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ABSTRACT

Intended for teachers in communications and the language arts who are contemplating alternatives to teaching, this booklet provides a basic approach to communication consulting with fundamental definitions and practical guides to basic consulting principles. The first section of the booklet briefly discusses approaches to consulting and sources of consulting information. The second section looks at consulting in practice, examines prerequisite skills and suggests how to market them, describes the structure of workshops, seminars, and employee communication programs that make up consulting activities, and evaluates the results of consulting efforts. A bibliography and the addresses of communication associations are included. (HTH)

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Communication Consulting: Another Teaching Option

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Foreword

The Educational Resources Information Center (ERIC) is a national information system developed by the U.S. Office of Education and now sponsored by the National Institute of Education (NIE). It provides ready access to descriptions of exemplary programs, reports on research and development efforts, and related information useful in developing effective educational programs.

Through its network of specialized centers or clearinghouses, each of which is responsible for a particular educational area, ERIC acquires, evaluates, abstracts, and indexes current information and lists that information in its reference publications.

The ERIC system has already made available—through the ERIC Document Reproduction Service—a considerable body of data, including all federally funded research reports since 1956. However, if the findings of educational research are to be used by teachers, much of the data must be translated into an essentially different context. Rather than resting at the point of making research reports easily accessible, NIE has directed the separate ERIC clearinghouses to commission information analysis papers in specific areas from recognized authorities in those fields.

As with all federal educational information efforts, ERIC has as a primary goal bridging the gap between educational theory and teaching practice. One method of achieving that goal is the development by the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) of a series of booklets designed to meet concrete educational needs. These booklets have been developed in response to the increasing number of requests from teachers to provide this kind of service.

Topics are recommended by the ERIC/RCS National Advisory Board. Suggestions for topics are welcomed by the Board and should be directed to the Clearinghouse.

Bernard O'Donnell

Director, ERIC/RCS

1 Theory and Research

Consulting is big business. In 1966 consulting was estimated to be a "$750 million industry with prospects of becoming much larger in the years ahead as business continues to grow in complexity and human and mechanical problems multiply" (Dartnell, 1966, p. 1). By 1979 the estimate had passed the $2 billion per year mark (Kennedy, 1979), and consulting was being hailed as a glamour industry (Albert, 1978).

Today, as more and more organizations are becoming convinced that consultants can contribute to their productivity and profitability, more and more opportunities are developing for academics to serve as consultants. Why? Among the many reasons, particularly important is the belief that the academic person can offer

Considerable availability and flexibility.

State-of-the-art-knowledge.

Excellent research skills.

Innovative applications of theoretical concepts.

Earned credibility.

High ethical standards.

Effective presentational skills honed by countless hours in the classroom.

If the above areas describe you and you are willing to invest large amounts of time and energy, then you may have what it takes to be an effective communication consultant. However, before you jump on the consulting bandwagon, you owe it to yourself and your potential clients to understand the fundamental approaches to consulting. While this publication is not intended as an in-depth analysis of intervention projects, methods of facilitation, or as a guide to major consulting assignments, it does provide a basic approach to communication consulting with fundamental definitions and practical guides to basic consulting principles.

Unfortunately, academics often sell themselves short and miss opportunities to interact (or consult) with organizations. Thus, they miss opportunities to:

Find out whether the things they teach *in* the classroom work *outside* the classroom.

Make contacts that might result in student internships, summer jobs, and/or placement.

Conduct research that results in their being able to contribute to the state of the art of their discipline.

Supplement their academic income.

One reason academics pass up consulting opportunities is that they simply do not know how to classify their skills. They are not aware of what they have to offer that organizations would pay for, or they do not know how to market their skills and services. Speech communication people seem to be no exception to this situation. Aspiring consultants will find Redding's ". . . broad differentiation between two kinds of assignments that consultants are frequently called upon to perform" (1979, p. 346) both enlightening and useful.

Approaches to Consulting

Redding's (1979) two approaches are the ends of a continuum. At one extreme are specific, technical, hands-on skills and at the other extreme, broad-based conceptual skills. Examples of the first type, hands-on skills, include helping with or coordinating the development of an employee communication survey, assisting in the improvement of an organizational publication, or presenting a seminar or workshop to improve specific skills of managers or executives. These activities fall under the skills-oriented area of human resource development. Examples of conceptual skills, the second type, include working on organizational problems such as conflict between line and staff, communication climate, or the development of an employee communication program. These activities fall under the conceptually-oriented area of organizational development. Even though Redding's approaches categorize consulting into two neat packages, obviously times exist when consulting activities shift along the continuum from one area to another. An employee attitude survey, for example, could be identified as an intervention step in an organizational development (OD) project rather than an activity in the skills areas of human resource development (HRD). Most of the time, however, Redding's classifications hold true.

The most difficult aspect of determining what "consulting" is all about may well be deciding where to start. What does it take to be a consultant, to market the skills and/or knowledge speech communicators possess? Perhaps more importantly, what does a consultant do and how does one go about the business of doing it? This booklet intends to answer these questions.

What Is Communication Consulting?

We need at this point to give an operational definition of communication consulting. Neither a dictionary definition nor a theoretical discourse is much use here, but we need to recognize and accept several identifying concepts.

Goldhaber (1983) devotes three chapters of an organizational communication text to communication consulting. He approaches the consulting process from several perspectives but considers communication consulting to be part of the larger area of organizational development. For our purposes, Goldhaber's suggestion that the consulting process often leads to some sort of change in the organization is helpful as it allows us to begin to define operationally the concept of "communication consulting." Williams, in discussing the status of professional communication people, supports Goldhaber inasmuch as he states that ". . . today's organizational communicator is being asked to initiate change rather than respond to it" (1981, p. 287).

A common approach to the area is typified by Redding's (1979) contention that communication consulting is a "helping" activity. Timm (1980), in his discussion of the value and function of consultants, focuses on the consultant's ability to gather and report information objectively, a position that falls within the bounds of the helping relationship Redding mentions.

Pace (1983) in his text on organizational communication deals extensively with human resource development rather than communication consulting and refers to Nadler's (1979) summarization of the roles of human resource development specialists. These roles focus on the consultant as an advocate, expert, stimulator, and change agent. Pace and Nadler add further credence to Goldhaber, Redding, Williams, and Timm's suggestions that communication consulting is a helping activity that often causes change. Goldhaber views communication consulting from a broad perspective and as part of organizational development; Pace considers it to be more narrowly focused and considers it to be part of human resource development.

The view that consulting is a helping activity that often leads to change in the organization is a useful stepping stone in our attempt to define operationally and position communication consulting.

Where Does Communication Consulting Fit?

A communication specialist must first decide where communication consulting fits in an organization before deciding where a consultant fits. Is communication consulting part of human resource development or organizational development? And, to be precise, what are the areas of human resource development and organizational development? At this point we will briefly investigate both HRD and OD and then position communication consulting in relation to the two broader areas.

Human Resource Development

Pace defines human resource development as ". . . a set of activities that prepare employees to perform their current jobs more effectively, to assume different positions in the organization, or to move into jobs, positions, and careers that are as yet unidentified and undefined" (1983, p. 2).

According to Nadler (1979), human resource development can be broken into three distinct areas: (1) *training*, which emphasizes learning activities intended to teach individuals how to do their present jobs (or a similar or related one) more effectively and efficiently; (2) *education*, which emphasizes learning activities that prepare individuals for additional responsibility outside the parameters of their present job or in a new job; (3) *development*, which emphasizes learning activities intended to provide individuals with a broadly-based knowledge that can be applied to the kinds of planning and problem-solving activities needed so that an organization can meet the continually changing demands and expectations of its many publics.

To determine what activities human resource development practitioners engage in most often, the American Society for Training and Development underwrote a nationwide survey of HRD specialists (White, 1979). The survey identified nine areas:

1. Analyzing needs and evaluating results.
2. Designing and developing training programs and materials.
3. Delivering training and development programs or services.
4. Advising and counseling.
5. Managing training activities.
6. Maintaining organizational relationships.
7. Doing research to advance the training field.
8. Developing professional skills and expertise.
9. Developing basic skills and knowledge.

Organizational Development

After a review of varying definitions of organizational development, Koehler, Anatol, and Applbaum (1981) identified several significant characteristics that could be related to organizational development:

1. It is a managed, systematic, organization-wide process involving the basic philosophy and structure of the organization.
2. It makes use of consultants, or change agents, who are skilled in behavioral science.
3. Its objective is to improve the organization's effectiveness and problem-solving capabilities as a part of a broader competence in dealing with change in the external environment.

A more concise but equally comprehensive summation of organizational development is offered by Cummings, Long, and Lewis who define OD as ". . . a planned effort to monitor, modify, and maintain maximally effective human behavior in organizations" (1983, p. 229). We should note that all human resource development and communication consulting activities fit within the sphere of organizational development, but not all organizational development problems fit within the realm of human resource development or communication consulting.

As organizational development is a more broadly-based area than human resource development, the functional approach used to determine just what it is that human resource development people do would not be as effective when applied to OD. A list of job skills and/or functions in which the OD practitioner most often engages would show only the requirements of an organization at a given time. To approach the concept of organizational development, we have used Cummings, Long, and Lewis's five-step model. Their model (see Figure 1) applies to "organizational development in general and to the more narrow concerns of the communication specialist working within an organization" (p. 302).

As we look at the consulting process and try to carve our niche, we should keep three thoughts in mind:

1. Organizational development deals in the broadest context with the totality of planning, organizing, leading, and controlling, the four areas Allen (1969) presents as the functions of a manager.
2. Human resource development is a more narrowly focused concept which deals with the functions of a manager from a situations-oriented, technical, educational, and/or problem-solving perspective. HRD activities should be developed and implemented as a result of organizational development activities.
3. Communication consulting is most often viewed as a component of human resource development. Even though dealing with the management process, the primary job of the communication consultant is to apply communication principles and concepts to specific situations as one means of helping the organization meet its objectives relative to its human resources.

Several approaches are possible to what is commonly called communication consulting. Most of what we in the communication profession

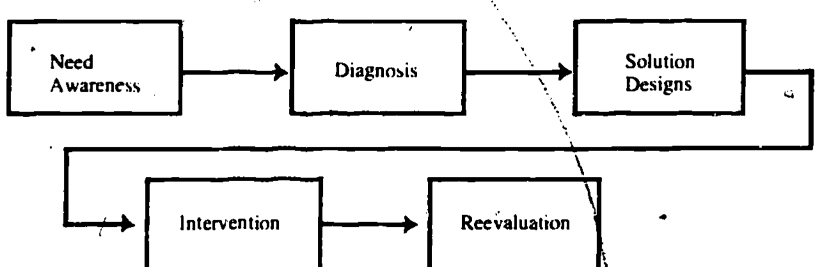


Figure 1. Five steps of organizational development.

do in non-academic settings is an extension of our classroom activities and fits neatly into the human resource development area. In basic consulting activities, our expertise is best used in the following activities: *workshops* which take a classroom approach but involve the participants so that they actually work on a problem or a project; *seminars* which take a classroom approach with the session leader lecturing extensively if not exclusively; or *train-the-trainer sessions* in which workshop and seminar methodologies are combined to teach people how to teach others. We can see that a communication consultant does not have to be skilled in all areas of organizational development, but must be skilled in the more specific area of human resource development.

Communication consultants must have above average competency in communication theory and current research and be proficient applying the theoretical principles to specific organizational settings. Consulting is big business, and it pays big dividends to those who are qualified. If, after a thorough investigation of approaches to consulting, experience in the organizational arena, and a demonstrated understanding of applied communication constructs, you decide you have what it takes, try it. We think you will find it to be the most demanding and most rewarding venture you have ever undertaken.

Sources of Consulting Information

An aspiring communication consultant can turn to a number of sources for relevant "how to" information. Numerous books and newsletters as well as professional meetings and conferences provide up-to-date information. Contacts with people already in the consulting business are useful. We have found that the most fruitful sources for current "how to do it" information, as well as projections for the future, are professional journals. Following is a list of journals in which information relevant to communication consulting is likely to be found.

Administrative Management
Advanced Management
Dun's Review
Harvard Business Review
Human Relations
Human Relations Journal
Industry Week
Journal of Business Communication
Journal of Communication
Management Review
Management World
Nation's Business
Office
Personnel Administration
Personnel Administrator
Personnel Journal
Supervision
Supervisory Management
Training
Training and Development Journal
Wall Street Journal

Articles and books that deal in some way with the process of consulting, communication and otherwise, are listed in the bibliography in the back of this book. Another source of information lies in the convention programs of the four largest communication associations in the country—the Speech Communication Association, the American Business Communication Association, the International Communication Association, and the International Association of Business Communicators. Their addresses are listed in the Appendix.

For the most part, relevant material in speech communication publications can be neatly compartmentalized into one of five categories;

- A defense of organizational communication and/or communication consulting by a practitioner
- An attack on organizational communication and/or communication consulting by a scholar-theoretician
- A discourse on educational, theoretical, and/or ethical standards
- A report on the results of some activity which falls under the communication consulting umbrella
- Hints and tips for presenting material to organizations

Specific, useful information on what "it"—communication consulting—is all about and how one actually "does it" comes from those who do the consulting. The second part of this book deals with how one goes about being a communication consultant.

2 Practice and Application

What Do Communication Consultants Do?

Just exactly what does a communication consultant do? Before we look at the leading models that explain how a communication consultant functions, let's look at an overview of what consultants do. You will probably decide, as you look at the overview, that the material could fit almost any form of consulting. There is nothing unique about the activities of a communication consultant (See Figure 2).

Perry (1978) suggests that, regardless of the speciality of a communication consultant, four criteria for success must be fulfilled. He contends that, first, a communication consultant must have a knowledge base. Second, the consultant must apply the knowledge in a manner that is productive for the organization. Third, the consultant must have considerable self-confidence; and, fourth, the consultant must be honest and candid.

Consulting Models

Since they were first published by Edgar Schein in 1969, the *Purchase*, *Doctor-Patient*, and *Process* models have been used extensively in consulting literature to describe the relationship between consultants and clients. Our presentation of the standard three models includes advantages and disadvantages of each suggested by Mayes (1982).

The *Purchase* model is by far the simplest of the three approaches to the consulting process and is probably most often used by communication con-

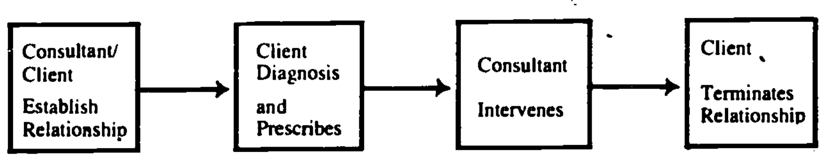
They	about	in order to	their
Listen	People	Plan	Seminars
Watch	Money	Organize	Publications
Talk	Objectives	Lead	Presentations
Read	Methods	Control	Surveys
Discuss	Attitudes	Coordinate	Audits
Write	Skills	Prescribe	Programs
Think	Facilities	Create	Workshops
Decide	Theories	Evaluate	Conferences
	Credibility	Improve	
	Ethics	Market	
	Perceptions		
	Relationships		
	Symptoms		
	Problems		

Skill in these activities plus *Knowledge of these resources* plus *Proficiency in these functions* yield *Results toward these objectives.*

Figure 2. What Do Communication Consultants Do?

sultants. The *Purchase* model (See Figure 3) indicates the client identified a need within the organization and approached a consultant to purchase the information or services needed. In this approach to consulting, the consultant has little or no part in determining the needs to be met or the objectives of the program. Once the information is provided or the services rendered, the relationship is usually terminated.

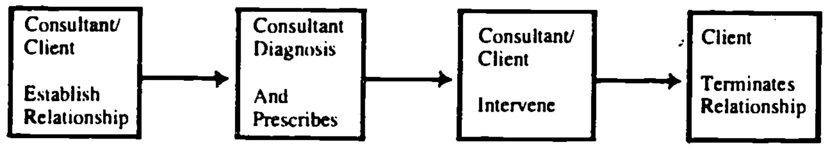
The consultant has considerably more responsibility when the *Doctor-Patient* model (See Figure 4) is used. With the *Doctor-Patient* approach the client notices something is wrong but does not identify the problem. The consultant is brought in, the symptoms are described, and the consultant conducts a thorough examination or investigation of the patient. The consultant often conducts a communication audit or an attitude survey. After the consultant has identified the illness or problem, a remedy or solution is prescribed. At this point the relationship may be terminated and the client may approach another consultant with a *Purchase* agreement, or



Advantages
Client does initial work
Quick and clean work
Minimal involvement
Requires little "homework"
Narrower demands

Disadvantages
Relinquish all diagnostic potential
May receive undeserved blame
Potential for dilemma

Figure 3. The Purchase Model.



Advantages
Perform your own diagnosis
Freedom to prescribe
Longer contract

Disadvantages
Perform your own diagnosis
Potential dilemma with client
Potential for withheld or inaccurate information
Requires greater knowledge

Figure 4. The Doctor-Patient Model.

the *Doctor-Patient* consultant may be retained to implement what has been prescribed.

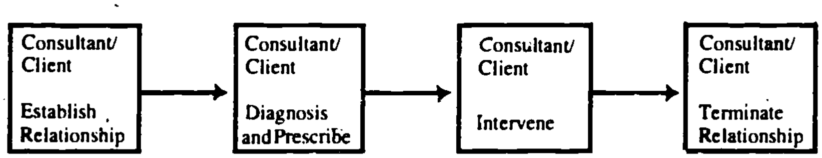
The *Process* model (See Figure 5) requires that both the client and the consultant involve themselves and assume responsibility in all phases of the situation. As can be seen in the diagram, the steps in the *Process* model are very similar to those of the *Doctor-Patient* model. The major difference is that both the client and the consultant are involved in each step.

Mayes also suggests several assumptions about both the consultant and the client that are related to the *Process* model.

Assumptions about consultant:
Must work jointly with members of the organization
Should provide alternative for client consideration
Should have competent diagnostic skills
Should have capability of intervention skills

Assumptions about client:
Does not know what is wrong
Is unaware of available alternatives
Is sincere in desire for improvement
Can perpetuate learned skills

The *Purchase, Doctor-Patient*, and *Process* models provide a skeletal overview of the consulting process. For an individual interested in a complete description of the consulting process, however, these models may be inadequate. A workable model that covers every aspect of the



Advantages
Access to "insiders" perspective
Greater control over development
Emphasizes "how" rather than "what"
Long term contract

Disadvantages
Must have excellent interpersonal communication skills
Must have a varied skill base

Figure 5. The Process Model.

consulting process would be so voluminous as to be impractical, but the *Interaction* model (See Figure 6) describes in more detail what happens in the *Purchase*, *Doctor-Patient*, and *Process* approaches.

Following is a brief list of activities communication consultants might undertake and the model that would be most suitable to each situation.

Project/Program Area	*Applicable Model(s)*
Presentational Skills Workshop	Purchase
Nonverbal Seminar/Workshop	Purchase
Written Communication Workshop	Purchase
Performance Review Workshop	Purchase
Interviewing Workshop	Purchase
Meeting Management Workshop	Purchase
Newsletter Workshop	Purchase
Conflict Resolution Workshop	Purchase
Attitude Survey	Doctor-Patient, Process, or Interaction
Communication Audit	Doctor-Patient, Process, or Interaction
Employee Communication Program	Process, Interaction
Employee Orientation Program	Process, Interaction

Consultant Skills

A successful communication consultant demonstrates the skills listed below. Don't let the apparent simplicity of the skills mislead you.

Presentational skills	Developing skills
Verbal skills	Interviewing skills
Writing skills	Management skills
Small group skills	Human relations skills
Meeting management skills	Public relations skills
Nonverbal skills	Audiovisual skills
Information gathering skills	Problem-solving skills
Evaluative skills	Organizing skills
Planning skills	Listening skills
Designing skills	Conflict resolving skills

Consultant Traits

Likewise, the successful communication consultant, whether in the seminar/workshop or intervention area, will possess a number of the following traits.

Emotional Maturity: the ability to behave as an adult, to take the bitter with the sweet, to face up to failure without rationalizing, to acquire self-insight, to establish reasonable vocational goals, and to exercise self-control.

Assertiveness: a forcefulness in social situations that involves the impact of one's personality upon other people—not to be confused with drive to get a job done or aggressiveness.

Tough-mindedness: willingness to make difficult decisions about individuals for the good of the organization.

Social Sensitivity: awareness of the reactions of others; judgment in social situations.

Conscientiousness: willingness to put in additional time and effort on a task in order to complete it in accordance with one's personal standards.

Self-discipline: ability to carry out less pleasant tasks without undue procrastination.

Initiative: self-starter; willingness to try new methods, provide own motivation without undue prompting from superiors.

Analytical Capacity: ability to break down a problem into its component parts in a logical, systematic manner.

Ability to Plan and Organize: ability to lay out a task in logical sequence, approaching first things first in a systematic manner, planning future steps in such a way as to accomplish the whole task efficiently and thoroughly.

Critical Thinking: ability to probe beneath the surface to test the findings in terms of one's own experience, hence not to take things at face value.

Self-Confidence: willingness to take action based upon a realistic assessment of one's own abilities.

Consultant Competency

What produces competency as a communication consultant? Redding (1979) suggests that it comes mainly from two areas: experience and rigorous educational preparation. Whether the competency comes from experience or education, successful communication consultants have the following qualifications:

On-the-job-experience.

Formal education (usually liberal arts).

Awareness of business trends.

Awareness of organizational pressures.

Awareness of human interaction patterns.

Awareness of management functions.

An understanding of organizational objectives.

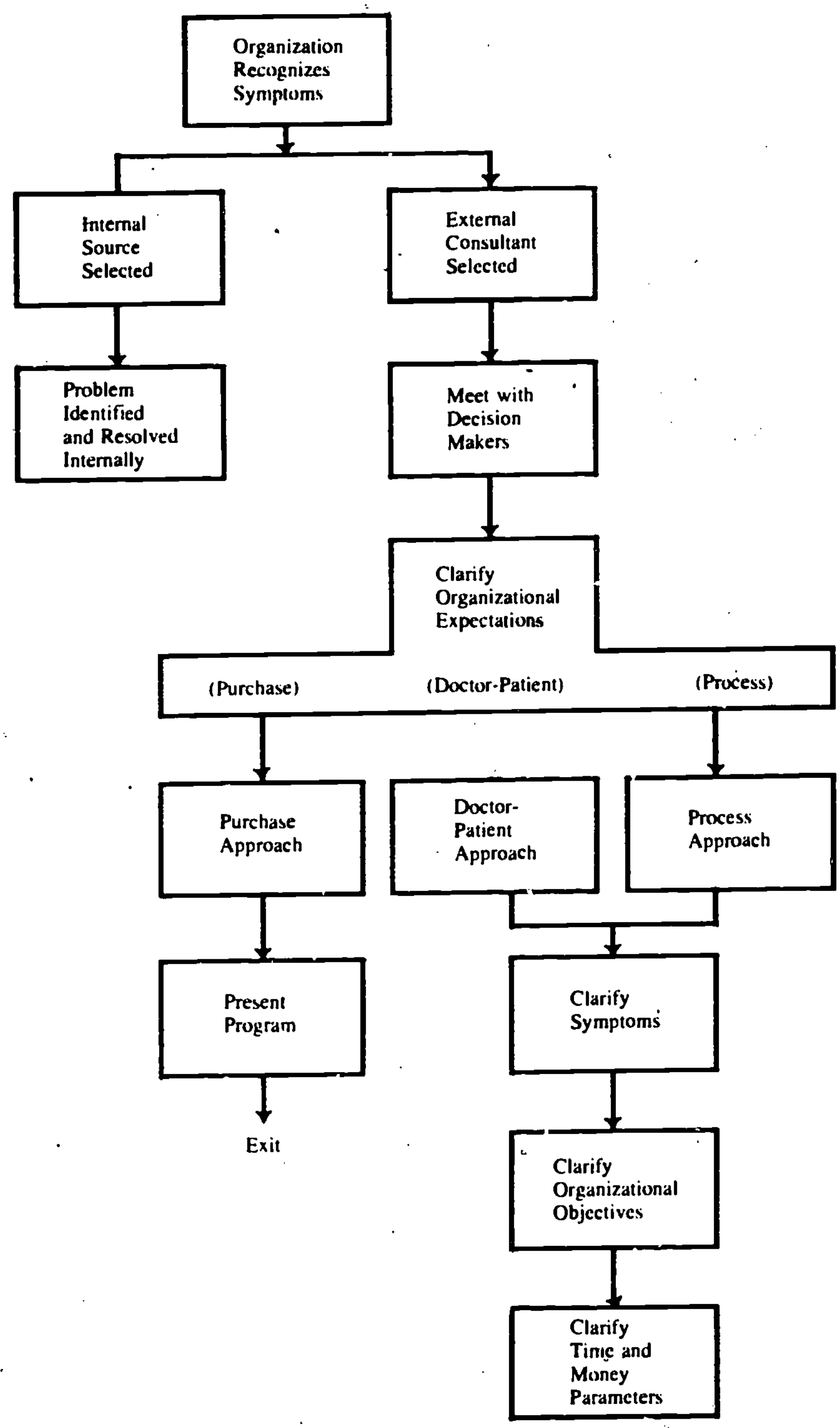
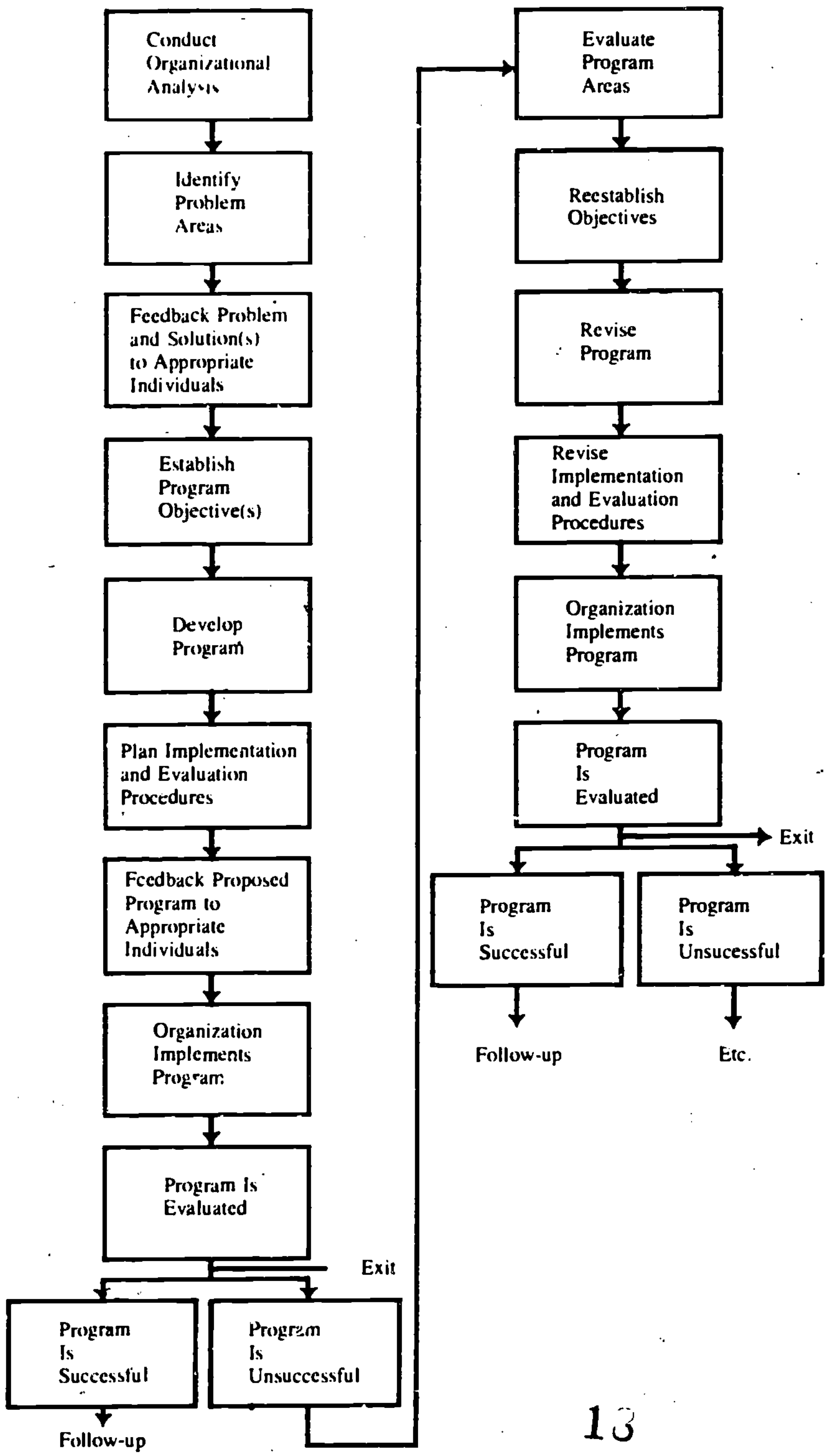


Figure 6. The Interaction Model.


Conduct Organizational Analysis
Identify Problem Areas
Feedback Problem and Solution(s) to Appropriate Individuals
Establish Program Objective(s)
Develop Program
Plan Implementation and Evaluation Procedures
Feedback Proposed Program to Appropriate Individuals
Organization Implements Program
Program Is Evaluated
Exit
Program Is Successful
Program Is Unsuccessful
Follow-up
Evaluate Program Areas
Reestablish Objectives
Revise Program
Revise Implementation and Evaluation Procedures
Organization Implements Program
Program Is Evaluated
Exit
Program Is Successful
Program Is Unsucessful
Follow-up
Etc.

A goal rather than process orientation.

An ability to speak "business" rather than "academic."

A sincere desire to help.

Perhaps the most important qualification listed above is the awareness of management functions. Specifically, communication consultants should know the basic functions of a manager and determine how their services can help managers do a better job of managing. An overview of management functions worth becoming familiar with, used by Allen (1969) in management training programs, is included in the following breakdown of functions.

Management Planning: Predetermine a Course of Action

Forecasts—Estimate future conditions and events

Objectives—Pinpoint goals, predetermine results

Programs—Develop program, establish sequence and priority of steps to objective

Schedules—Establish time sequence for program steps

Budgets—Allocate resources to accomplish objectives

Procedures—Develop and apply standardized methods

Policies—Ensure uniform and consistent action

Management Organization: Arrange and Relate the Work to Be Done

Structure—Development of organizational structure/group and work—*not* people

Delegation—Responsibility and authority; accountability

Relationships—Establish with subordinates, work groups, and superiors

Management Leading: Cause People to Take Effective Action

Decision Making—Reach conclusions and judgments

Communication—Create an understanding of upward and downward communication

Motivation—Inspire, encourage, impel people to take required action; create conditions favorable to productivity

Selection of People—Choose people for entry into and advancement within the organization

Development of People—Help people improve knowledge and skills

Management Control: Assess and Regulate Work in Progress

Performance Standards—Establish criteria by which methods and results will be measured and evaluated

Measurement of Performance—Record and report on work in progress

Evaluation of Performance—Appraise work in progress and when completed; correct performance; improve work being done and results secured

Marketing Consulting Services

Once a decision is made to enter the consulting business either part time or full time, beginning consultants have no choice but to spend a considerable amount of time searching for a client. Once they find one, they often stop marketing their services and spend all their time consulting. As soon as the project is completed, they find themselves right back at the beginning with no clients. As a result, they again are forced to spend an inordinate amount of time looking for clients. Kelley (1981) calls this the "Feast or Famine" cycle.

According to Kelley, to break the feast or famine cycle a consultant has to learn to schedule time and projects. Consultants should always leave a percentage of their time open for marketing activities. Even after becoming well-established, a consultant should continue to schedule marketing time along with consulting time. Kelley suggests that about 20 percent, or sixteen hours of each forty-hour week, should be applied to finding new clients or projects.

Where does one market one's services as a communication consultant? The most obvious choice is between the public and private sectors. The February 12, 1980, *Federal Procurement Data System Report* indicated that the professional service contracts awarded during fiscal 1979 totaled $2,286,861,000. The opportunity, as well as financial reward, is obviously there in the public sector. As Holder, El-Ansary, and Kooi (1981) found, though, a good deal of grantsmanship, game-playing, and sophisticated marketing is required to obtain federal contracts. We suggest that beginning communication consultants focus on the private sector until they can look back on several years of successful and relatively sophisticated consulting.

Lovelock (1981) indicates that the service industry—communication consultants are part of the service industry—tends to define marketing as nothing more than advertising and public relations. He contends that marketing for service-oriented organizations should include areas such as new product development and pricing.

The communication consultant should remember that marketing and ultimately selling consulting services is considerably different from marketing and selling products like shoes or shirts. The shoes and shirts can be looked at and touched. As Booms and Bitner (1981) point out, services are intangible. They cannot be looked at, touched, or really understood until the customer or client has experienced the service. As Booms and Bitner also point out, services offer no trial before purchase and each delivery constitutes a unique experience because each delivery circumstance is different. Because of these factors, standardization is difficult but the communication consultant can use this to advantage; it allows the consultant to tailor-make the product to fit the organizational or client need. The consultant should recognize that marketing strategies intended to develop and expand their existing business should be distinctly different from those intended to acquire new business or clients, according to Harris (1981).

Kotler and Connor (1977) provide an overview of the criteria for identifying prospective clients worth cultivating. "The criteria for good prospects include: high growth and profit potential, actual or potential dissatisfaction with their current firm, a base for attracting further clients in that industry, and the availability of a good contact or referral source" (p. 73). According to Kotler and Connor, new client development can be broken down into the steps diagrammed in Figure 7.

At some point in a basic or introductory course on public speaking, the student is introduced to the concept of audience analysis. The marketing of a communications approach or program differs considerably from the persuasive speech that a student presents, but the concept of audience analysis is the same.

Lenz (1980) makes it clear that the marketing of continuing education programs to professionals has reached such a level of sophistication that audience analysis has produced a profile of the consumer toward which the marketing efforts are aimed. We are not suggesting that novice communication consultants need such extensive detail on their audiences, but they do need to be aware of the importance one segment of the service industry places on audience analysis.

Peterson (1982) suggests six areas aspiring communication specialists should emphasize to market both the individual and the product or program.

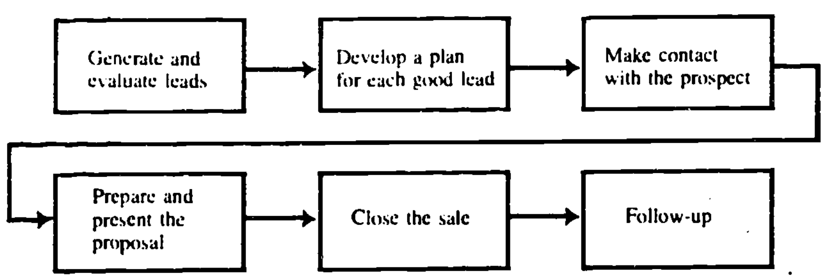


Figure 7. New Client Development.

1. *Academic preparation*—a thorough grounding in both organizational and communication theories.
2. *Service motivation*—a strong desire to help and assist others.
3. *Unique approach*—the more unusual the approach, the more successful the communication consultant will be.
4. *Getting started*—associating with academics who are already consulting and accepting non-paying speaking engagements.
5. *Fees*—this all boils down to supply and demand.
6. *Reputation*—consultants' reputations follow wherever they go; a few serious mistakes can end a consulting career.

Bloom (1981, p. 87) has isolated several characteristics of the professional service marketing and buying process:

1. Buyers treat the choice of a professional as a high-involvement decision.
2. Buyers experience great uncertainty about service quality both before and after they purchase professional services.
3. Buyers frequently do not have the luxury of planning and executing the purchase of a professional service over a lengthy period of time. The need to hire a professional often arises unpredictably and urgently.
4. Buyers exhibit great loyalty to professional service providers.
5. Sellers of professional services are rigidly bound by professional standards that frequently prevent them from doing everything possible to please a client or customer.

Kotler and Connor (1977) note that three different styles of marketing can be identified: minimal, hard sell, and professional. Communication consultants who practice minimal marketing assume that an excellent track record will lead to satisfied customers who will in turn come back for more. These consultants also assume that satisfied customers will pass the word to others and new clients will call or knock at the door of their own accord. This approach has an appealing genteel attraction but several disadvantages. Two of the more serious drawbacks to this approach are that the client chooses the consultant rather than the consultant choosing the client, and many a consultant practicing this approach has thrown in the sponge and gone to work for someone else while waiting for the phone to ring.

Hard-sell marketing calls to mind the stereotype of the used car salesman who promises anything just to sell the car. Not only does this approach border on dishonesty and unethical behavior, but it seldom obtains a client more than once.

Professional marketing is the approach to the client which is aggressive but consistent with the professional behavior expected from a communication consultant. When it comes to looking for ways to gain visibility and make contact with potential clients, it does not matter whether you are a lawyer, a dentist, or a communication consultant. As Mahon points out, "Activities and forums appropriate for gaining visibility vary among the professions, but there is some overlap. Meetings of business executives, for example, are a logical audience for both lawyers and consultants, as well as accountants" (1978, p. 25).

Establishing Consultant-Client Relationships

Organizational Expectations: Before even considering marketing your services or talking with someone about fulfilling a "consulting" assignment, there are a number of points worth thinking about . . .

Business people speak business . . . not rhetoric and public address.

Business people are usually not impressed with academic degrees.

Business people are always impressed by a successful track record.

You will be judged by what you wear and the way you look.

Business people are objectives-oriented.

Practical experience speaks louder than research cited.

Business people consider classroom experience suitable for classroom teaching, not consulting.

You have to relate to the client . . . the client doesn't have to relate to you.

Consultants need to be aware of current trends in business . . . awareness of articles in business journals is a must.

Clients do not evaluate consultants on how hard they work; they evaluate them on results produced.

You will be expected to be precise and specific. There is *nothing* that cannot be presented or explained in five minutes.

Do It Yourself Marketing

As a communication consultant, your primary objective in a marketing effort is personal or company visibility. Visibility can be accomplished in two ways: (1) hire a professional marketing firm, or (2) do it yourself. If you have the resources to hire a marketing firm, check with established consultants in your area to ensure that you retain a firm that can meet your expectations.

Most beginning communication consultants do not have the financial resources to engage a marketing firm. If you are in this category, a number of marketing techniques can be used at virtually no cost to accomplish your own marketing campaign. The following sections suggest ways to increase your visibility as a way to create a demand for your services.

Continuing Education Programs. As a general rule, continuing education programs do not pay well, but several reasons exist for doing them and presenting them well.

They provide an amazing number of contacts.

You learn what works and what doesn't work with organizational groups and audiences.

They often lead to additional assignments.

You meet the individuals who control the educational programs in local companies and organizations.

You become known on your campus and in your department as one of the select few who have the skills needed to deal with non-academic audiences.

They provide opportunities to practice adapting to groups and audiences outside the classroom.

They provide experience in answering questions dealing with real-world application rather than theoretical concepts.

The topic areas available in continuing education programs are almost limitless. An example of seminar programs speech communication people should be able to conduct is included in the section on workshops.

Civic Organization Presentations. Civic clubs abound in every community, and they are always looking for speakers. Since you will not be paid for this presentation, know the advantages of appearing before a civic club:

Allows you to polish your platform skills.

Provides a large number of contacts.

Frequently provides a free meal.

Allows you to meet civic and metropolitan leaders and decision-makers.

Serves as a proving ground for things you will want to try with public seminar audiences.

Labels you as a community-minded individual.

You may be able to obtain a list of clubs and their presidents and program chairpersons from the local Chamber of Commerce. If you do not know a club member who can introduce you to the program chairperson, write a letter explaining what you can do and your availability.

Publishing Journal Articles. The emphasis in journal articles should be on successful application, not simply theory. Publishing in professional journals is hard work but it

Gets your name before a national audience of organizational decision-makers.

Establishes your reputation in the academic community as a practitioner.

Establishes your reputation in the organizational community as a doer, capable of applying theory.

Often leads to seminar or consulting assignments.

Forces you to keep abreast of new developments in applied communication.

Publishing Books. As with publishing journal articles, the emphasis in books should be on successful application. Books of a "how to do it" nature will have the same result as articles in non-academic journals. Books, however, carry more status and authority. Obviously books require more time, but they provide evidence of your knowledge on the topic.

Word of Mouth. Both social and professional conversations are well worth the effort.

Networking can do wonders.

Networking often leads to contacts which in turn lead to assignments.

Don't be shy; cultivate people who can help you.

Don't be proud; "for free" programs often provide the opportunity to meet the sort of people you need. Good presentations mean that audience members will tell others that your program was worthwhile and that you are worth contacting.

Direct Mail Advertising. This approach can be expensive but is often cost effective because

It provides national and/or regional recognition.

It is a good public relations tool.

Brochures can include an enrollment form.

It should reach those people specifically involved with the area in which you are interested.

It enhances your image as a consultant.

Professional Programs. Presenting clinics, workshops, panels, and/or papers at meetings of professional groups usually involves travel and considerable preparation. Appearing on programs at professional meetings is worth the effort and expense because they

Establish you as an expert among your peers.

Provide a feeling of self-satisfaction.

Offer opportunities for free advertising.

Allow you to try out new ideas.

Provide a number of professional contacts.

Often lead to seminar or consulting assignments.

Force you to keep abreast of new developments in applied communication.

Business Cards. If you are serious about becoming a communication consultant, you will need a business card. Your business card

Adds an air of professionalism.

Identifies you as professional, not just a moonlighting teacher.

Provides a lasting record of your availability.

Represents you in your absence.

Adds to the professional image you are attempting to create or maintain.

Membership in Civic Organizations. The benefits from belonging to civic organizations are similar to those from making presentations to civic organizations. The major difference is that membership allows you to become involved in leadership and decision-making activities. In addition, membership

Provides contacts with community decision-makers.

Allows you to test your skills.

Provides a base for numerous professional contacts.

Portrays you as a concerned citizen.

Enhances your image as a professional.

Selling Consulting Services

When it comes to actually selling to a client, whether it is organizational development concepts or human resource development workshops, seminars or training programs, communication consultants would do well to follow the advice of Enis and Roering (1981). They maintain "The point is that . . . the marketer is not offering either a good or a service, but rather a combination or bundle of benefits that is likely to have both tangible and intangible aspects" (p. 3).

In commenting on selling of professional services, Levoy (1966) presents convincing evidence that selling services doesn't work. Instead of selling a service, Levoy suggests that professionals sell what the service will do. In illustration he notes that the one million plus quarter-inch drill bits sold in 1965 were not sold because over a million people wanted a quarter-inch drill bit. They were sold because over a million people wanted quarter-inch holes. Seligman (1961) suggests that those aspiring to be successful in the selling game follow the advice of Elmer Wheeler who advocated the sales maxim, "Don't sell the steak—Sell the Sizzle" (p. 82).

The underlying message to the aspiring communication consultant, then, is to sell what the service will provide, not the service itself. Management never sends employees to a seminar because of the content of the seminar. They send them because they expect results from the seminar. Communication concepts, activities, and programs are apt to be viewed by management as high-cost, low-return expenditures unless you can sell what the investment in your services will produce for your client—the improved morale, decreased turnover, sense of belonging, and improved skill levels, that increase productivity and profits.

A number of acceptable sales approaches are available to the communication consultant. The approach advocated by White (1982) seems to be comprehensive enough to cover most situations but simple enough to be workable. White suggests that a successful sales presentation consists of seven steps:

1. *Prospecting*—This step can either be included in or omitted from the actual selling procedure. It is essential, however, that it remain in the total sequence. While the consultant is looking for clients and evaluating their potential, the decision on just what will work and what won't work in the second step is made.

2. *Attention-getting device*—This is nothing more than the attention-getting device taught as part of every basic speech course. In the consulting arena, however, it will usually deal with a reference to the end result of the service being offered.

3. *Interest-developing step*—The third step creates an interest in the service by dealing with the advantages and/or benefits of the service.

4. *Persuasion*—Here the consultant convinces the potential client that the services offered are superior to those offered by others. This is most effectively done through indirect means.

5. *Creation of desire for the service*—This step provides an opportunity for the consultant to review the advantages and/or benefits to be gained. This step should also stress the ease with which the service can be obtained.

6. *Close or commitment*—Here, the communication consultant reaches an agreement with the client on price, billing, and scheduling, before establishing a working calendar.

7. *Follow-up*—This aspect of the sales presentation can take several approaches. It can consist of letters, calls, and visits to the client to find out what has happened as the result of the services provided. It can focus on additional services the consultant can provide the client, or it can be related to an ongoing program or project. Additional services involve both professional concern and public relations.

Even when academics are prepared and qualified to engage in communication consulting activities, problems often occur when meeting with a prospective client and selling a service. Leatherman (1982) provides both preventative and contingency actions for possibly the three most commonly stated problems faced by new consultants; namely, "I don't know how," "I am uncomfortable selling," and "They don't know me."

Fees

One of the questions most often asked by beginning communication consultants is "How much should I charge?" If the question is asked of another inexperienced consultant, an evasive answer is a virtual certainty. If asked of an experienced consultant the answer is generally less evasive but so vague as to be almost worthless. More often than not, the answer begins with something like "Well, it depends on a lot of things," or "It depends on what you do and who you do it for." This section intends to provide specific information on the subject of fees for the inexperienced beginning communication consultant.

As a general rule, communication consultants (as well as other kinds) figure and charge for their professional services on an hourly or a daily basis (Frankenhuis, 1979). A sound argument can be made for establishing standard hourly and daily fees and maintaining them, but within limitations, accepted practice for communication consultants is to adjust their fee structure according to the ability of the client to pay (Pfeiffer and Jones, 1979). Generally, business and industrial organizations are capable of paying and expect to pay considerably higher fees than nonprofit, governmental, and educational groups. A question of ethics may surface here but a basic understanding of fee structures will assure that the service provided as well as the fee charges is not ónly fair but beneficial to both the consultant and the client.

At the base of the fee structure is the consultant's billing rate. Billing rate is defined as ". . . the dollar amount that a client pays for a specified period" (Kelley, 1981, p. 72). The billing rate needs to take into consideration the following items:

Salary. Your salary is the monetary equivalent of your worth on the open market performing whatever services you offer as a consultant.

Overhead expenses. The overhead you will be faced with as a communication consultant consists of the actual expenses of operating a business. These will include typing or secretarial services, telephone, office rental, travel, postage, general office supplies, duplication or printing, security, and perhaps the salary of an assistant or helper.

Profit. Simply stated, profit is your compensation for doing business. It is what is left after you have paid your overhead expenses and your salary. An acceptable rule of thumb for profit is that it should equal 10 to 50 percent of the sum of your salary plus your overhead.

Competitors' prices. When you establish your billing rate, you should investigate several areas:

1. What are your successful competitors charging for services similar to yours?

2. What will your client be willing to pay?

3. What maximum and minimum figures are you willing to accept?

4. What, if any, extenuating circumstances exist? The answers to questions like these can be obtained from other consultants, organizational trainers and personnel directors, the brochures distributed by other consultants, bankers, and lawyers. You should assume that the client is familiar with fee ranges. If they are, and your fee is too low, they will assume that you are either a rank beginner or that your services are of a quality as low as your price.

Economic conditions. Successful consultants are aware of the economic conditions affecting their clients. An upturn may well justify a boost in your fee structure. A downturn may well indicate that your fees should follow.

Determining your billing rate

According to Kelley (1981) a large number of consulting firms use "The Rule of Three" to calculate their billing rates. The Rule of Three contains three major factors: (1) your salary requirement as its base, (2) an assumption that the consultant will have overhead and benefits that will equal the salary, and (3) the assumption that the consultant will produce a profit that equals the salary.

To calculate total revenues multiply the consultant's salary (either current or anticipated) by 3 to arrive at a total yearly revenue. The rule then implies that:

$$
\begin{aligned}
\tfrac{1}{3} &= \text{Salary of consultant} \\
&+ \\
\tfrac{1}{3} &= \text{Overhead/Benefits} \\
&+ \\
\tfrac{1}{3} &= \underline{\text{Profit}} \\
&= \text{Total Yearly Revenue}
\end{aligned}
$$

(Kelley, p. 82)

Then to determine your hourly billing rate divide your total revenue by your yearly billable hours. Billable hours are the hours you bill to clients. The average billable hours for a full-time consultant range between 1300 and 1700 hours.

For example:

Consultant's Salary	=	$25,000
Overhead	=	25,000
Profit	=	25,000
Total	=	$75,000

(3 × $25,000 Salary)

Total Yearly Revenues	$75,000
Divided By	
Yearly Billable Hours	1500 hours
Then Your Hourly Billing Rate	= $50/Hour
Daily Billing Rate	= $50/Hour × 8 Hours
	= $400/Day

The Rule of Three is simplistic. All you must know are your salary requirements and number of hours you will bill to clients. As Kelley points out, the more hours you can bill to clients, the less you need to charge per hour to maintain your profit level. By the same token, the fewer hours you can bill to clients, the more you must charge per hour. There are many methods you can use to determine your billing rate and we suggest that you read Chapter 5 of Robert Kelley's *Consulting* if you are interested in more complex methods of calculation. But for most consultants, The Rule of Three serves most needs.

The Proposal

The proposal is the most important aspect of obtaining a consulting assignment. The client will have preconceived ideas about what proposals should be and, if yours doesn't measure up, you won't get the assignment no matter how good your verbal skills are. Probably more assignments are missed and programs rejected because of poorly constructed proposals with vague objectives than any other single reason. Essentially the proposal should be

Short

Attractive

Neat

Easy to read

Easy to understand

Easy to follow

We cannot give any "sure fire—works every time without fail—money back if you're not satisfied" approaches to writing a program proposal for an organization. However, some basic rules of thumb have proven successful across a broad range of organizations.

Unlike proposals submitted to most governmental and/or regulatory agencies, proposals associated with communications programs in organizational settings are not bound by regulation in either form or content. In short, there is no manual to follow. For beginning consultants, the following points can serve as developmental guidelines:

Length — The shorter the better. Probably not more than five to seven pages. You can say everything you need to say about a public speaking workshop in five pages. As your services move away from HRD and toward OD activities, adjust the length of your proposals accordingly.

Format — Any complete proposal will include headings concerning background, need, program, implementation, and time table.

Content — A complete proposal will expand the format headings to include:

Background—What is happening in the industry in general and at the client organization in particular relative to the proposed program.

Need—Why the organization needs the program being proposed.

Program—What the program is. What the organization will gain by adopting and implementing the program.

Implementation—How the program will be implemented. Who will be involved. Where it will be done.

Who will be responsible. How much it will cost. What will be necessary to implement the program.

Time table—The steps the organization will follow to implementation should be detailed and a calendar developed.

Mechanics White paper. Typed. Use lists whenever appropriate. Single space copy. Double space between groupings.

Application of these guidelines to a specific opportunity in a metropolitan bank (the name of the bank has been changed) resulted in our submitting a proposal resembling the following sample:

Proposal to Implement a Revised Employee Orientation Program at First American Fidelity Bank and Trust Company

Background Information

Banking organizations have been aware for some time that:

As they have grown in sophistication, technology, and size, the feeling of unity among the employee groups has diminished.

As they have adopted improved but often increasingly complex policies, programs, and practices, the degree of employee knowledge about the policies, programs, and practices has diminished.

In an attempt to meet these needs, First American Fidelity Bank and Trust Company has provided its new employees with a comprehensive orientation program. In keeping with its goal of improved employee relations, First American Fidelity Bank and Trust realizes a need for periodic revision in its program and has entered into an agreement with Robertson, Rountree, Perry, and Vaughn to evaluate the present orientation program and propose revisions if necessary.

Currently, the existing orientation program is voluntary and held at irregular intervals. The program consists of one five (5) hour block with one hour reserved for lunch.

Major program emphasis is placed upon selected matters of policy, security, and employee evaluation procedures.

Need

Recent evaluations of employee orientation programs in Kentucky banking, holding, insurance, retail and manufacturing companies have indicated that in general, First American Fidelity has provided a sound employee orientation program. However, a survey of First American Fidelity employees and an analysis of the existing program by Robertson, Roundtree, Perry, and Vaughn indicates that the incorporation of selected aspects of programs offered by competing banking organizations would enhance the effectiveness of the existing First American Fidelity orientation program.

Proposed Program

It is proposed that First American Fidelity Bank and Trust Company implement a revised employee orientation program. Such a program will permit First American Fidelity to:

Ensure that *all* new employees are provided the opportunity to participate in the orientation program.

Provide a more cost-effective employee scheduling format.

Enhance the orientation program's visibility and attractiveness.

Improve the existing record-keeping system for employee orientation participation.

Enhance the presentational skills of the orientation staff.

Increase employee awareness of departmental functions and procedures.

Implement a more cost-effective orientation program format.

Improve content emphasis.

Familiarize employees with the physical structure of the bank.

Restructure the orientation seminar evaluation form.

Implementation

Through the utilization of existing resources, it is recommended that the program be implemented as follows:

Responsibility for program design and development will rest with Robertson, Rountree, Perry, and Vaughn.

Responsibility for on-site implementation of the program will rest with the First American Fidelity Vice-President of Training and Developments.

Responsibility for overall coordination of the orientation program and scheduling of participants will rest with the First American Fidelity Vice-President of Human Resources.

Cost

Costs for program design, photographic work, audio work, and developmental activities resulting in a revised employee orientation program which meets or exceeds First American Fidelity's expectations will total five thousand three hundred ($5,300.00) dollars. (In-house resources will be used where practical and available.)

First American Fidelity Revised New Employee Orientation Program

Timetable

Activity	*Date of Completion*
Presentation of Proposal	3/11/83
Indication of acceptance or rejection of proposal	3/17/83
Permission for additional slide shots on location at bank facilities	3/17/83
Schedule internal photo sessions	3/17/83
Notification to *Journal* staff concerning feature story on new orientation program	3/17/83
Final proposal revisions, if necessary, received	3/25/83
Initial notification to department supervisors of orientation update	3/25/83
Attendance and attrition file update completed	3/31/83
Slide show script completed	4/1/83
Newsletter distribution containing feature story	4/4/83
Revision of program content completed	4/11/83
Distribution of revised orientation schedule to all employees with cover letter of explanation	4/14/83
Posting of bulletin board posters announcing orientation schedule	4/14/83
Simulation game completed	4/15/83
Orientation handouts revised as needed	4/18/83
New orientation program completed	4/21/83
Posting of advertisements for upcoming orientation program	4/21/83
Visual charts for orientation program completed	4/21/83
Orientation staff attends presentation skills program	4/22/83
Revision of employee handbook completed	4/25/83
Distribution of bank tour schedule to all employees	4/28/83
Posting of bank tour schedule on bulletin boards	4/29/83
Presentation of final program to orientation staff	5/2/83
Orientation staff rehearsal	5/5/83
Supervisors orientation update	5/9/83
Implementation of new orientation program	5/15/83

Remember that not all proposals look exactly like the one developed for First American Fidelity Bank and Trust. The format remains basically the same but a proposal for a presentational skills workshop, for example, might include the following divisions:

Background information

Program objectives

Program content

Proposed agenda

Instructional techniques

Evaluation techniques

Time table

Cost

Staff

Logistics

Arrangements

Workshops and Seminars

As a beginning consultant, many of your assignments will be to lead seminars and workshops for an organization's employees. You may possess expert content knowledge and have a dynamic teaching style, but your experience in actual workshops with other adults may be limited. This section will guide you through setting objectives, preparing agendas, requesting participant information sheets, writing leader's guides, and creating evaluation forms, which will help you structure an effective workshop. These examples are not the only way to format the information, but are a basic guide to those with limited experience in the area of human resource development and consulting.

When structuring a workshop or seminar, this nine-step model (See Figure 8) will provide you with a logical progression of activities that will make your ideas for seminars and/or workshops take form. An explanation for each step follows the figure.

Workshop/Seminar Progression Chart

Step One: *Analyze Needs*—Investigate the needs of the organizations that you can cultivate into a client relationship. You may determine these needs through informal communication experiences or through any means that puts you in direct contact with the informed people in the organization.

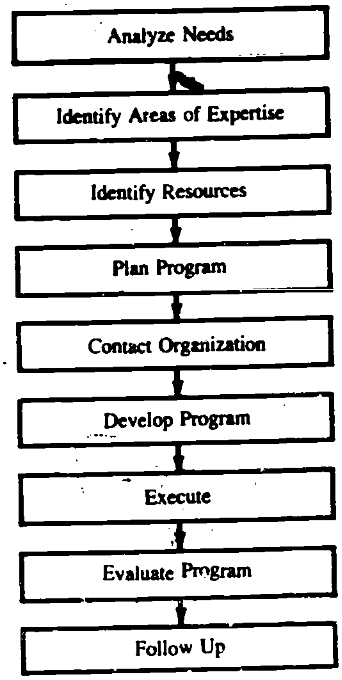


Figure 8. Workshop/Seminar Progression Chart.

Step Two: *Identify Your Area of Expertise*—Take an inventory of your knowledge and skills and determine the applicability of these skills to the organizational environment. Answer the question "How can I help improve communication in Company X?"

Step Three: *Identify Resources*—Determine what tangibles you will have to work with during the assignments. Identify the availability of a support staff, the facilities that you can use, and the finances that will be provided. As a consultant you must know:

1. Who (if anyone) will be working with you on the project?
2. What are your limitations on physical facilities?
3. What will your available budget be?

Do not proceed until you have answered these questions.

Step Four: *Plan the Specific Program*—Determine goals, objectives, methods, and content areas to be covered in the workshop/seminar. You need to have the logistics, length of program, costs, and scope of the program firmly in your mind before contacting the organization. But remember to remain flexible. If the organization offers a reasonable alternative to your plan, adapt to their standards if it doesn't hurt the integrity of your program.

Step Five: *Contact the Organization*—If you have an appropriate contact within the organization, then use that person. If you do not have a contact, do your homework and find out who is in charge of training and make an appointment with that person. Remember to use your communication skills to impress upon the person your communication effectiveness. Organizations differ from some academic fields in that organizations expect you to be able to do whatever it is that you are proposing to teach. Our feeling is that you should have a written proposal with you for your organizational contact. (Refer to the sections on proposal guidelines to determine what your proposal should contain.)

Step Six: *Develop Program*—After discussing the proposal with the prospective client, you may have to adapt your program to fit the specific organization. After making the necessary changes, organize your materials, determine specific activities which fulfill your objectives, compile the participants packet of information, and write your leader's guide for use with this specific assignment. At some point during this developmental stage you will need to determine what audiovisual equipment you will need and contract for its use.

Step Seven: *Execute Program*—Arrive early so that everything is ready an hour before the program is to start. If at all possible, set up your room and equipment the night before the workshop. By doing this you can work out any last minute details and/or emergencies which occur (and you should expect something to go wrong, because it frequently does). During the sessions, follow your agenda as closely as possible, but remember to remain flexible and adapt the sessions as necessary.

Step Eight: *Evaluate Session*—Create your session evaluation forms to determine the effectiveness of the session. Evaluation of session leaders, information packets, facilities, food, and achievement of session objectives is essential to you as the workshop leader and to the organization employing the consultant. The organization may provide these forms, but in case they don't, you should be prepared with your own evaluation forms.

Step Nine: *Follow-Up*—An important element in the consulting process is follow-up. After the session is completed you should contact the person in charge of employing you and provide some follow-up comments about the session in particular and about other areas of expertise that you may have. The organization then has on record your name, a report of a good session (we hope), and other areas of your expertise. Follow-up is one of the best marketing devices you can employ.

To provide an example of some of the workshops communication teachers can conduct, the communication seminars conducted by the authors during the 1981–82 year are listed here. Remember you are limited only by time constraints and your ability to creatively design and sell communication workshops to organizations.

Communication Seminars & Workshops Conducted
by Evan Rudolph and Barbara Johnson
During 1981–82

How to Communicate for Better Results
How to Improve Communications
Oral & Written Communication for Supervisor Training Program
Oral and Written Communication for Savings and Loan Institutions
Oral & Written Communication for Bank Managers
Oral & Written Communication for Paralegal Secretaries
How to Assert Yourself through Communication
Presentational Skills Workshop
Effective Downward Communications: A Must in Today's Banking Environment
How to Assert Yourself and Become More Visual, Dynamic, and Communicative on the Job
Motivation, Management by Objectives, and Communication
How to Be a More Responsive Listener
Your Greatest Asset: Communication Skills
Written Communication Skills
Upward Communication: How to Talk to the Boss
How to Conduct an Employment Interview
Group Dynamics
How to Conduct an Appraisal Interview
How to Use Nonverbal Communication Skills in the Organizational Environment
How to Conduct an Attitude Survey in Academic Insitutions
How to Conduct Successful Meetings.
Delegation: How to Communicate with Employees
How to Construct a Slide Show Presentation
Communication: Obstacles and Opportunities Women Face
Communication with New Employees: An Approach to Orientation Programs

Consider the following checklist before conducting a workshop.

Workshop Do's and Don'ts

Do

Prepare participants before seminar with announcement.

Have refreshments before and during your sessions.

Begin seminar with explanation of objectives.

Give participants ground rules. Let them know what to expect for the next few hours.

Have participants introduce themselves or each other.

Begin seminar with some sort of game to break the ice.

Don't

Expect participants to know what your seminar is about.

Expect participants to bring pens and paper.

Exceed time limits.

Forget to give participants breaks.

Lecture too long without breaks or discussions.

Allow segments to be unrelated.

Be unprepared. Make sure you have everything you need before you begin.

Have plenty of visual aids.	Discuss lists without charts or handouts.
Have handouts or notebook that reviews everything that will be discussed in workshop.	Use new terminology in a definition.
Have name tags for participants.	Assume participants understand what you are saying.
Ask questions. Encourage discussion.	Discourage participants from speaking up or asking questions.

Setting Objectives

An objectives page should be a part of each packet of information given to each participant. Ideally the objectives should be stated as behavioral objectives. If using a behavioral objective format results in an awkward statement or a statement the contracting organization does not want, use a statement that identifies the thesis of your content.

Session II
Improving Communications
February 21, 1983

Objective: Upon completion of this session, the participants should be able to:

1. Discuss the role and importance of communication in dealing with people.
2. Understand that listening is an important part of communication.
3. Discuss the role and value of the grapevine.
4. Identify, discuss, and evaluate the different methods of giving orders.
5. Discuss the importance of communication to the management process.
6. Identify and discuss three factors that hinder or affect the communication process.
7. Identify ways and means of improving communication between supervisors and employees, and supervisors and higher management.

Preparing Agenda

When preparing an agenda for the session, keep a tight hold on your time. Do not schedule large blocks of time with only a few activities. Make the best possible use of the participants' time. The person in charge of the session should see your agenda before you start the session. However, you should make sure your client realizes that if you do not follow the agenda to the letter, it will be because of adapting to participants' needs as the session progresses. Until you are very familiar with your session, it is best not to give a copy of the total seminar agenda to the participants. Outlining the seminar a half-day at a time for the participants allows you the flexibility of adding or omitting elements as time allows. If the participants press for an agenda, make a flip chart showing a half-day at a time and flip to it when a participant questions. The following four examples demonstrate effective scheduling:

No. 1: Two day Seminar—Presentational Skills Agenda
No. 2: Orientation Program Agenda
No. 3: Motivation Session Agenda
No. 4: Topical Presentation Skills Agenda (Note that no specific time frame is posted, but the facilitators must be well aware of how long it takes to cover each area.)

Agenda Number 1

Presentational Skills Seminar
Day 1
First American Fidelity Bank and Trust

7:30– 8:00	Coffee
8:00– 8:15	Welcome by Smith/Jones
8:15– 8:20	Introductory Remarks
8:20– 9:20	Performance #1 (Prepared Presentations)
9:20– 9:35	Break
9:35–10:15	Seminar Objectives Nonverbal Communication Positive Attitude
10:15–10:45	Performance #2
10:45–11:00	Audience Analysis
11:00–11:15	Stage Fright
11:15–11:30	How to Make Informative Presentations
11:30–12:00	Preparation Time (Informative Presentations)
12:00–12:45	Lunch
12:45– 1:30	Performance #3 (Informative) & Critique
1:30– 1:45	How to Make Introductory Presentations
1:45– 2:00	Preparation Time (Introductory Speeches)
2:00– 2:45	Performance #4 (Introductory) & Critique
2:45– 3:00	Break
3:00– 3:30	Visual Aids
3:30– 3:45	How to Make Technical Presentations
3:45– 4:45	Preparation Time (Technical Presentations with Visual Aids)
4:45– 5:00	Break
5:00– 5:45	Performance #5 (Technical) & Critique
5:45– 6:00	Review and Assignment for Day 2

Presentational Skills
Day 2
First American Fidelity Bank and Trust

7:30– 8:00	Coffee
8:00– 8:15	Getting Ready to Speak
8:15– 8:30	How to Make Impromptu Presentations
8:30– 9:00	Performance #6 (Impromptu Presentations)
9:00– 9:15	How to Make Introductory Speeches
9:15– 9:30	Break
9:30–10:00	How to Make Persuasive Speeches
10:00–11:15	Preparation for Persuasion and Introductory Speeches
11:15–11:30	How to Handle Questions and Answers
11:30–12:15	Lunch
12:15– 1:30	Performance #7 (Introductory Speech) and #8 (Persuasive Question/Answer Session)
1:30– 1:45	Break
1:45– 2:15	Performance #9 (Impromptu #2 on Job-Related Topic)
2:15– 2:30	Review and Practice for Final Speech
2:30– 3:45	Performance #10 (Final Speech, Video Review, and Evaluation)
3:45– 4:15	One-to-One Communication
4:15– 4:30	Wrap-up and Review
4:30– 4:45	Evaluation and Certificates

Agenda Number 2

First American Fidelity Bank and Trust
Orientation Format

Coffee	8:30– 8:45	15 min.
Introduction	8:45– 8:50	5 min.
Participant Introductions	8:50– 9.20	30 min.
Slide Show	9:20– 9:40	20 min.
Bank Services	9:40– 9:50	10 min.
Break	9:50–10:00	10 min.
Policy	10:00–10:20	20 min.
Retirement	10:20–10:30	10 min.
Evaluations	10:30–10:45	15 min.
Pay/Promotions/ Upward Mobility	10:45–11:00	15 min.
Education	11:00–11:05	5 min.
Profit Sharing	11:05–11:20	15 min.
Question/Answer Session	11:20–11:30	10 min.
Lunch	11:30–12:30	60 min.
Telephone Training	12:30– 1:00	30 min.
Vacations	1:00– 1:05	5 min.
Leaves of Absence	1:05– 1:15	10 min.
Medical/Life Insurance	1:15– 1:30	15 min.

Policy Knowledge Game	1:30– 1:45	15 min.
Security	1:45– 2:15	30 min.
Tour	2:15–	30 min.

Agenda Number 3

Western Kentucky University
Department of Personnel
A One-Half Day Workshop on Motivation

9:00– 9:05	*Overview of the Day*
9:05– 9:30 (Handout)	*Introduction of Participants* Group Discussion
9:30–10:00 (Handout)	*What Does it Take to Motivate you?* Lecturette Discussion Individual decision making
10:00–10:30 (Handout)	*Assessing your "SMP" Self-Motivating Potential* Lecturette Discussion Completion of "SMP" Analysis
10:30–10:45	Break
10:45–11:00 (Handout)	*A Look at Emotional Motivational Techiques (which don't last) and Self-Motivating Techniques (which do last)* Lecturette Discussion
11:00–11:15 (Handout)	*The CJ "Sure-Fire" Method of Motivating Yourself* Lecturette Discussion
11:15–11:45 (Handout)	*Setting Self-Motivating Goals* Discussion Individual decision making Individual goal setting Individual planning for implementation

Agenda Number 4

Presentational Skills Workshop
Bowling Green—Warren County Jaycees
June 4, 1982

I. Overview of Seminar: Session Leaders
   Evan E. Rudolph
   Barbara Johnson

II. Introductory Activity
   Participants

III. Communication Apprehension
   A. Stage Fright Symptoms
   B. Preparation: Key to Controlling Stage Fright
   C. Physical Actions to Reduce Stage Fright Symptoms

IV. Audience Analysis
   A. Questions to Ask about Your Audience
   B. Relating to and Involving Audience
   C. Developing Credibility

Requesting Participant Information List

For the participants to get maximum benefits from your training session, you must analyze your audience before the session. The organization should provide you with an analysis; if not, it is your responsibility to ask for it. Be specific when requesting audience information and be sure the client knows your reason for wanting it and how you will use the information. The following areas should be covered and the information should be available for your use prior to the session:

1. Name of participant
2. Title/position
3. Major job responsibilities
4. Time with the organization
5. Leisure activities

The sample provided is a participant information list used for a presentational skills workshop, although the names of participants have been changed. This information should help you illustrate ideas in your presentation with examples with which your participants can identify. Understanding the relationships individuals have to the organization allows you to expect certain responses in the discussions, critiques, presentations, and other activities during the workshop.

Participant Information List

Type of Seminar: Presentational Skills Seminar

Name	*Title*	*Position*	*Time at AFBT*	*Leisure Activity*
Mark Robertson	Investment Officer	Manages investment portfolios	2 years 7 years in bank investments	Follows UKentucky, ULexington Refinishes antiques
Bradley Jones	V.P. Trust Tax Manager	Manages people who control fiduciary tax returns, income tax returns, federal, state and death taxes, tax council for Trust Department	2½ years Came from bank in Chicago	Just returned from 13 days at the Grand Canyon Runner
William Roundtree	A.V.P. Correspondent Banking	Sells bank services to correspondent banks	8 years	Busy with school, UL, work and family
Clay B. Stevens	Sr. Systems Engineer	Keeps programs running for Bankcard Department.	7 years	

Jennifer Taylor	Commercial Lending Officer	Project Leader New department 1 yr. old. Develop loans for medical students, doctors.	3 months this job 3 years AFBT	Tennis
Pam Perry	Corporate Relations Officer	In charge of 1. Press Communications 2. Investor relations 3. Contributions	2 years	Reading, golfing, and skiing
Ed Vaughn	V.P. Manager of financial services product and sales support	Oversales support and Lexington data services	11 years	
Scott Sellers	V.P. Investment Officer	Portfolio investments, personal trust accounts, estate planning, trust administration	9 years Trust Admin. 8 years	Sports, softball, basketball, bridge

Writing a Leader's Guide

In order to conduct an organized session, it is sometimes necessary to prepare a leader's guide so that your seminar/workshop will achieve its objectives in the most concise and economical manner. A leader's guide helps keep you on track and moves the session toward a purposeful end. It shows you what audiovisuals you will be needing. what specifically you will be doing with each audiovisual, what main points you will cover, and provides specific examples for clarifying concepts introduced in the session. A hidden plus for the seminar leader is that a leader's guide provides a script so the leader can ensure command of the content. In workshops, we sometimes talk at length about a particular theory or concept. While this may be acceptable in the classroom, it is most often not acceptable in a seminar setting, since the participants are using company time and money. Seminar leaders must be brief. clear, and to the point. The following is an example of one section of a leader's guide for a session on supervisory communication.

Leader's Guide
Giving Orders & Directions

Purpose
To provide supervisors with knowledge and understanding of giving orders and directions.

Equipment and Materials Needed
Chalkboard or two easel chart pads with chalk or felt-tip markers.

Handouts Required
Outline—Giving Orders & Directions

Explain: How an order or direction is given . . . the method used to give the order . . direction . . . will affect how well the individual accepts and reacts to the order . . . direction. Improperly given orders can result in poor attitudes . . . poor work performance . . . and perhaps even a grievance.

In this session we are going to review and discuss orders . . . and directions.

Let's start by reviewing *what should an order be*?

Do: Board: "What Should An Order Be?"

Explain: An order must be *clear and understandable and acceptable*.

Do: Board under "What Should An Order Be?":
1. Clear and understandable
2. Acceptable

Explain: How can you make an order to an employee clear and understandable?

Do: Let group respond.
Expect such responses as:
. . Simplicity . . . repeating difficult words or parts
. . Complete . . . giving the person the what. who. when. where. and why of the order
. . Repeatability . . . ask person to repeat to make sure he/she knows

Explain: Okay . . . What can we do to help make an order acceptable?

Do: Let group respond. Expect:
. . Tell why (justification)
. . Tell how (practicality)

. . Challenge the individual's abilities (stimulation)
. . Use tact (modify order to meet skill and experience)
. . With authority (give order with sufficient authority)

Explain: Let's recap: an order must be clear, understandable, and acceptable. And you can be sure your orders will be when you . . . repeat difficult parts of it; give the what, who, when, where, and why of the order; ask the person to repeat the order; challenge the individual's abilities; use tact; and give the order with authority.

Developing Evaluation Forms

The following sample evaluation is simple in form, covers the general areas of a seminar, and can be adapted to fit most workshops. However, it does not measure whether or not the facilitators or the seminar fulfilled their objectives. This particular form is intended to measure a general attitude about the usefulness and practicability of the seminar as well as the effectiveness of the physical facilities, leaders, printed material, and interaction between seminar leaders and participants. You may want to be more specific in your evaluation forms if you teach technical skills or if you deal with upper management. The evaluation forms should be administered by one of the organization's staff members, preferably the director of training.

Seminar Evaluation Form

1. How would you rate the usefulness of this seminar to you?
   ______ Very useful
   ______ Somewhat useful
   ______ Of average usefulness
   ______ Of little usefulness
   ______ Of no use
2. Compared to other seminars you have attended, how would you rate this seminar in terms of value to you?
   ______ Much more valuable
   ______ Somewhat more valuable
   ______ About the same
   ______ Somewhat less valuable
   ______ Much less valuable
3. How would you rate the quality of instruction?
   ______ Superior
   ______ Excellent
   ______ Average
   ______ Fair
   ______ Poor
4. How would you rate the instructor-participant interaction?
   ______ Superior
   ______ Excellent
   ______ Average
   ______ Fair
   ______ Poor
5. Which presentational style do you anticipate using most often?
   ______ Impromptu
   ______ Persuasive

_____ Informative
_____ Introductory
_____ Technical

6. How would you rate the usefulness of "The Executive Communication System Handbook?"
   _____ Very useful
   _____ Somewhat useful
   _____ Of average usefulness
   _____ Of little usefulness
   _____ Of no usefulness
7. How would you rate the facilities?
   _____ Superior
   _____ Excellent
   _____ Average
   _____ Fair
   _____ Poor
8. How would you rate the food?
   _____ Superior
   _____ Excellent
   _____ Average
   _____ Fair
   _____ Poor
9. What do you see as the major strength of the seminar?
10. Make at least one suggestion for improving the seminar.
11. Would you like to see a follow-up? If so . . . what?
12. Additional comments.

Employee Communication Programs

Frequently, whether as a result of organizational development activities or human resource development program planning, communication consultants have the opportunity to design and implement an employee communication program. The key to successful employee communication programs is twofold:

1. An organization cannot "not" communicate. What is not said often overshadows what is said.
2. A successful employee communication program consists of a combination of the three major approaches to communicating with employees. The approaches can be categorized as
   Interpersonal
   Written or Printed
   Multi-Media

Interpersonal Communication

The following section provides an in-depth look at five interpersonal communication approaches and a list of eighty more.

1. One-on-one Interview Session
   Definition: Face-to-face interview sessions between the employee

and the immediate supervisor. Not to be confused with performance reviews.

Objective: To provide periodic opportunities for supervisors to gain insights into the subordinate's feelings, goals, concerns, relationships, etc.

Cost: Time lost only.

Participants: Supervisor and subordinate.

Time/Length: Conducted every six months to a year; approximately thirty minutes in length.

Format: Private, away from the subordinate's work area, informal discussion.

Evaluation: Attitude survey.

Follow-up: Daily, weekly comments by supervisor pertaining to topics discussed. Compare results with objectives.

2. Orientation Program

Definition: The process by which new employees are introduced to an organization.

Objective: To introduce new employees to the organization's history, products, markets, rules, regulations, policies, benefits, opportunities, etc.

Cost: Time off job, booklets, brochures, movie, slides, video, demonstrations.

Participants: Personnel, supervisors, new employees.

Time/Length: When employee joins company; length should fit company resources.

Format: Lecture, discussion, one-on-one, printed material, audiovisual, tours.

Evaluation: Attitude survey, employee knowledge of the organization.

Follow-up: Minimal. Compare results with objectives.

3. Performance Review

Definition: Formal means of determining job performance and potential for promotion.

Objective: To evaluate job performance and designated individuals ready for advancement consistent with previously determined and agreed upon goals.

Cost: Time off the job.

Participants: Supervisor and subordinate.

Number Involved: Two.

Time/Length: Yearly; thirty minutes.

Format: Private, away from the subordinate's work area, formal discussion.

Evaluation: Job performance.

Follow-up: Six-month review discussion with employee optional. Compare results with objectives.

4. Breakfast Meeting

Definition: Informal breakfast meeting held by senior management with rank and file employees.

Objective: To provide opportunity for all levels of employees to obtain information about the company from a member of upper management; also provides an opportunity for upper management to obtain information from employees.

Cost: Food, food service, time off the job.

Participants: Senior management and rank and file employees.

Number Involved: One member of senior management and up to twenty employees.

Time/Length: Monthly with different employees.

Format: Private, anywhere tables can be set up in a U or square.

Evaluation: Attitude survey, communication audit.

Follow-up: Supervisors contact. Compare results with objectives.

5. Retirement Assistance

Definition: Company-sponsored help in the retirement planning process.

Objective: To aid employees as they plan for retirement.

Cost: Dependent upon format selected.

Participants: Employee or employee and spouse.

Number Involved: One-on-one interview or small group of up to twenty employees or a mixture of employees and spouses.

Time/Length: Ranges from one-hour interview to two full-day sessions.

Format: Personal interview situation with employee and information source or small group meeting with one or more speakers presenting information.

Evaluation: Attitude survey, exit interview.

Follow-up: Contact with retired employees. Compare results with objectives.

Additional Interpersonal Elements

Adult Education Groups
Advisor for Management-Employee Communication
Advisory Council on Human Relations
Anniversary Celebrations
"Alumni" Activities
Attendance at Off-the-Job Meetings
Benefit Meetings
Birthday Interviews with Employees
Brainstorming Sessions
Children's Christmas Parties
Coffee-Break Discussions
Coin-Your-Ideas
Committees
Communication Audit
Communication-Training Groups
Counseling Employees
Conferences—Local, Regional
Contests for Employees
Debates by Employees
Departmental Meetings
Depth Interviews with Employees and Family Members
Discussion Groups
Displays for Employees
Domestic Employee Relations Developments
Dramatic Club Shows
Economic Education Activity
Editors' Conferences and Follow-ups
Educators' Conferences and Follow-ups
Educational Programs
Empathy-Training Groups
Employee Athletics
Employee Attitude Surveys
Employee Elections
Employee Entertainments
Employee Mass Meetings
Employee Product Boosting Campaigns
Employee Restaurant Table Notices
Employee Roundtable
Employee Speakers Bureau
Exit Interviews
Family Visits
Feed-Back Sessions
Field Employee Relations Representatives
Grapevine
Grievances

Hobby Shows for Employees and Retirees
Interviews with Employees at Hiring, On-the-job, at Retirement or Termination
Interviews with Supervisors
Job Performance Reviews
Joint Management-Union Projects
Liaison Activities (Inter-department)
(Inter-company)
(Inter-union)
Management Meeting
Memberships in Outside Organizations and Groups
Memorials to Employees, War and Peace
Open House
Orientation Programs
Participation in Company-sponsored Charity Drives
Personal Contacts
Personnel Office Services for Employees
Political Educational Activity
Presentational Skills Training
Profit-Sharing Plans
Public Address System Programs
Religious Activities of Employees
Reporters for Plant Papers
Reunions of Special Employee Groups
Safety Campaigns
Social Organizations of Employees
Social Relationships
Special Events for Employees and Families
Staff Meetings
Stock Purchase Plans
Supervisors' Meetings
Testimonial Dinners
"Thought Leaders" among Employees
Time Management Programs
Training Programs
Veterans' Organizations of Employees
Visits by Regional and General Office Staff
Visits to Other Plants and Offices
"Who's Who" Roster of Company People
Works Councils

Written or Printed Communication

This section provides an in-depth look at five written/printed communication approaches and a list of thirty-seven more.

1. Newsletter/Newspaper
   Definition: Internally developed newspaper . . . deals primarily with company information.

   Objective: To provide an employee-centered newspaper which becomes a believable channel of company information.

   Cost: Determined by sophistication of publication.

   Audience: All employees.

   Number Prepared: Enough for ¾ of the employee group (if distributed at the work site).

   Distribution: On-site (pick-up), on-site (delivery), or mail to employee homes.

   Time/Length: Weekly, monthly, quarterly, open.

   Format: News 60 percent/pictures 40 percent.

   Evaluation: Communication audit, attitude survey, physical count, number taken home, oral survey, readership survey (yearly), content analysis.

   Follow-up: Continuing evaluation and improvement consistent with management objectives and employee desires.

2. Benefits Statement
   Definition: Personalized review and summation of each employee's current benefits and retirement estimate.

   Objective: To provide each employee with an up-to-date review of existing benefits and a retirement estimate.

   Cost: Expensive (computer-generated).

   Audience: All employees.

   Number Prepared: One for each employee.

   Distribution: At the work location or mail to employee homes.

   Time/Length: Yearly, open.

   Format: Factual depiction of benefits program; graphic treatment open (can be used in conjunction with meetings).

   Evaluation: Attitude survey, employee interviews.

   Follow-up: Yearly update of benefits statement.

3. Employee Annual Report
   Definition: Employee version of the company annual report.

   Objective: To provide each employee with an easily understood version of the financial status of the company.

   Cost: Depends upon sophistication of report.

Audience: All employees.

Number Prepared: One for each employee.

Distribution: At the work location or mail to employee homes.

Time/Length: Yearly, open.

Format: Graphic interpretation of material. Can be used in conjunction with employee meetings.

Evaluation: Attitude survey, communication audit.

Follow-up: Yearly update of report consistent with management objectives and employee understandability.

4. Management Letter

Definition: Semi-formal letter sent by appropriate management personnel.

Objective: To place printed announcements of significance in the hands of employees.

Cost: Minimal—paper and postage.

Audience: All employees or selected groups.

Number Prepared: One for each employee.

Distribution: Mail to employee homes.

Time/Length: As appropriate, usually would not exceed one page, single spaced.

Format: Business letter, company stationery.

Evaluation: Employee interviews.

Follow-up: Carry out announcement.

5. Written Question and Answer

Definition: Means by which employees can submit questions to senior management.

Objective: To provide an opportunity for employees to receive timely, accurate, written responses from senior management to questions about their jobs and the organization.

Cost: Minimal.

Audience: All employees can participate.

Number Prepared: Forms/cards should be available to employees.

Distribution: From Q&A racks or boxes, to be mailed by employee.

Time/Length: Answers should be received within two weeks, length is dependent upon question.

Format: Preprinted, stamped, cards or forms.

Evaluation: Sent with response, to be returned to program coordinator.

Follow-up: Communication audit, attitude survey.

Additional Written/Printed Elements

Absenteeism Records and Reasons
Advertisements in Plant-Town Newspapers
Annual Reports to Employees
Badges to Identify People at Meetings
Billboards for Plant Safety, etc.
Bulletin Boards
Circulars, Magazines
Communication Handbooks
Correspondence
Earnings Releases; Reports
Editorials in Employee Papers
Employee Credit Union Reports
Employee Handbooks
Informational Memos
Leaflet Racks
Letters to Employees (Personal, Personalized, or Printed)
Letters to the Editor of Employee Papers
Location/Division Newsletter
Management Bulletins
Manager's Letter
News Services to Employee Papers
Organization Charts
Overseas Newsletter
Payroll Stuffers
Posters
President's Letters
Questionnaires to Employees
Retiree's Newsletter
Smoking Area Bulletins
Staff Letters
Supervisor's Receive Daily Summaries of Labor Contract Negotiations
Teletype Company News Circuits
Union Publications
Washroom Mirror Notices for Employees
Working Practices Booklets for Employees
Written "Codes" for Employee Relations, Public Relations, Stockholder Relations, Customer Relations, etc.
"Your Job" Booklets

Multi-media Communication

In our media-oriented society, we need to recognize the two forms of media—written and verbal/visual—that are available to help managers improve organizational communications. In the areas of written communication, Walter St. John (1981), National Food Associates, recommends bulletin boards, newsletters, notes, reports, opinion surveys, handbooks and manuals, suggestion systems, pay-insert bulletins, booklets, pamphlets, memoranda, directories, newspapers, magazines, poster displays, and exhibits. When considering verbal/visual media, St. John suggests tape recorders and records, meetings, public address systems, interviewing, radio programming, intercom telephones, walkie-talkies, closed-circuit televisions, the grapevine, movies, tours, television, demonstrations, and sound-slide shows. Many media elements are available for the communication consultant to recommend. However, before recommending any media element each specific element must be analyzed before presenting it to a possible client.

The following section provides an in-depth look at five media elements and a list of eleven more.

1. Bulletin Board

   Definition: Physical gathering place for written/printed messages dealing with such items as working hours, vacation schedules, benefits, and advancement opportunities.

   Objective: To provide a central point from which written/printed information can be distributed to employees.

   Cost: Determined by board selected. Boards with cork backing are inexpensive. Those with steel frames, internal lighting, and locking doors are expensive.

   Audience: All employees.

   Number Used: Dependent upon the size of the location.

   Distribution: Break areas, restroom areas, time clock areas, main door, main hallway.

   Time/Length: Items should be dated when posted and removed on that date.

   Format: Categories to include official notices, general announcements, educational opportunities, safety, security, permanent postings, job opportunities, etc.

   Evaluation: Attitude survey, communication audit.

   Follow-up: Daily observation of board(s) to post new notices and announcements and take down those expired.

2. Sound-Slide

   Definition: Color slides combined with taped narration and/or music.

Objective: To appeal to the media orientation of employees in the explanation of orientation and/or training materials.

Cost: Expensive but less than movie or video.

Audience: All employees or select groups.

Number Used: New program designed for each situation.

Distribution: Shown during employee meetings or in lobby, reception area, break area, cafeteria.

Time/Length: Shown on demand, should not exceed fifteen minutes in length.

Format: Slides should be reinforced by written material outlining program.

Evaluation: Pre-test/post-test, employee interviews, supervisor's reaction.

Follow-up: Improvement of program based on employee reaction.

3. Video News

Definition: News program dealing exclusively with company related information.

Objective: To provide a sense of corporate unity by providing news items of general interest about the company and company people in a television format which will appeal to television-oriented audiences.

Cost: Expensive.

Audience: All employees.

Number Used: One program per day.

Distribution: Monitor(s) in central location(s).

Time/Length: One program per day, fifteen to thirty minutes in length.

Format: Follows network evening news—anchor person with fixed correspondents.

Evaluation: Employee comments, communication audit.

Follow-up: Compare results with objectives.

4. Films/Movies

Definition: Films, movies

Objective: To provide an entertaining and captivating means of informing employees that capitalizes on the excitement of going to a movie.

Cost: Rental generally less than $150.00 per week; $1,500+ per minute to make a black and white, $2,500+ per minute to make a color film.

Audience: All employees or selected employees groups.

Number Used: Not applicable.

Distribution: Generally shown in conference or meeting rooms.

Time/Length: Shown on demand, not more than thirty minutes in length.

Format: Open to creativity.

Evaluation: Pre-test/post-test, employee comments.

Follow-up: Compare results with objectives.

5. Telephone

Definition: Telephone.

Objective: To provide a means of instant communication where time is critical.

Cost: Minimal.

Audience: All employees.

Number Used: Variable.

Distribution: Not applicable.

Time/Length: Not applicable.

Format: Preparation before placing call.

Evaluation: Employee interview, attitude survey.

Follow-up: Minimal.

Additional Media Elements

Central Film Committee
Closed Circuit TV Programs at Plants and Offices
Employee Photographic Circuit (EPC)
Film Libraries for Employees
Lunch-Hour Movie Polls of Employee Feelings
Lunch-Hour Movies
Photographs of Employees
Playback of Management Speeches and Broadcasts
Sound Track and Movie Programs in Work Areas
Telephone "Call-In" Systems to Get Management News
Video Presentations

Evaluating Your Work

The question probably most often asked by management and most often sidestepped by communication consultants is some variation of "How do we measure the result of your efforts?" Many beginning communication consultants feel a post-seminar/workshop evaluation form is adequate, but the form does not measure any end result or impact on the organization. All it measures is the seminar/workshop participants' reactions to the session leaders and immediate reactions to items asked, such as number of assignments, amounts of interaction, adequacy of the meeting room, session content, quality of food, and the participants' perceptions of how useful the information covered in the session will be when they get back to the job. This information is invaluable when it comes to determining success in learning at the session, but it does not answer the question about changes stemming from the sessions.

A competent and professional communication consultant recognizes that a post-session evaluation sheet is not enough. The most effective means of evaluating results is to establish with management both short- and long-term objectives before the consulting activities take place. With these objectives in mind, it is a relatively simple matter to determine whether the seminar/workshop participants really do exhibit improved interviewing skills, or better delegation techniques, or can manage their time better.

The question of evaluation, then, does not revolve around whether the seminar/workshop participants are impressed with the session leader's slide show or whether they like meeting from eight in the morning until six at night. It focuses directly on whether they can actually do what the consultant told the client they would be able to do as a result of the services purchased.

Conclusion

Communication consulting is big business. It is an opportunity for academics to teach communication concepts outside the classroom. It pays dividends to those able to meet and exceed its rigorous demands. It pays dividends in financial rewards and the satisfaction of helping an organization. It pays dividends by allowing practitioners to increase their knowledge of applied communication, sharpen their research skills, and, for academics, to test and apply what they have been teaching in the classroom. It pays dividends by allowing academics to test their skills in non-academic settings and, perhaps most importantly, to test the theories as well as the ethical and professional standards they espouse in the classroom.

This booklet has looked briefly at what communication consulting is and where it fits in an ongoing organization. It has provided basic information about what it takes to be a successful communication consultant, what a communication consultant does, and how it is done. We realize that the information covered is basic in nature; it was intended to be. We hope that we have answered questions and clarified issues that will help aspiring communication consultants evaluate their interest and competency in what we consider to be one of the most demanding yet rewarding professions we know—communication consulting.

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