcome. Send your ideas to Deb Flaherty-Kizer (d.flahertykizer@ieee.org) or to Mark Haselkorn (mark@uwtc.washington.edu). ◀

Book.Bytes (an occasional roundup and review)

by H. J. Scheiber

[Continued from the last issue. Ed.]

If you don't buy into the concept(s) of reengineering as advocated by Hammer and Champy, though you're still concerned with the dynamics of organizational change, you might want to have a look at Robert Tomasko's *Rethinking The Corporation: The Architecture of Change* (AMACOM/American Management Assoc., 1993). Framed around an extended analogy — comparing the work of the organizational planner to that of the *architect* who must consider the "infrastructure of the building being designed" — Tomasko's book emphasizes the following three princi-

ples in his quest to create a new breed of corporation:

(1) *resizing*, or "adjusting the company's equivalent of the architect's 'site' [i.e., capabilities and work processes] to fit the demands of its future mission";

(2) *reshaping*, or "designing the basic building blocks of the company [i.e., its structure] and arranging them to have the most favorable impact on competitive advantage"; and, finally,

(3) *rethinking* "the basics of *how work is managed* within the corporation" (pp. 7-8, italics added).

Just as the architect must (a) select and prepare the site, (b) design the structure, and (c) plan the infrastructure, so the organizational planner must not consider the job done

... until fresh thought is given to issues such as how concern for the business's future can be mapped onto the organization; how the contributions of non-management... [technical "experts"] will be accommodated in the company's power structure, and how authority, careers, and information will flow. (p. 8)

Professional communicators might want to pay close attention to Chapter 10, entitled "Fuse Knowledge to Power," wherein Tomasko focuses on an organization's "intellectual capital", its experts and technical professionals. In a discussion strikingly similar to that of Charles Handy in *The Age of Paradox* (Chapter 10, "The Intelligence Investment"), Tomasko underscores the notion that, to remain competitive, the new "knowledge-based"

corporation must establish a path of career advancement for its "knowledge workers" — e.g., from "apprentice" to "contributor", to "coach and coordinator", and, ultimately, on to "sponsor". Tomasko warns corporate planners that, in rethinking their organizations, they must reshape their structures in such a way that valuable knowledge workers will inevitably wield "influence *without* being . . . manager[s]" (p. 136). From reading both Handy and Tomasko, we will have learned (yet again) how essential this theme should prove to be to any strategic planning activity, anywhere.

If non-managerial knowledge workers are evolving into what might be considered the most important block of human capital in almost any contemporary enterprise — as Handy and Tomasko seem to suggest — then organizations themselves must become what I'll call "foundries" for human talent, where such knowledge workers can be molded, refined, and routinely retrained for new tasks dictated by future organizational needs and discerning long-range planning.

Further, if we accept that proposition, we will have wended our way rather deep into territory Peter Senge identifies as "the fifth discipline", *terra firma*, if you will, inhabited by "denizens of the learning organization". In his book *The Fifth Discipline: The Art & Practice of The Learning Organization* (Doubleday/Currency, 1990; Currency paper ed., 1994), Senge (like Handy) argues that a "learning organization" values — and believes competitive advantage derives from — ongoing learning, both individual and collective. Where Handy proposes that individuals must accept far greater responsibility for their own learning, emphasizing what he calls the "three c's" or "verbs" of education (conceptualizing, coordinating, and consolidating), Senge likewise places individual learning at center stage. "I am," he submits,

most interested in the connections between personal learning and organizational learning, in the reciprocal commitments between individual and organization, and in the special spirit of an enterprise made up of learners. (p. 8)

The recipe Senge has concocted for producing the true learning organization requires a continual and concerted focus on his "five disciplines", a melding together of the following five basic ingredients:

- 1) systems thinking: "You can only understand . . . [a] system by contemplating the whole, not any individual part of the pattern. . . . Business and other human endeavors are . . . systems . . . bound by invisible fabrics of interrelated actions, which often take years to fully play out their effects on each other. . . . Systems thinking is a conceptual framework, a body of knowledge and tools . . . developed over the past fifty years, to make the full patterns clearer, and to help us see how to change them effectively."

Non-managerial knowledge workers are evolving into . . . the most important block of human capital.

- 2) personal mastery: ". . . the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively."
- 3) mental models: ". . . deeply ingrained assumptions, generalizations, or even . . . images that influence how we understand the world and how we take action."
- 4) building shared vision: "If any one idea about leadership has inspired organizations for thousands of years, it's the capacity to hold a shared picture of the future we seek to create."
- 5) team learning: "We know that teams can learn; in sports, in the performing arts, in science, and even . . . in business, there are striking examples where the intelligence of the team exceeds the intelligence of the individuals in the team, and where teams develop extraordinary capacities for coordinated action." (pp. 6–10)

These five disciplines, Senge insists, must be developed in "ensemble" fashion — a challenge, he admits, since it will prove more difficult to "integrate new tools than simply apply them separately." At the center of this five-discipline corpus stands what Senge terms *metanoia*, a word he borrows from the ancient Greeks, meaning a profound shift or change, a transcendence:

To grasp the meaning of "metanoia" is to grasp the deeper meaning of "learning," for learning involves a fundamental shift or movement of mind. . . . Yet, taking in information is only distantly related to real learning.

Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. . . . Through learning we re-perceive the world and our relationship to it. Through learning we extend our capacity to create. . . . This, then, is the basic meaning of a "learning organization" — an organization that is continually expanding its capacity to create its future. (pp. 13–14)

If all of this sounds a bit abstract, even a bit mystical, for corporate leaders to ingest and implement, Senge and his colleagues at MIT have tried to make concrete the five disciplines essential to developing a learning organization by putting together *The Fifth Discipline Fieldbook* (Doubleday/Currency, 1994). This complementary text provides the constitutive tools and strategies for constructing a Senge-inspired learning organization and, thus, for making his concepts work to metamorphose your organization.

But, we all know well that organizations — their systems, their leaders, their "mental models" — are not likely to change overnight. Not, at least, without a deep-rooted grasp of the meaning of *metanoia* and an equal understanding of managerial creativity and the uses of the imagination. After all, if "management science, reengineering and restructuring are largely about trial and error", as one *Washington Post* writer proclaims, then organizational leaders at all levels of the old hierarchy would do well to sharpen their creative problem-solving skills to better fit a

new world of more “free-flowing forms”. Enter Gareth Morgan’s *Imaginization: The Art of Creative Management* (Sage, 1993), an invitation to a new way of envisioning organizations and management — an appeal “to reimage ourselves and what we do”. Delineated in an easy-to-digest, breezy style, this book focuses on new management practice based, axiomatically, on the principle that “organization is imagination”.

A logical follow-up to the more theoretical *Images of Organization* (Sage, 1986), where Morgan argued that “effective managers and professionals in all walks of life . . . have to become skilled in the art of ‘reading’ the situations they are attempting to organize or manage” (p. 11), *Imaginization* demonstrates, amidst a wide range of interrelated topics, how we can

- develop an approach to the management of change that avoids the pitfalls and constraints imposed by rigid plans;
- create and manage decentralized organizations that can evolve and self-organize in an open yet controlled way;
- use the process of imaginization to “read” and reshape the development of organizational change projects;
- harness the enormous creativity that’s waiting to be tapped in most organizations; and
- steer “visionary change” in incremental, unplanned ways, from chaos to (an “emerging”) order.

Strategies for attaining these and other goals (e.g., developing “new perspectives” on product and service innovation) appear in just about every chapter in Morgan’s book. I was intrigued by Chapters 9 (“Imaginizing Team-work”), 11 (“Living the Message”), and 13 (“If You Only Have a Hammer”). These three chapters offer particularly valuable insights for corporate managers genuinely concerned with overcoming “conventional understandings” of team-work through “imaginizing new forms”; breaking the “immobilizing rhetoric” inherent in most organizations by developing powerful learning experiences; and creating a “tool box” for approaching and managing individual and organizational problems.

If you remain unconvinced that all of this rather microscopic attention to organizations like yours amounts to little more than, say, rhetorical excess, pure verbiage, then you need a dose of the prescription provided by Robert G. Eccles and Nitin Nohria in *Beyond the Hype: Rediscovering the Essence of Management* (Harvard Business School Press, 1992). In their attempt at “getting beyond management hype”, Eccles and Nohria contend that trendy rhetoric and vogue terms of every imaginable ilk —

total quality, the “network” organization, the “hybrid” organization, the “shamrock” organization, the “learning” organization, benchmarking, diversity, globalization, strategic intent, entrepreneurs, rightsizing, concurrent engineering, reengineering, restructuring, etc.

*Today, more than ever,
management is about
rhetoric.*

— may rise and fall, but action must continue to be the “managerial imperative”. In the past few years, they conclude, an incredible volume of verbiage has exhorted managers to become “leading-edge”, “excellent”, or “innovative”, while only a minimal amount of mainstream business discourse explores the most pragmatic questions relative to how organizations actually get things done.

One early chapter, “Rhetoric: The Work of Words”, seems to capture the essence of their argument. Brimming with material of genuine interest to any professional communicator, Eccles and Nohria discuss the rhetorical and (socio-)linguistic “systems” that seem to have permeated — but, at the same time, occluded — the world of contemporary management. Here they acknowledge that today, more than ever, management is *about* rhetoric and begin to explore the metaphors, analogies, slogans, maxims, and declarations of the “network” of participating managers, consultants, academics, and journalists. They examine the

bases, implications, and results of “the most powerful” business-based rhetoric and those “rhetoricians” (e.g., consultants like Tom Peters, author of *Thriving on Chaos* and *Liberation Management* and CEOs like GE’s Jack Welch) they consider “among the most effective . . . in the business world today” (pp. 30–31).

But often, they assert, while rhetoric can prove extremely powerful — in an almost abstract sense — its real purpose must be to move people and organizations to action. If what they call “the new rhetoric” fails to engender more than simply promoting and packaging “new designs” — or, that is, merely introducing (new) “rational” management constructs that rarely move beyond the conceptual level — then the basis for action remains little more than “just so many words”. And that, in short, becomes the central and binding theme put forth in *Beyond The Hype*: moving beyond rhetoric and “language games” and into the “reality” of managing the search for effective action.

By now, you’re probably wondering, quite rightly, what the ultimate lesson might be in all of this for the immediate future — your future and your organization’s? To paraphrase a recent *Wall Street Journal* column by Hal Lancaster (“Managing Your Career”), changing conditions may indeed breed new strategies and attitudes, but those conditions both necessary and sufficient for true organizational change — adaptability, creativity, imaginative approaches, knowledge, well-educated workers — remain the same. In the end, Lancaster declares, what you must remember is this: “A kiss is still a kiss, a sigh is still a sigh. The fundamental things apply as time goes by.” (He calls it the “Casa-blanca Theory”).

H.J. Scheiber is Director of Solaris Communication in Lakeland, Florida. Formerly Associate Professor of Rhetoric and Managerial/Technical Communication at Florida Institute of Technology, Dr. Scheiber is a member of the Editorial Board of the IEEE Professional Communication Society.

Calendar 1995

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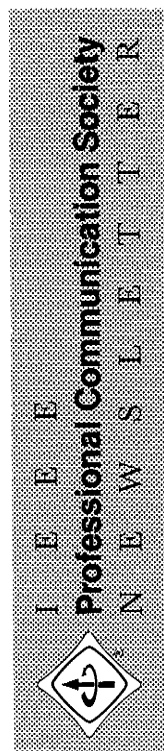
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