

**ELIMINATE STRESS, SPILLOVER**

Galinsky finds that kids wish parents were less stressed and tired at the end of the work day. "You

can learn practical ways for making the transitions between work and home easier, minimizing stress and alleviating negative spillover between work and home." (More data from Diane Kirschner, Families and Work Institute, 212-465-2044 x205, or e-mail dkirschner@familiesandwork.org)

**THE IMPLIED DIALOG IN GIVING A SPEECH**

When Earnie Deavenport of Eastman Chemical Company spoke to the South Carolina Governor's Conference on Education, he borrowed a "mega-tip" from Alan Perlman, an author, speechwriter and consultant. The tip is: "Talk about the content of your speech and your audience's reaction to it, so that the whole thing becomes less of a monologue and more of an implied dialogue." Talking about "The Need for Business-Education Partnerships," Deavenport used such phrases as:

- "You might think that I've covered the subject pretty completely. But there's more...."
- "Before I say anything, let me tell you what a pleasure it is to be back in this area once again. As some of you know, I spent a great deal of my Eastman career in Columbia and I developed a fondness not only for the locale, but also for the people."
- "I also applaud the fact that there are more than just education people here. There are also business people. And from my perspective, it will take both of these sectors working together to fix our common education problem."

Perlman files this idea under "meta language" – the language about language. (More information from [www.alanperlman.com](http://www.alanperlman.com))

**ITEMS OF INTEREST TO PROFESSIONALS**

- ¶ **"Retailtainment" Builds On "Sampling Events."** Promotion experts are combining special events and in-store sampling to create *retailtainment programs* in the belief that consumers are more likely to connect with a brand when engaged in an entertaining and interactive activity. Using a new kid-friendly mascot called CherryMan, Gray & Co. (Portland, Ore.) promotes cherries as an ice cream topping through entertainment-oriented events in parking lots of mass merchant stores and supermarkets. Last year's event was aptly named Hoops and Scoops: the CherryMan mascot attended events "so kids could have their pictures taken with him, and a group of low, medium-height and regulation basketball hoops were set up so both parents and kids could compete in free-throw contests against each other," says Jim Reynolds, vp of sales and marketing for Gray & Co. "Then, everyone was given a miniature ice cream sundae, of course, with a cherry on top."
- ¶ **Independent Sector Finds American Confidence In NPOs On The Rise.** Its survey, "Taking The Pulse of Americans' Attitudes Toward Charities," finds 62% of respondents agree that charities are more effective now in providing services than five years ago. Other findings: 76% say charities play a major role in making communities better places to live; 69% believe charitable organizations play an important role in speaking out on important issues. When measured against levels of confidence in other institutions, Americans express confidence in nearly all charitable organizations (e.g., human services agencies, 68%) as compared to major corporations (29%), government (27%), and Congress (22%).

**NAMES IDENTIFY AND PERSONIFY AN ORGANIZATION, DEMAND CAREFUL CONSIDERATION; TRIBAL GROUPS MOBILIZE TO END USE OF AMERICAN INDIAN NAMES AND MASCOTS**

Names are as important for organizations and products as semantics are in issue debates. Practitioners should be assisting, if not driving, the naming process. **Of all the messages an organization sends, none comes close in importance to the name(s) it uses.** It is the vital organizational semantics, wrote Pat Jackson in [pr 7/17/00](http://pr 7/17/00).

School districts, universities and professional athletic associations are roiling in the ongoing debate about American Indian mascots and names. Monikers such as Warriors, Braves, Indians, Redskins, et. al. are coming under fire as advocacy groups like the Intertribal Council of the Five Civilized Tribes and the US Commission on Civil Rights mobilize to target the issue. But their efforts are butting up against perceptual barriers: What constitutes racism? Or even disrespect? Many of the school boards, communities and students say they don't understand the rising tide of anti-mascot sentiment. Some call it politically correct posturing, and others go so far as to say that the teams are actually honoring American Indians with the names and logos.

But the issue is out there, and gaining momentum. Consider that: a) the NY School Dep't, the NAACP and the NEA have called for an end to use of such mascots; b) the US Census 2000 issued a resolution saying it wouldn't include in its promotional program teams that used these symbols; c) during the past three decades, more than 600 colleges, universities and high schools have changed or eliminated their use of American Indian mascots; d) LA school board required its junior high and high schools to drop the names and mascots, and 20 high schools in Wisconsin followed suit; e) meanwhile, U of Miami, U of Ohio, St. John's U, Siena College and Stanford have changed logos.

**DANGER WHEN MGMT WON'T LEAD – LEAVES DECISIONS TO OTHERS**

The issue is a sticky one for school districts, who want to maintain their autonomy while demonstrating sensitivity. The Maryland Commission on Indian Affairs recently approached officials at Poolesville High and asked the school to drop "Indians" as its football team name. The town put the issue to a vote of parents and students. On May 29th the community voted 60% to 40% to retain the name (raising the issue and leaving 40% of the voters unhappy).

The Commission went to the US Dep't of Justice to persuade Poolesville and 13 Maryland counties whose schools use American Indian mascot names. A spokesperson for the Board says the debate seems to have moved from a local issue to one of civil rights. And Richard Regan, a Lumbee Cheraw Indian and commission member, **denounces the concept of leaving it for the people to decide.** "The tragedy of the situation at Poolesville is that we really shouldn't allow people to vote on racism," he says. "Our position as a commission is that the state should order a stop to these practices."



“The use of these mascots brings about all manner of disrespect to American Indian religious rituals such as dances, face painting, drumming,” Gerald Pressman, Virginia-based activist group Find

Another Name, told [pr](#).  
“Perhaps a dancing Pope or Rabbi will give you some idea of how offensive it is for others to be ‘Indians’ at sporting events.”

### WHO SHOULD SPEAK FOR THE PUBLIC IN QUESTION?

One poll showed that the general population is more likely to oppose these mascots and names than are Indians themselves, writes conservative columnist Ann Coulter in her syndicated column. “Only a few years ago, one might have used team mascots as a slippery-slope argument. Now the federal government is investigating,” she opines. “We’re at the bottom of the slope.” Federal anti-discrimination laws “have given the federal government license to stick its nose into everything.”

“American Indians don’t want to be mascots for anyone,” says Pressman. October 8 of this year is a National Day of Protest by Indigenous People and demonstrations are planned for NYC, Denver, LA and Mount Graham (a sacred mountain of the San Carlos Apache in Arizona). “Demonstrations will focus on educating the American public to unresolved issues and injustices suffered by the American Indian community.”

While groups are targeting teams’ use of logos, companies like Liz Claiborne, JC Penny, Wal-Mart, Arizona Ice Tea, and more will also be taken to task for unauthorized and offensive use of tribal images, names, and violation of sacred sites. [Has this issue come up in your community? In your organization? Share your experience with readers. Write or e-mail [pr](#)]

### MANAGING A NAME SELECTION

1. **Define the essence:** those beliefs & activities which make the organization what it is.
2. **List the qualities:** which the name must have to successfully represent the organization (or depict the product’s unique properties).
3. **Identify perceptions & expectations:** that the name should create for those who will come in contact with it.
4. **Create a range of possible expressions:** of the above factors, coordinated in words, sounds & graphics. Never make decisions based on the word alone without seeing & hearing it in its working environment.
5. **Free associations/brainstorming:** generate as many names as possible without making any evaluation.
6. **Screening:** pass potential names through 10 to 50 screens that scrutinize negative & positive qualities. For instance, look at each name a) denotatively, b) connotatively, c) behaviorally (how will people really use it, e.g., will it lend itself to a nickname?), d) environmentally (try it out in as many applications as you can), e) through the 5-step editing process, which reveals 1) appropriateness, 2) meaningfulness, 3) memorability (“mnemonics”), 4) aural & graphic acceptability, 5) believability.
7. **Research:** pretest the finalists through interviews with key publics. While their opinions are important, familiarity will alter them quickly. Determining how well names communicate desired values is a more useful research objective. Focus groups or advisory panels may also be valuable – especially to gain participation of inside audiences.

### INTERNET USERS SATISFIED, BUT SEEK MORE ACCOUNTABILITY

The Markle Foundation, which is committed to realizing “the potential of emerging communications media and information technology to improve people’s lives,” has recently released findings from an online and telephone survey and focus group study of Americans about public accountability and public policy regarding the Internet. The study titled, “Toward A Framework For Accountability,” finds 83% of Internet users have a positive view of it, and 79% say it makes their lives easier. It is seen more as a library – a limitless source of free information – than a “shopping mall,” which may account for the slowing down of dot-com companies.

But the **Internet is also a “source of worry” regarding privacy, pornography, and accuracy of information.** Users do not trust some of the online information (70% question what they read online) and feel they do not have the same protections online that they do in the off-line world. “There is a strong desire on the part of the public to have their values respected as the technology is developed and some markers laid out as to what those values are. People are looking for more democratic decision-making in a medium that has widespread consequences for our personal and civic lives,” says Zoe Baird, president of Markle Foundation.

“The public appears to be looking for a pluralistic model of Internet governance,” the study observes. On the one hand, Internet users, by a 60% to 37% margin, say “rules for governing the Internet should be mostly developed and enforced by organizations other than the Government, such as Internet-related companies and non-profit groups.” But 64% of users also see a clear role for government rule-making. When asked who might be included in a watchdog group, they list Oprah Winfrey, a most trusted talk-show host, the Pope, and Bill Gates, who epitomizes the future of the dot-com world. (For more information see [www.markle.org](#))

### RELAXED PARENTS MAKE BETTER EMPLOYEES; RESEARCHER ADDRESSES FAMILY-FRIENDLY WORK-LIFE ISSUES

A study that asks kids what they think about work and family life is designed to help parents (and organizations that employ them) achieve a happy balance between the two worlds. Families and Work Institute researcher Ellen Galinsky proposes a new conceptual model based on her conversations with kids as well as data from a nationally representative study of 605 employed parents. In “Ask the Children,” Galinsky offers key suggestions:

1. **Change your perspective on goodbye:** See it as a way of teaching your children how to venture out, as an opportunity to teach children how to approach the world with enthusiasm and anticipation of what the new day can bring.
2. **Get as organized as you can the night before:** Getting clothes out, lunches made, and homework and work ready the night before can prevent last-minute crises in the morning.
3. **Find the right time and place for talking:** It can happen in bits or spurts, during in-between times like when you are going from one place to another, or as part of a dinnertime or bedtime ritual. You may need “hang-around time” before you can get to time when you are really connecting.
4. **Help children learn about your day:** Share information about your job. Talk about your day; tell your children good things that happen to you at work.