UNIT -1

CHAPTER: 1

<mark>Business English</mark>

Business communication is the sharing of information between people within and outside the organization that is performed for the commercial benefit of the organization. It can also be defined as relaying of information within a business by its people.

Several methods of business communication, including:

- Web-based communication - for better and improved communication, anytime anywhere
- video conferencing which allow people in different locations to hold interactive meetings;
- Reports - important in documenting the activities of any department;
- Presentations - very popular method of communication in all types of organizations, usually involving audiovisual material, like copies of reports, or material prepared in Microsoft PowerPoint or Adobe Flash;
- telephone meetings, which allow for long distance speech;
- forum boards, which allow people to instantly post information at a centralized location; and
- face-to-face meetings, which are personal and should be succeeded by a written follow up.
- suggestion box: It is primarily used for upward communication, because some people may hesitate to communicate with management directly, so they opt to give suggestions by drafting one and putting it in the suggestion box.
- Face-to-face
- Face-to-face communication helps to establish a personal connection and will help sell the product or service to the customer. These interactions can portray a whole different message than written communication as tone, pitch, and body language is observed.[3] Information is easier to access and delivered immediately with interactions rather than waiting for an email or phone call

Email

- When using email to communicate in the business world, it is important to be careful with the choice of words. Miscommunication is very frequent as the reader doesn't know what non-verbal cues one is giving off, such as the pitch, tone, or expressions

- Telephone

- When making a business call, make it clear who is on the line and where one is from as well as one's message when on the phone. Smile and have a positive attitude as the recipient will be able to read the caller and that will affect how they react. When leaving a message, make sure one is clear and brief. One should state their name and who they are and the purpose for contacting them. If replying to a voicemail, try to respond as soon as possible and take into consideration the time of day.

For business communication to be effective these qualities are essential :

1. Establish clear hierarchy
2. Use visual communication
3. Conflict Management
4. Consider Cultural Issues
5. Good Written communication

<div align="center">Business Writing Process</div>

Successful writers approach writing as a three- step process that involves planning before starting to write, drafting with the audience (the reader) in mind, and revising the document to determine if it meets the audience's needs and if it represents the organization well.

STEP1: Planning

You should spend more time planning and revising your document than you spend writing. Dr. Ken Davis suggests effective writers spend as much as 40 percent of writing time on planning the document.

STEP2: Drafting

Once you have planned the purpose of your message, considered how your audience might react to the message, gathered your information, decided on an

order for your information, and selected your medium for delivery, you are ready to compose your document

Revising is more than checking your spelling and punctuation. Revising requires you to check every part of your message to see if it is clear, concise, and correct and will take approximately 40 percent of your writing time.

International English is a term often used to describe a generic version of the English Language used in documentation and technical writing. In order to understand the true meaning of the term 'International English', it is useful to know where in the world English is spoken.

CHAPTER: 2

GRAMMER

What Is a Sentence

In simple terms, a sentence is a set of words that contain:

1. a subject (what the sentence is about, the topic of the sentence), and
2. a predicate (what is said about the subject)

A sentence is a group of words which expresses a complete thought.

A sentence must contain a subject and a verb.

There are four types of sentences

A declarative sentence

A declarative sentence states a fact and ends with a period / full stop. For example:

- He has every attribute of a dog except loyalty. (Thomas P Gore)
- I wonder if other dogs think poodles are members of a weird religious cult.

(Remember, a statement which contains an [indirect question](#) (like this example) is not a question.)

- [An imperative sentence](#)

An imperative sentence is a command or a polite request. It ends with an exclamation mark or a period / full stop. For example:

  - When a dog runs at you, whistle for him. (Henry David Thoreau, 1817-1862)

- [An interrogative sentence](#)

An interrogative sentence asks a question and ends with a question mark. For example:

  - Who knew that dog saliva can mend a broken heart? (Jennifer Neal)

- [An exclamatory sentence](#)

An exclamatory sentence expresses excitement or emotion. It ends with an exclamation mark. For example:

For example:

  - In Washington, it's dog eat dog. In academia, it's exactly the opposite! (Robert Reich)

The Four Sentence Structures

A sentence can consist of a single [clause](#) or several clauses. When a sentence is a single clause, it is called a simple sentence (and the clause is called an [independent clause](#)). A sentence must contain at least one independent clause. Below are the four types of sentence structure (with their independent clauses shaded:

- [A Complex Sentence](#)

A complex sentence has an [independent clause](#) and at least one   [dependent clause](#).

  - For example:
  - Diplomacy is the art of saying "nice doggie" until you can find a rock. (Will Rogers, 1879-1935)
  - When you're on the Internet, nobody knows you're a dog. (Peter Steiner)

Words are often named according to how they are used in sentences. These names for the words are called their parts of speech. The eight parts of speech in English are:

Nouns, Verbs, Adjectives, Adverbs, Pronouns, Prepositions, Conjunctions, and Interjections.

Nouns

1. The names of persons, places, things, feelings, or ideas. Nouns usually answer the questions who or what.

2. Nouns are often preceded by "noun markers," the words a, an, and the. The word answering "who or what" asked after a noun marker will be a noun.

3. Nouns usually form a plural by adding an *s*. If you are unsure if a word is a noun, try adding *s* to mean more than one. If it works, the word is probably a noun.

4. Word endings -ance, -ancy, -ence, -ice, -ion, -ity, -ment, -ness, and -ure <u>usually</u> form nouns.

Verbs

1. Verbs are words which show *action* or *doing*. <u>All sentences must have at least one verb.</u>

2. A few verbs, called "linking verbs," express that someone or something exists or is a certain way. <u>Memorize</u> them: be, am, is, are, was, were, been, being. They are always verbs.

3. Verbs change form to show a difference in time. If you change a sentence from present to past, or past to present, the words which change are verbs.

4. Complete verbs may include two or more verbs working together and consisting of a main verb and "helping verbs." The only words that can be helping verbs are:

can, could, will, would, shall, should, may, might, must -- (<u>always</u> helping verbs)

have, has, had, do, does, did,be, am, is, are, was, were, been, being -- (helping <u>or</u> main)

5. The endings -ify and -ize usually form verbs; -ing or -ed endings are common verb forms.

6. Check verbs by fitting them in one of the following: He or she _____. They _____.

Adjectives

1. Adjectives are words which describe only nouns. They tell what kind? or how many?

2. The noun markers a, an, and the are always adjectives.

3. Adjectives pile up in front of nouns. For example: <u>the big, red, flashy</u> car. All underlined words are adjectives describing the noun *car*.

4. Adjectives may also follow a linking verb and describe the subject of a sentence. For example: The car *is* <u>big</u>, <u>red</u>, and <u>flashy</u>.

5. The word endings -able, -ful, - ible, - ical, -ious, -ive, -y usually form adjectives.

Pronouns

1. Pronouns are words which take the place of nouns to keep from repeating the nouns over and over in a sentence or paragraph.

2. The most common pronouns are: I, he, we, she, they, me, him, us, her, them, it, this, that, who, which, what.

3. One form of pronoun shows possession or ownership. These possessive pronouns work like adjectives, describing nouns. They include the words my, mine, his, her, hers, our, ours, their, theirs, your, yours, its, and whose. Note that they <u>don't</u> use apostrophes.

Prepositions

1. Prepositions are common words which begin prepositional phrases (groups of words which work together). Prepositional phrases always start with a preposition and end with a noun or pronoun, and the entire phrase describes other words.

2. Most prepositions indicate time, place, or position.

3. The most common prepositions are: at, to, with, from, for, of, on, in, into, onto, between, under, over, against, and around. Your textbook has a more complete list of prepositions.

Conjunctions

1. Conjunctions are words which hook words, phrases, or sentences.

2. The most common conjunctions are: for, and, nor, but, or, yet, so.

Other common conjunctions are: because, when, while, as, since, although, whenever.

Check your textbook for a more complete list of these "subordinating conjunctions."

Adverbs

1. Adverbs describe verbs, adjectives, or other adverbs. They answer the questions: how, when, where, why, or under what conditions.

2. A number of words are always adverbs. They include: not, very, often, here, almost, always, never, there, and too.

3. Adverbs very often end with -ly. However, be careful: not all words ending in -ly are adverbs.

Interjections

1. Words which express emotion or are "fillers" in sentences, but which serve little other function are called interjections.

For example: The underlined words in each of these sentences are interjections.

<u>Oh</u>, I am surprised. <u>Ouch</u>! I hit my hand. <u>Yes</u>, I am here.

Remember: The part of speech is determined by how a word is used in a sentence. The <u>same word</u> may be a noun, verb, adjective, pronoun.

<mark>PUNCTUATIONS</mark>

Punctuation marks are symbols that are used to aid the clarity and comprehension of written language. Some common punctuation marks are the period, comma, question mark, exclamation point, apostrophe, quotation mark and hyphen.

<u>The Comma (,)</u>

The comma is useful in a sentence when the writer wishes to:

- pause before proceeding
- add a phrase that does not contain any new subject
- separate items on a list
- use more than one adjective (a describing word, like beautiful)

<u>Full Stop (.)</u>

A full stop should always be used to end a sentence. The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point.

<u>Exclamation Mark (!)</u>

An exclamation mark indicates strong feeling within a sentence, such as fear, anger or love. It is also used to accentuate feeling within the written spoken word.

- For example: "Stop! Police!"
  or to indicate humour

- "Ha! Ha! Ha!"

<u>Question Mark (?)</u>

The question mark simply indicates that a sentence is asking a question. It always comes at the end of a sentence:

For example:

Are we at the end?

Semi-colon (;)

The semi-colon is perhaps the most difficult sign of punctuation to use accurately. If in doubt, avoid using it and convert the added material into a new sentence.

As a general rule, the semi-colon is used in the following ways:

When joining two connected sentences.

For example:

We set out at dawn; the weather looked promising.

Colon (:)

The colon within a sentence makes a very pointed pause between two phrases. There are two main uses of the colon:

It is most commonly used when listing.

For example: *She placed the following items into the trolley: beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.*

Apostrophe (')

The apostrophe, sometimes called an inverted comma has two main uses.

The apostrophe indicates possession or ownership.

For example:

The girl's hat was green, (girl is in the singular).

Quotation or Speech Marks ("….")

Quotation or speech marks are used to:

1. To mark out speech
2. When quoting someone else's speech

For example:

My grandpa said, *"Share your chocolates with your friends."*

<u>Hyphen (-)</u>

The hyphen is used to link words together.

For example:

- sub-part
- eighteenth-century people

<u>Brackets ( )</u>

Brackets always come in pairs ( ) and are used to make an aside, or a point which is not part of the main flow of a sentence. If you remove the words between the brackets, the sentence should still make sense.

For example:

"The strategy (or strategies) chosen to meet the objectives may need to change as the intervention continues."

<mark>Elements of Sentence Construction</mark>

1. <u>Subjects and Predicates</u>

Parts of speech have specific tasks to perform when they are put together in a sentence.

A <u>noun</u> or <u>pronoun</u> functions as the sentence subject when it is paired with a <u>verb</u> functioning as the sentence predicate.

Every sentence has a *subject* and *predicate*.

A subject can be a *noun* or *pronoun* that is partnered with an *action verb*.

A predicate is a <u>verb</u> that expresses the subject's *action* or *state of being*.

Phrases

A phrase is a group of related words that

1. does *not* express a complete thought

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2. does *not* have a subject and predicate pair

One type of phrase is a <u>prepositional phrase</u>.

Examples:

| at the beach, | near the store, | by this time |

Another kind of phrase is a <u>verbal phrase</u>.
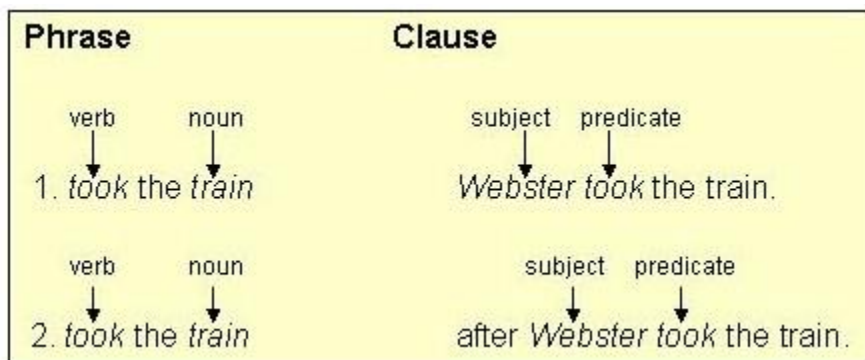
Examples:

| to fly in a plane, | building a large dam, | signed the legal document |

2. <u>Clauses</u>

Words and phrases can be put together to make clauses.

A *clause* is a group of related words that contain a subject and predicate.

Note the difference between phrases and clauses in the following examples:

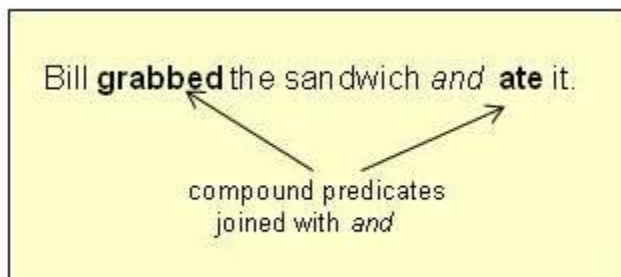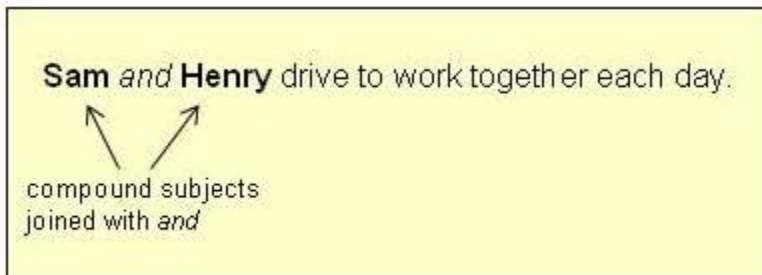| Phrase	Clause
verb noun	subject predicate
1. *took* the *train*	*Webster took* the train.
verb noun	subject predicate
2. *took* the *train*	after *Webster took* the train.

Compounding Sentence Elements

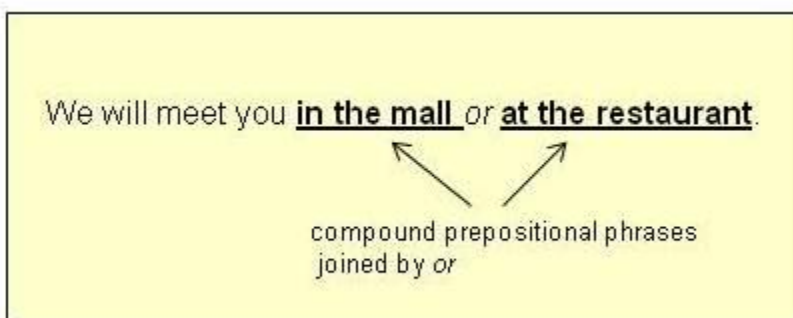Words, phrases, and clauses may be joined to one another inside a sentence with a conjunction.

The <u>coordinating conjunctions</u> *and, but, or,* and *nor* may join subjects, predicates,

adjectives, adverbs, prepositional phrases or dependent clauses within a sentence. This process is called "compounding."

WORDS

Sam *and* **Henry** drive to work together each day.

compound subjects
joined with *and*

Bill **grabbed** the sandwich *and* **ate** it.

compound predicates
joined with *and*

3. PHRASES

We will meet you **in the mall** *or* **at the restaurant**.

compound prepositional phrases
joined by *or*

DEPENDENT CLAUSES

We will discuss your options **before the play begins** or **after it is over**.

compound dependent clauses
joined by *or*

4. Avoiding Fragments

A complete *sentence* needs only two elements:

a subject - predicate unit   AND   a complete thought

In other words, a *simple sentence* is actually the SAME thing as an *independent clause*.

Dependent clauses or phrases are called *fragments* because they are missing one or more parts needed to make a sentence.

PROBLEM AREAS IN ENGLISH PRONUNCIATION

Error in these areas can make it difficult to be understood by native English speakers. The degree of the problem will vary depending on one's native language, awareness of English pronunciation rules, and personal differences in language learning ability.

Why do I have an accent?
Non-native English speakers often use the pronunciation and communication style of their native language when speaking in English, resulting in accented speech. Below are 5 common problem areas that can interfere with intelligibility when speaking in English. training can be a great help in addressing these problem areas.

1. Intonation

Intonation refers to the paralinguistic vocal features such as: pitch, loudness, resonance, quality, and flexibility. Speakers vary these to show intent and emotion.

2. Stress

Stress is extremely important in English and carries a great deal of information. There is stress on both word and sentence levels. Stress can show contrast, if the information is old or new, the focus of the message and other information about the speaker's intent.

3. Thought Groups

This is how speakers' group words into phrases to make their ideas clear. Thought groups put information in understandable chunks to help lead the listener through the speaker's message.

4. Linking

Linking is how we transition from word to word. It is based on the last sound of the first word and the first sound of the next word. Without linking, speech sounds choppy and disconnected.

5. Vowels /Consonants

English is not a phonetic language, so it is often hard to know how to pronounce a word by its spelling. Pronunciation in English is based on sounds, not spelling. Some sounds in English (the for example) don't exist in other languages

CHAPTER : 3

GROUP DISCUSSION

What is a Group Discussion?

 Group discussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The exchange of ideas takes place in a systematic and structured way. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

Why Group Discussion is important?

Communication Skills

Good command of communication forms to be an integral part of the business world.

If you nod your head and maintain good eye contact with the speaker it shows that you are interested to listen to him. So, always be conscious of your body language.

Leadership Skills

Your team leads you or you lead the team? How do you lead your team in crises?

Analytical Skills

Are you well acquainted with the facts and figures? Numbers play an important game in any GD. Definitely, you have an advantage if you know how to play with and around numbers. How well-learnt & well-read are you?

Are you a Team Player?

Panellists look forward to a candidate who is a team player.

Dealing with Stressful Situations

In a GD, everyone wants to present & prove their points. Every person will try to throw away their points so that panellists recognize and give extra points. It doesn't mean that speakers who put forth irrelevant points get selected.

Group Dynamics

Being in a group, how well you are able to adapt to the changing situations decide your flexibility.

As, the one who adapts to the changes, survives! The GD will always go through different phases and one should understand the right time to enter and leave the discussion.

Problem Solver

GD should always move towards finding the solution. Talking about the situation throughout the GD will never help rather the whole GD team might get disqualified. The situation is known but the solution has to be derived.

Group Discussion Competencies

There are four major areas of competencies of GDs:

- Subject knowledge, Oral communication skills, Leadership skills and Team management.

Subject Knowledge: Participants must possess a thorough understanding of the topic on which they are supposed to speak. You must prepare yourself to talk on a wide range of subjects. Be abreast of the current events, national and international affairs, burning social and economic topics, scientific and environmental issues, key newspapers' controversial topics and any experience that may be expected of an educated personThe greater your knowledge of the subject, the more enthusiastic and confident you will be during the discussion. Once you have understood the topic or issue, you should be able to generate ideas as well as organize them so that you present it well.

Oral Communication Skills: If subject knowledge is important, communication skills is more important as without expression, the knowledge is of no use. As the exchange of ideas in a group discussion takes place through speech, one of the pre-requisites of success in a GD is the ability to speak confidently and convincingly. Good communication skills include active listening, clarity of though and expression, apt language and proper nonverbal clues.

Listening Skills: One of the weaknesses of most human beings is that we love to listen to our own voice rather than listen to others. Listening is as important as speaking in a GD, unless you listen, you cannot contribute to the stated purpose of communication. It is extremely important to listen very carefully, only then you will be able to pick up the thread of discussion and continue. Only active participation as a listener in a group makes a person a good leader. A leader is identified by the panel.

Clarity of thought and expression: Clarity is the art of making yourself clear to the audience. Only when your expressions are clear, you can convince your team and the panel. More than words, it is the tone in which they are spoken that conveys the message. You should not be too loud or too soft. A lively and cheerful voice with appropriate modulations will attract the audience. Proper articulation of words, achieved through phonetic accuracy is very essential slang, and artificial accents are to be avoided.

Apt Language: The flow of language must be smooth. Use simple language and avoid long winding sentences. Appropriateness of language demands that there should be no errors of grammar. Do not use unfamiliar phrases and flowery language. Be precise. Be polite and courteous.

Proper nonverbal clues: Nonverbal clues include eye contact, body movements, gestures and facial expressions. The panel very keenly watches the nonverbal behavior of the team. They generally evaluate the body language cues of the team to determine personality factors such as nervousness, co-operation, frustration, weakness, insecurity, self-confidence, defensiveness, etc. A candidate who appears professional is more likely to be noticed by the panel. A confident posture, appropriate facial expressions and meaningful eye contact with the team will create a good expression.

Team behavior: Your group behavior is reflected in your ability to interact with the other members of the group. You must be mature enough to not lose your temper even if you are proved wrong. You must be patient and balanced. Your success in a GD depends on how well you play the role of initiator, information seeker, information giver, procedure facilitator, opinion seeker, opinion giver, clarifier, summarizer, social-supporter, tension reliever, compromiser, attacker, humorist and dominator.

The selection panel notes the differences in the amount of participation of the members. They observe the silent spectators, the ever dominating but not contributing much, member who participates actively exhibiting his knowledge and the moderate ones. Your ability lies in analyzing the problem well and making others to endorse your view. Finally, while appreciating others point of view, you

should effectively present yours without contradicting other's opinions. Your ability in convincing the team is your success.

Leadership Skills: The success of any team depends to a larger extent on its leader. The panel evaluates a candidate's personal skills which allow him to prove himself as a natural leader in the GD. Though there is no appointed leader in a GD, a leader emerges. Assertiveness, emotional stability, objectivity, self-confidence, decision making, discretion, initiative, good communication skills, patience, persuasiveness and adaptability are some of the leadership qualities that are immensely useful in proving oneself as a natural leader in GD. A good leader should neither be very authoritative nor submissive but must be democratic. Such leaders see to it that all the members in the team participate and when there is a problem, try to deal with it amicably. Leaders should know how to deal with the 'bull dozers', who make noise but do not have any logic.

ACTIVE LISTENING

Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening.

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

When listening to another employee or customer speak it is very important to be an avoid listener. Here are some obstacles that you might have to overcome:

- Filters and Assumptions
- Biases and Prejudices
- Inattention and Impatience
- Surrounding Environment

A good way to overcome these factors is by using LOTS Better Communication method. This method includes four steps in order to produce good listening skills and the ability to respond with an educated statement. The four steps to this method are:

1. Listen

2. Observe
3. Think
4. Speak

Active listening is an essential part of building strong teams and generating positive working environments. It also provides superior communication between individuals both inside the corporate environment and in personal lives. Active listening is an essential part of private and business relationships, because it makes it possible to assure that both people in a conversation are getting the full and accurate meaning from what is being said.

The art of active listening comes from hearing everything a speaker is saying and repeating back what is understood from that communication. Paraphrasing and reinterpreting the message reassures the speaker that the listener is paying attention and understands exactly what is meant. It also allows for the rapid completion of tasks and better interaction among social groups. Active listeners experience better relationships than people who do not know how to listen well. The skill is important for progressing in the business world and for promoting more positive interactions in personal relationships. Getting ahead in life requires active listening skills.

Importance of Listening in a Group Discussion

Listening can define as incorporation of words and their meanings that are spoken. It is an important mode of communication.

Listening in a group discussion helps to give new ideas.

Listening helps to not jump to conclusions.

o Good listening will avoid aggression because you know what the other person says.
o Listening will help learn something new.
o Listening in a group motivates the environment.
o Good listening skills in a group discussion can help you notice flaws in what others speak.
o Listening will help you comprehend what the other team member speaks even if the topic is not well known.
o Listening keeps you aware and alert.
o If you listen, team mates in the group will listen to you.

Types of Listeners

Discriminative listening

Discriminative listening is the most basic type of listening, whereby the difference between difference sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences.

We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable distinguish the subtle sounds that are required in that language.

Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing.

Listening is a visual as well as auditory act, as we communicate much through body language. We thus also need to be able to discriminate between muscle and skeletal movements that signify different meanings.

Comprehension listening

The next step beyond discriminating between different sound and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying.

The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning.

In communication, some words are more important and some less so, and comprehension often benefits from extraction of key facts and items from a long spiel.

Comprehension listening is also known as *content listening*, *informative listening,* and *full listening*.

Critical listening

Critical listening is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval.

This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

Biased listening

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other biases that they have. Such biased listening is often very evaluative in nature.

Evaluative listening

In evaluative listening, or *critical listening*, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.

Evaluative listening is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our beliefs. Within this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said. Typically also we weigh up the pros and cons of an argument, determining whether it makes sense logically as well as whether it is helpful to us.

Evaluative listening is also called critical, judgmental or interpretive listening.

Appreciative listening

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

Sympathetic listening

In sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.

Empathetic listening

When we listen empathetically, we go beyond sympathy to seek a truer understand how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathic, we actually feel what they are feeling.

In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

Therapeutic listening

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

Dialogic listening

The word 'dialogue' stems from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Thus dialogic listening mean learning through conversation and an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think.

Dialogic listening is sometimes known as 'relational listening'.

Relationship listening

Sometimes the most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring.

Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you.

EXPANDING ARGUMENTS

What is an argument?

<mark>To 'argue' in an academic context is to put forward an opinion through the process of reasoning, supported by evidence.</mark> An argument attempts to persuade through rational and critical judgement. In academic writing an argument is sometimes called a claim or a thesis statement, which is also supported with evidence.

How do we argue at university?

The everyday meaning of the term argument suggests a fight: an aggressive conflict or confrontation between adversaries, where one tries to dominate the other in order to 'win'. At university this kind of arguing is not appropriate. The aim of academic argument is to explore a question, a proposition or an area of knowledge and achieve reasoned mutual understanding. It is not important who 'wins'—what matters most is the quality of the argument itself. When you engage in academic argument in your tutorial discussions, you are developing your ideas, advancing and clarifying your knowledge and learning to think critically.

Voicing your opinion and using effective arguing techniques are valuable skills. Participating in a tutorial discussion can be a bit intimidating, especially when you want to disagree with a point of view and are not sure how to, or of which language structures to use.

Discussion etiquette (or minding your manners)

In order to successfully negotiate tutorial discussion, courtesy is important. The following are a few ground rules for good conduct.

Do

- Respect the contribution of other speakers. Speak pleasantly and with courtesy to all members of the group.
- Listen well to the ideas of other speakers; you will learn something.
- Acknowledge what you find interesting.
- Remember that a discussion is not a fight. Learn to disagree politely.
- Respect differing views. Those who hold them are not necessarily wrong.

- Think about your contribution before you speak. How best can you answer the question/ contribute to the topic?
- Try to stick to the discussion topic. Don't introduce irrelevant information. If the discussion does digress, bring it back on topic by saying something like 'Just a final point about the last topic before we move on' or 'that's an interesting point, can we come back to that later?
- Be aware of your body language. Keep it open and friendly. Avoid gestures that appear aggressive.
- Speak clearly. Don't whisper; even if you're feeling uncertain about your ideas or language.

Don't

- Don't take offence if another speaker disagrees with you. Putting forward different points of view is an important part of any discussion. Others may disagree with your ideas, and they are entitled to do so.
- Never try to intimidate or insult another speaker or ridicule the contribution of others.
- Don't use comments like 'that's stupid' or 'you're wrong'. Learn to disagree and argue appropriately.
- Take care to use a moderate tone of voice. If you sound angry or aggressive others will not want to listen to you.
- If you are a confident speaker, try not to dominate the discussion. Pause to allow quieter students a chance to contribute.
- Avoid drawing too much on personal experience or anecdote. Although some tutors encourage students to reflect on their own experience, remember not to generalise too much.
- Don't interrupt or talk over another speaker. Let them finish their point before you start. Listening to others earns you the right to be heard.

Paragraph Development

A paragraph is a collection of sentences which all relate to one main idea or topic. Effective paragraphs have four main characteristics: a topic sentence, unity, coherence, and adequate development. Each of these characteristics is discussed below.

Unity

Unity refers to the extent to which all of the ideas contained within a given paragraph "hang together" in a way that is easy for the reader to understand. Unity

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is important because it aids the reader in following along with the writer's ideas. The reader can expect that a given paragraph will deal only with one main topic; when a new paragraph begins, this signals that the writer is moving on to a new topic.

Coherence

Coherence refers to the extent to which the flow of ideas in a paragraph is easily understood by the reader. For this reason, coherence is closely related to unity. When a writer changes main ideas or topics within a paragraph, confusion often results. To achieve coherence, then, a writer should show how all of the ideas contained in a paragraph are relevant to the main topic.

Adequate Development

A paragraph is adequately developed when it describes, explains and supports the topic sentence. If the "promise" of the topic sentence is not fulfilled, or if the reader is left with questions after reading the paragraph, the paragraph has not been adequately developed. Generally speaking, a paragraph which consists of only two or three sentences is under-developed. A good rule of thumb to follow is to make sure that a paragraph contains at least four sentences which explain and elaborate on the topic sentence.

Topic Sentences

Beginning a paragraph with a topic sentence is one of the best ways to achieve clarity and unity in one's writing. The function of a topic sentence is to describe what the paragraph will be about, such that the reader has clear expectations about what will follow. An effective topic sentence typically contains only one main idea. The remainder of the paragraph then develops that idea more fully, offering supporting points and examples. After reading a topic sentence, one should be able to anticipate the type of information contained in the rest of the paragraph.

Functional Language

Functional English is usage of the English language required to perform a specific function. This is typically taught as a foundation subject as a good command of English is often required for academic study and career progression.

General Objectives: The aim of Functional English is to develop communicative skills of the learners in listening, speaking, writing and reading.The main focus is on how English is used in real-life situations. Through the items listed in the syllabus the learners are expected to develop fluency in conversation and efficiency in interactional skills. They are also expected to learn to use grammar communicatively so that they become effective and efficient communicators in English.

Body Language

Body language is a kind of nonverbal communication, where thoughts, intentions, or feelings are expressed by physical behaviors, such as facial expressions, body posture, gestures, eye movement, touch and the use of space.

Facial expression

Facial expression is integral when expressing emotions through the body. Combinations of eyes, eyebrow, lips, nose, and cheek movements help form different moods of an individual (e.g. happy, sad, depressed, angry.

Body postures

Emotions can also be detected through body postures. Research has shown that body postures are more accurately recognised when an emotion is compared with a different or neutral emotion.[8] For example, a person feeling angry would portray dominance over the other, and his/her posture displays approach tendencies

A person sitting till the back of his/her chair, leans forward with his/her head nodding along with the discussion implies that he/she is open, relaxed and generally ready to listen. On the other hand, a person who has his/her legs and arms crossed with the foot kicking slightly implies that he/she is feeling impatient and emotionally detached from the discussion.[5]

Handshakes

Handshakes are regular greeting rituals and are commonly done on meeting, greeting, offering congratulations or after the completion of an agreement. They usually indicate the level of confidence and emotion level in people

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Covering one's mouth suggests suppression of feeling and perhaps uncertainty. This could also mean that he/she is thinking hard and may be unsure of what to say next.[5] What you communicate through your body language and nonverbal signals affects how others see you, how well they like and respect you, and whether or not they trust you.

1. Facial Expressions

Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. The look on a person's face is often the first thing we see, even before we hear what they have to say.

While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world.

2. Gestures

Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture.

In courtroom settings, lawyers have been known to utilize different nonverbal signals to attempt to sway juror opinions. An attorney might glance at his watch to suggest that the opposing lawyer's argument is tedious or might even roll his eyes at the testimony offered by a witness in an attempt to undermine his or her credibility. These nonverbal signals are seen as being so powerful and influential that some judges even place limits on what type of nonverbal behaviors are allowed in the courtroom.

3. Paralinguistics

Paralinguistics refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection, and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest.

Consider all the different ways simply changing your tone of voice might change the meaning of a sentence. A friend might ask you how you are doing, and you might respond with the standard "I'm fine," but how you actually say those words might reveal a tremendous amount of how you are really feeling. A cold tone of voice might suggest that you are actually not fine, but you don't wish to discuss it. A bright, happy tone of voice will reveal that you are actually doing quite well. A somber, downcast tone would indicate that you are the opposite of fine and that perhaps your friend should inquire further.

4. Body Language and Posture

Posture and movement can also convey a great deal on information. Research on body language has grown significantly since the 1970's, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing, especially after publishing Julius Fast's book *Body Language*. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that body language is far more subtle and less definitive than previously believed.

5. Proxemics

People often refer to their need for "personal space," which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us is influenced by a number of factors including social norms, cultural expectations, situational factors, personality characteristics, and level of familiarity. For example, the amount of personal space needed when having a casual conversation with another person usually varies between 18 inches to four feet. On the other hand, the personal distance needed when speaking to a crowd of people is around 10 to 12 feet.

6. Eye Gaze

The eyes play an important role in nonverbal communication and such things as looking, staring and blinking are important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate. Looking at another person can indicate a range of emotions including hostility, interest, and attraction.

People also utilize eye gaze a means to determine if someone is being honest. Normal, steady eye contact is often taken as a sign that a person is telling the truth and is trustworthy. Shifty eyes and an inability to maintain eye contact, on the

other hand, is frequently seen as an indicator that someone is lying or being deceptive.

7. Haptics

Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood. Harry Harlow's classic monkey study demonstrated how deprived touch and contact impedes development. Baby monkeys raised by wire mothers experienced permanent deficits in behavior and social interaction. Touch can be used to communicate affection, familiarity, sympathy, and other emotions.

In her book *Interpersonal Communication: Everyday Encounters*, author Julia Wood writes that touch is also often used as a way to communicate both status and power. Researchers have found that high-status individuals tend to invade other people's personal space with greater frequency and intensity than lower-status individuals. Sex differences also play a role in how people utilize touch to communicate meaning. Women tend to use touch to convey care, concern, and nurturance. Men, on the other hand, are more likely to use touch to assert power or control over others.

8. Appearance

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can evoke different moods. Appearance can also alter physiological reactions, judgments, and interpretations. Just think of all the subtle judgments you quickly make about someone based on his or her appearance. These first impressions are important, which is why experts suggest that job seekers dress appropriately for interviews with potential employers.

Researchers have found that appearance can play a role in how people are perceived and even how much they earn. One 1996 study found that attorneys who were rated as more attractive than their peers earned nearly 15 percent more than those ranked as less attractive. Culture is an important influence on how appearances are judged. While thinness tends to be valued in Western cultures, some African cultures relate full-figured bodies to better health, wealth, and social status.

Chapter 4

Public Speaking and Presentation Skills

Structuring a presentation

This guide discusses practical strategies for structuring a presentation, focusing on the need to develop an argument or report through the clear, logical progression of ideas.

1) Presentation structure

Presentations need to be very straightforward and logical. It is important that you avoid complex structures and focus on the need to explain and discuss your work clearly. An ideal structure for a presentation includes:

- a welcoming and informative introduction;

- a coherent series of main points presented in a logical sequence;

- a lucid and purposeful conclusion

2) The Introduction

The introduction is the point at which the presenter explains the content and purpose of the presentation. This is a vitally important part of your talk as you will need to gain the audience's interest and confidence. Key elements of an effective introduction include:

- a positive start: *"Good afternoon, my name is Adam and …";*
- a statement of what will be discussed: *"I am going to explore …";*
- a statement of the treatment to be applied to the topic (e.g. to compare, contrast, evaluate, describe): *"I will be comparing the four main principles of …";*
- a statement of the outcomes of the presentation: *"I hope this will provide us with …";*
- a statement of what the audience will need to do (e.g. when they can ask questions or whether or not they will need to take notes): *"I will pass round a handout that summarizes my presentation before taking questions at the end."*

You should aim to deliver your introduction confidently (wait until the audience is quiet before you start speaking) and communicate energy and enthusiasm for your topic.

3) Main Points

The main points are the backbone of your talk. They play an important role in helping you prioritize, focus and sequence your information. When planning your presentation, you should put aside your research notes and produce a list or summary of the main points that you would like to make, expressing each in a few words or a short sentence. Ask yourself: "what am I really telling them? what should they be learning here?". Your answers to these questions will help you communicate clear and effective messages to your audience.

After you have identified your main points, you should embellish them with supporting information. For example, add clarity to your argument through the use of diagrams, illustrate a link between theory and practice, or substantiate your claims with appropriate data. Use the supporting information to add colour and interest to your talk, but avoid detracting from the clarity of your main points by overburdening them with too much detail.

4) Transitions

Transitions are the signposts that help the audience navigate their way through your presentation. They can help divide information up into sub-sections, link different aspects of your talk and show progression through your topic. Importantly, transitions draw the audience's attention to the process of the presentation as well as its content. Examples include:

- *"I will begin by discussing ...";*
- *"Now that we have explored the ... I would like to move on to ...";*
- *"In contrast to my earlier statements concerning ...";*
- *"Moving away from a focus on ....";*
  Transitions can also be made without speaking. Non-verbal transitions include pausing, changing a slide or other visual aid, moving to a different area of the room

before resuming speaking, or making eye contact with a different group in the audience.

5) The Conclusion

The conclusion is an essential though frequently underdeveloped section of a presentation. This is the stage at which you can summaries the content and purpose of your talk, offer an overview of what has been achieved and make a lasting impact. Important elements of a conclusion are:

- a review of the topic and purpose of your presentation: *"In this presentation I wanted to explore …";*
- a statement of the conclusions or recommendations to be drawn from your work: *"I hope to have been able to show that the effect of ….";*
- an indication of the next stages (what might be done to take this work further?): *"This does of course highlight the need for further research in the area of …";*
- an instruction as to what happens next (questions, discussion or group work?): *"I would now like to give you the opportunity to ask questions …";*
- a thank you to the audience for their attention and participation: *"That's all I have time for. Thank you very much for listening."*
As with your introduction, you should try to address the audience directly during your conclusion, consolidating the impression of a confident and useful presentation.

Presentation Skills and Public Speaking

Presentation skills are the abilities one needs in order to deliver compelling, engaging, informative, transformative, educational, enlightening, and/or instructive presentations. Central to effective presentation skills are public speaking, tone of voice, body language, creativity, and delivery.

Importance of Presentation Skills

Interaction with others is a routine job of businesses in today's world. The importance of good presentation skills is established on the basis of following points:

- They help an individual in enhancing his own growth opportunities. In addition, it also grooms the personality of the presenter and elevates his levels of confidence.

- In case of striking deals and gaining clients, it is essential for the business professionals to understand the audience. Good presentation skills enable an individual to mould his message according to the traits of the audience. This increases the probability of successful transmission of messages.

- Lastly, business professionals have to arrange seminars and give presentations almost every day. Having good presentation skills not only increases an individual's chances of success, but also enable him to add greatly to the organization.

How to Improve Presentation Skills

Development of good presentation skills requires efforts and hard work. To improve your presentation skills, you must:

- Research the Audience before Presenting: This will enable you to better understand the traits of the audience. You can then develop messages that can be better understood by your target audience. For instance, in case of an analytical audience, you can add more facts and figures in your presentation.

- Structure your Presentation Effectively: The best way to do this is to start with telling the audience, in the introduction, what you are going to present. Follow this by presenting the idea, and finish off the presentation by repeating the main points.

- Do a lot of Practice: Rehearse but do not go for memorizing the presentation. Rehearsals reduce your anxiety and enable you to look confident on the presentation day. Make sure you practice out loud, as it enables you to identify and eliminate errors more efficiently. Do not memorize anything as it will make your presentation look mechanical. This can reduce the degree of audience engagement.

- Take a Workshop: Most medium and large businesses allow their employees to take employee development courses and workshops, as well-trained employees are essential to the success of any company. You can use that opportunity to take a workshop on professional presentation skills such as those offered by Langevin Learning Services, which are useful for all business professionals, from employees to business trainers and managers.

Public Speaking

Public speaking skills refer to the talent of effectively addressing an audience. Whether it is in front of a group of people you already know or a crowd of complete strangers, your ability to communicate to them with clarity and confidence is known as your public speaking skills.

There may or may not be an opportunity for interaction between the speaker and audience. The basic difference, however, between a casual talk and public speaking is that the latter is more purposeful and meant for celebratory, entertainment, influencing, or informative purposes.

Why is public speaking important

Good public speaking skills can have a huge impact on your career for the following reasons:

- Demonstrates your knowledge. You are always at your best when you can articulate your thoughts clearly and effectively. Public speaking skills help you do exactly that. After all, the true worth of the knowledge you possess can only be realized when you can show and apply it.

- Demonstrates your confidence. Not only does public speaking increase your knowledge during the process of preparation but it also develops and demonstrates your confidence. Whether you are interviewing for a job or hoping for a promotion, your confidence is what will make you stand out among other candidates.

- Helps you lead better. The higher you climb up the career ladder, the greater will be the number of people you shall have to lead. As a result, the need for public speaking skills and the confidence pertinent to it also increases, making it one of the determining characteristics when considering someone for

How to improve public speaking skills

Following are some helpful tips for improving your public speaking skills:

- Prepare with practice. Once you have prepared a presentation or speech by giving it a logical flow and making it more vibrant with the addition of examples, stories, and visually appealing props, only then your true preparation begins. If you are wondering what that means, remember that practice is the key to preparation. Practice your speech/presentation alone or seek to speak in front of other people until you can speak fluidly with confidence and comfort. This may sometimes require you to tweak your words during practice but it's preferable to do so in practice instead of doing so at the occasion where you intend to take the mike.

- Accentuate your strengths. Analyze yourself as a public speaker and identify your true strengths and weaknesses. Most of us tend to imitate other public speakers who are popular amongst the crowd. However, the best way is to be yourself and focus on your own strengths. For instance, you might have a good sense of humor that helps in grabbing attention of the crowd, you may be an interesting story teller, or you may be good at clearly explaining complex ideas. Whichever is your strength, utilize it wisely to keep your audience paying attention.

- Keep your ears and eyes open to feedback. Although, all sorts of public speaking do not involve direct interaction between the speaker and his audience, there are various ways in which audience is able to provide feedback. If the audience cannot speak their opinion out loud, as a speaker you should be able to look for nonverbal cues such as the body language or facial expressions of the audience. The feedback, thus, provided by the audience can prove to be a helpful guide in improving one's public speaking skills.

Elements of Public Speaking

- 1. The speaker
- 2. The message
- 3. The audience
- 4. The channel
- 5. Feedback
- 6. The noise

Linguistic Techniques for Learning Languages

Linguistics has been a constant presence in language acquisition. Empiricists view language as the product of sensory knowledge. According to this school of thought, elements of language, such as vocabulary, grammar and expressions, are learned from what the language learner hears, sees, tastes, touches and smells. The rationalists, on the other hand, believe that language originates inside the learner, who comes ready to organize and process the language.

While the two schools each have favored teaching methods, the activities often overlap. In both the empirical and rationalist view, language learners benefit from active engagement with the language and its speakers. Meaningful interaction creates situations for the language learner to develop skill and competence. For this reason, many language learners travel to study a language in a country where it is spoken. For example, a person studying French would learn quickly in France, as the language learner negotiated the day's activities, such as ordering breakfast, going shopping, asking about transportation, or asking directions for sightseeing.

Linguistic Techniques for Neuro Linguistic Programming

Neuro Linguistic Programming (NLP) was developed during the 1970s by linguist John Grinder and a student, Richard Bandler. Practitioners link neurological processes to language and behavioral experiences, with the goal of creating greater self-awareness and self-questioning skills that can help people realize their potential and dreams. The premise is that, by changing the language and structure of the communication, we can strengthen the communication.

An example is provided in the book, "Happy Kids Happy You." Author Sue Beever explains how her background in NLP helped her communicate with her children. The basic premise is changing "don't" into "do." Instead of telling a child not to argue about going to bed, offer a child a choice of

books to read for bedtime. According to Beever, "The challenge of parenting is also a gift. It is the ability to engage, moment by moment, with the wonder and potential that your child brings to the world."

Linguistics Techniques for Coercion

The goal of most linguistic practitioners is to help people with their goals. Yet, some linguists have identified a linguistics of coercion, in which language structure is designed to coerce, with a predetermined goal that may or not be shared with the language learner.

Dr. Margaret Thaler Singer, professor of psychiatry at the University of California at Berkeley, noted coercive tactics that included repeating negative linguistic statements, limiting the information and communication systems and developing an "in-group" language. The distinguishing aspect of coercion is the goal of weakening an individual and destroying free will. Current applications are noted by Dr. Marjorie Zambrano-Paff, of the Indiana University of Pennsylvania. She wrote an article, "Immigration Interpreter's Co-construction of Defendant's Testimony through Coercive Linguistic Techniques," published in the Fall/Spring 2009 Hispanic Journal, examining how a beneficial goal of interpreting can result in coerced testimony.

Linguistics is the study of language - how it is put together and how it functions. Various building blocks of different types and sizes are combined to make up a language. Sounds are brought together and sometimes when this happens, they change their form and do interesting things. Words are arranged in a certain order, and sometimes the beginnings and endings of the words are changed to adjust the meaning. Then the meaning itself can be affected by the arrangement of words and by the knowledge of the speaker about what the hearer will understand. Linguistics is the study of all of this. There are various branches of linguistics which are given

their own name, some of which are described below. Linguists are people who study linguistics.

About Linguistic Techniques

When you build or extend you categories, you can select from a number of advanced linguistic category building techniques including concept root derivation , concept inclusion, semantic networks(English only), and co-occurrence rules. These techniques can be used individually or in combination with each other to create categories.

You do not need to be an expert in these settings to use them. By default, the most common and average settings are already selected. If you want, you can bypass this advanced setting dialog and go straight to building or extending your categories. Likewise, if you make changes here, you do not have to come back to the settings dialog each time since it will remember what you last used. However, keep in mind that because every dataset is unique, the number of methods and the order in which you apply them may change over time. Since your text mining goals may be different from one set of data to the next, you may need to experiment with the different techniques to see which one produces the best results for the given text data. None of the automatic techniques will perfectly categorize your data; therefore, we recommend finding and applying one or more automatic techniques that work well with your data.

The main automated linguistic techniques for category building are:

• Concept root derivation. This technique creates categories by taking a concept and finding other concepts that are related to it through analyzing whether any of the concept components are morphologically related.
• Concept inclusion. This technique creates categories by taking a concept and finding other concepts that include it.
• Semantic network. This technique begins by identifying the possible senses of each concept from its extensive index of word relationships and then creates categories by grouping related concepts.
• Co-occurrence. This technique creates co-occurrence rules that can be used to create a new category, extend a category, or as input to another category technique.

What is a hook?

A hook is your basic "attention getting" device, one that's used to capture the target's attention, whether that target is a fish, a music listener, a movie watcher or an audience member listening to, maybe, their third speech of the day.

A way to start off with a bang. All great presenters use hooks to grab the audience's attention. If you really want to make a spectacular presentation, to motivate your audience and, most importantly, to get your message across, you need to start with a hook. It is critical for you to spend time to create a unique and effective hook for every one of your presentations. And there's a bonus: Along with enhancing your presentation, creating hooks will also stretch your mind.

The hook has to come first – before introductions, overviews, statements of objectives or anything else. Don't start by saying, "Hello, I'm John Smith and I'm going to teach you how to talk." Who would listen to that? Don't bore your audience.

How to HOOK your audience

1. Tell a captivating story

Storytelling is among the most powerful and consistently successful," Price says. "As humans, we're hard-wired to enjoy and learn from stories. From bedtime stories and campfires, to Broadway theaters and boardrooms — heroes, villains, conflict, plots, dialogue, and lessons learned draw us in, remind us of our own lives, and hold our attention."

The story can be about you personally, which tells the audience first-hand why you're invested in and passionate about the topic. Or you can tell a story about another person who the audience can learn from. "Another option: tell a fable, wisdom tale, historic event, or anecdote," Price says. "The idea is, start with a brief 60- to 90-second narrative that launches your speech and captivates your listeners, and make sure the story encapsulates the key point of your message."

2. Ask a rhetorical thought-provoking question

As Shakespeare wrote in "The Merchant of Venice," "If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge?"

"As a speaker, you ask rhetorical questions for persuasive effect; you don't expect the audience to answer aloud, rather silently to themselves," Price explains. When crafted and delivered well, rhetorical questions influence an audience to believe in the position of the speaker. "Clearly, Shakespeare's character Shylock is leading his listeners to think 'yes' four times in order to justify revenge against Antonio. What do you want your audience to say 'yes' or 'no' to?"

In addition to yes or no questions, you can also arouse curiosity and motivate your audience to think about the answer, she says.

3. State a shocking statistic or headline

 "The statistic, bold claim, or headline needs to be directly related to the main purpose of your presentation," Price explains. "Its impact ideally persuades the audience to listen and respond positively to your recommendation and next steps."

4. Use a powerful quote

Employ the wise words of a well-known person because the name allows you to tap into his or her credibility, likeability, and notoriety. The quote must have meaning and relevance to the audience.

5. Show a gripping photo

A picture is worth a thousand words — "maybe even more. Use photos instead of text, when possible. A quality photo adds aesthetic appeal, increases comprehension, engages the audience's imagination, and makes the message more memorable.

Price offers the following example of an effective use of an image:

6. Use a prop or creative visual aid

A prop is a magnetic tool that hooks your audience and keeps them watching — or listening. A visual aid can also help emphasize a point.

"Think about how you could use items like a big wall clock, a colorful gift bag, juggling balls, a deck of cards, a bunch of carrots, or another prop, to introduce your topic, captivate the audience, inject humor, and drive home your message

7. Play a short video

Videos evoke emotional responses. Unlike text and bullet points on a slide, you can employ people, pictures, and sound to reel in the audience, add drama, and communicate the gist of your message quickly. As Walt Disney said, "I would rather entertain and hope that people learned something than educate people and hope they were entertained. "

Characteristics of a Good Presenter

1. A good presenter is focused

It all starts with focus. A good presenter is focused on providing value to the audience and addressing the audience from their perspective, you shouldn't just highlight your expertise or knowledge; offer examples or anecdotes to connect with the audience.

2. A good presenter has delivery skills

Delivery skills are crucial in any form of communication, especially when talking to a large group. It's important to use powerful body language, like maintaining eye contact and using open gestures , to engage with the audience and reinforce your points.

3. A good presenter is a storyteller

Your audience doesn't want to be lectured. It's imperative that you speak to your audience, not *at* them. In this regard, a good presenter "is a great storyteller that takes the stories and connects them to learning points important to the audience based on the presentation content

4. A good presenter is patient

As a speaker, it's critical to give your audience a moment to reflect on key statements. It can be brief, but a skilled presenter "takes a few breaths and slows down after making a key point." The speaker can also ask a reflective question to make the discussion more applicable and relatable for the audience.

When you drive on the roads, you know where you are on those roads. Each road has a name or number. Each town has a name. And each house has a number. If you are at house #100, you can go back to 50 or forward to #150. You can look at the signposts for directions. And you can look at your atlas for the structure of the roads in detail. In other words, it is easy to navigate the roads. You cannot get lost. But when you give a presentation, how can your audience know where they are? How can they know the structure of your presentation? How can they know what is coming next? They know because you tell them. Because you put up signposts for them, at the beginning and all along the route. This technique is called 'signposting' (or 'signalling').

Signpost language' is the words and phrases that people use to tell the listener what has just happened, and what is going to happen next. In other words, signpost language guides the listener through the presentation.

For example

- Highlighting or emphasising a point Importantly,

… Indeed, … In fact, … More importantly, … Furthermore, … Moreover, … It is also important to highlight

- Changing direction or creating a comparison

However, … Rather, … In contrast, … Conversely, … On one hand, … On the other hand, … In comparison, … Compared to … Another point to consider is …

- Adding a similar point Similarly, … Likewise, … Again, … Also, …
- Summarising

 Finally, … Lastly, … In conclusion, … To summarise, … In summary, … Overall, … The three main points are …

- Being more specific In particular,

… In relation to … More specifically, … With respect to … In terms of …

- Giving an example

For instance, … For example, … this can be illustrated by … …, namely, … …, such as …

- <mark>Acknowledging something and moving to a different point</mark>

Although … Even though … Despite … Notwithstanding …

- <mark>Following a line of reasoning</mark>

Therefore, … Subsequently, … Hence … Consequently, … Accordingly, … As a result, … As a consequence, … To this end

Signposting

In academic writing, the author is responsible for making the text as clear as possible for the reader. To achieve clarity, the author has to ensure that the writing is <u>explicit</u>: in other words, it should anticipate and address the reader's questions. An active reader will want to know what the author's aims are and how they will be achieved; what the author's position is about key issues; how the argument is constructed; how ideas relate to each other. Good writers use signposting language to signal to the reader where these answers can be found.

It is useful to divide signposting language into two broad categories:

- major signposts that signal key aspects of the work, such as purpose, structure, author's stance, main points, direction of the argument, conclusions.
- linking words and phrases that show connections between sentences and paragraphs.

Examples of major signposts:

- The aim of this study is to ….
- The purpose of this thesis is to….
- This essay argues that ….
- The main questions addressed in this paper are ….
- This essay critically examines….
- The above discussion raises some interesting questions.
- This paper begins by …. It will then go on to …. Finally, ….

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- This chapter reviews the literature ….
- In conclusion, ….

The Three V's of Communication

Effectively communicating your ideas is a vital skill in business. When you give a business presentation or speak up during a meeting, people's perceptions of you are formed by what I call the "Three Vs" — the Visual, Verbal, and Vocal aspects of your talk.

• The verbal aspect has to do with what you actually say, the words you use and the message you're trying to get across.
• The vocal aspect consists of not just the pitch of your voice, but the loudness, confidence, and speed at which you speak.
• And the visual aspect, of course, would be how you look, how you're dressed, how you're groomed, your facial expressions, body language, etc.

Our visual features of posture, gestures, clothing, and facial expression all have an impact on making a first impression. Vocal quality influences whether we want to listen to someone. For example, a voice that is high-pitched, whining, breathy, harsh, loud, or a rich and resonant all affect the listener's perception of the speaker. Of course, the verbal content of what we say is critical to the overall communication. We must consider all three V's when communicating, regardless of what percentages each might hold. Delivery of speeches, presentations, sermons, homilies, opening and closing statements in a courtroom, lectures, and forums, all rely on these "V's" for effective delivery.

Technology is limiting our use of these proverbial "V's".

– Telephone use: The listener loses the opportunity to observe body language and facial expression. Our vocal tone takes on even more importance.

– Email correspondence: There is no vocal tone or visual cues. We may resort to capitalization or emoticons to convey emotion. This is a breeding ground for many miscommunications. How often have you misinterpreted the intent of an email?

– <mark>Text messaging</mark>: We lose visual, vocal, and even some verbal aspects of the message; certainly spelling and grammar are modified.

– <mark>Tweeting</mark>: We are limited by the 140 characters, and verbal (grammar and spelling), visual (body language, facial expression), and vocal are all lost or compromised.

With the advance of technology, we are losing the rich and genuine aspects of communication. We must make every effort to ensure that our intentions are understood. When we do meet someone face to face, keep in mind that we have all three V's to communicate: VISUAL (how we look), VOCAL (how we sound), and VERBAL (what we say). Make sure each of these V's are aligned to avoid any miscommunication and to convey a powerful and professional image and message.

<mark>Common visual aids:</mark>

* Whiteboards and Interactive Whiteboards
* Flip chart
* Over-head projector (OHP)
* Slides
* Video
* PowerPoint or other presentation software
* Handouts

1.Whiteboards and Interactive Whiteboards

whiteboards are good for developing an explanation, diagrams and simple headings, and for recording interaction with, and comments from, the audience during brainstorming sessions.

Writing on a whiteboard takes time and that you will have to turn your back to the audience to do so. If using a whiteboard, you should ensure that your handwriting is legible, aligned horizontally, and is sufficiently large to be seen by all the audience. Also ensure that you use non- permanent pens (sometimes referred to as dry-wipe pens) rather than permanent markers so that your writing can be erased later.

If you have access to an interactive whiteboard, you should make sure you know how this works, and practice using it, before your presentation.

2.Flip Charts

A flip chart is a popular, low-cost, low-tech solution to recording interactive meetings and brainstorming sessions.

A flip chart can be prepared in advance and is portable, it requires no power source and no technical expertise. Flip charts are ideal for collecting ideas and responses from the audience and are good for spontaneous summaries. However, if the audience is large, a flip chart will be too small to be seen by everyone.

3.Video

Videos are excellent for training purposes, but can be difficult to fit into a presentation structure.

If a computer connected to a projector is available then videos can be played as files, from a DVD or with an Internet connection via YouTube or other online sources.

Videos can also be built into a presentation using PowerPoint or other presentation software.

4.PowerPoint

Use of PowerPoint and other presentation software is very common when presenting today.

Care should be taken, however, that visual effects do not detract from the presentation itself. If you do choose to use Power Point try to have a practice run well in advance of a presentation so that you are confident when giving the presentation itself.

Older Visual Aids That May Still Be Effective:

Over-Head Projector (OHP)

Displays can be prepared on acetates, both in written and graphic form.

They command attention but, as with other visual aids, care must be taken to talk to the audience and not the screen. OHPs are suitable for both large and small groups although the machines can be noisy and unreliable and the projector can obscure the screen. OHPs as a method of presenting have now largely been replaced by presentations projected from a computer onto a whiteboard or other screen.

Slides

Slides of excellent visual quality can have great impact on any size of group.

 If you are using slides, ensure that they are prepared in the correct order, ideally numbering the slides so that if the carousel is dropped the slides can quickly be reordered.

Like OHPs, the use of slides has largely been replaced by digital photography projected using PowerPoint or other presentation software in professional situations.

Handouts

Handouts summarizing or including the main points of a presentation are an excellent addition but must be relevant. Presentation software packages such as PowerPoint can automatically generate handouts from your presentation slides.

Five Strategies of Public Presentation

Presenting can be a daunting task. Audience expectations of content, accuracy and accountability are high and people demand to be enlightened and informed – rightly so.

It's important to realize delivering effective presentations is dependent upon not only how good you are at transferring information but how successful you are in influencing, inspiring and making what you say memorable and actionable for the client or prospect.

1. Consider your listener

Frame the presentation as though you were the one sitting in the audience. Effective presentations should be targeted to meet the specific needs, wants and

emotions of your audience. You risk losing their interest and focus after just two minutes if there is no relevance to their financial, emotional or physical well-being.

2. Ensure your audience knows what's in it for them

And if the answer is not much, you may as well pack up and leave before you bore them to snores.

3. Begin with the end in mind

Let them know what to expect, how they can use the information and the direct benefits to them. People buy benefits and outcomes, not promises and generalities that bear no relevance to their lives. So begin with the end in mind and tailor your presentations to the needs of the audience or customer you are speaking to.

4. Speak as if to one individual

Deliver your speech as though each person was the only one in the room and you were speaking directly to them. Make the presentation personal and consistent with why they have come to listen to you in the first place. If you are an expert in the topic give them assurance that by the time, they will leave the presentation they will have a greater understanding and knowledge and will be able to apply the information given.

5. Practise your presentation style

Be aware that your delivery will utilize three different styles namely audio, visual and kinesthetic (hands-on). How do you move between them?

To know for sure, it pays to practice. One method is to organize a video recorder and tape your prepared presentation. Then show it to your partner, children and/ or trusted friends. Ask for their honest and constructive comments about style and delivery.

You may need to brace yourself for their feedback! However, it is worth taking on board. Others' perspectives can help you dramatically improve your delivery and so increase your chances of winning over your 'real' audience.

INTERVIEW

According to Scott and others, "an interview is a purposeful exchange of ideas, the answering of questions and communication between two or more persons".

Objectives of Interview

In the selection process, interview serves the following objectives

1. Verifies the information obtained through application form and tests.

2. Helps obtain additional information from the applicant otherwise not available.

3. Gives the candidate necessary facts and information about the job and the organisation.

4. Helps establish mutual understanding between the company and the candidate and build the company's image.

The common methods used to induce stress include frequent interruptions, keeping silent for an extended period of time, asking too many questions at a time, making derogatory remarks about the candidate, accusing him that he is lying and so on. The purpose is to observe how the candidate behaves under the stressful conditions – whether he loses his temper, gets confused or frightened.

Types of Interviews: There are many types of interviews that an organization can arrange. It depends on the objectives of taking the interview. Some important types of interviews are stated below:

   Personal interviews: Personal interviews include:
- Selection of the employees
- Promotion of the employees
- Retirement and resignation of the employees
   This type of interview is designed to obtain information through discussion and observation about how well the interviewer will perform on the job.

   1. Evaluation interviews: The interviews which take place annually to review the progress of the interviewee are called the evaluation interviews.

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Naturally, it is occurring between superiors and subordinates. The main objective of this interview is to find out the strengths and weaknesses of the employees.

2. Persuasive interviews: This type of interview is designed to sell someone a product or an idea. When a sales representative talk with a target buyer, persuasion takes the form of convincing the target that the product or idea meets a need.

3. Structured interviews: Structured interviews tend to follow formal procedures; the interviewer follows a predetermined agenda or questions.

4. Unstructured interviews: When the interview does not follow the formal rules or procedures. It is called an unstructured *interview*. The discussion will probably be free flowing and may shift rapidly form on subject to another depending on the interests of the interviewee and the interviewer.

5. Counseling interviews: This may be held to find out what has been troubling the workers and why someone has not been working.

6. Disciplinary interviews: Disciplinary interviews are occurring when an employee has been accused of breaching the organization's rules and procedures.

7. Stress interviews: It is designed to place the interviewee in a stress situation in order to observe the interviewees' reaction.

8. Public interviews: These include political parties' radio-television and newspaper.

9. Informal or conversational interview: In the conversational interview, no predetermined questions are asked, in order to remain as open and adaptable a possible to the interviewee's nature and priorities; during the interview the interviewer "goes with the flow".

10. General interview guide approach: The guide approach is intended to ensure that the same general areas of information are collected from each interviewee this provides more focus than the conversational approach but still allows a degree of freedom and adaptability in getting the information from the interviewee.

11. Standardized or open-ended interview: Here the same open-ended questions are asked to all interviewees; this approach facilitates faster interviews faster interviews that can be more easily analyzed and compared.

12. Closed or fixed-response interview: It is an interview where all interviewers ask the same questions and asked to choose answers from among the same set of alternatives. This formal is useful for those not practiced in interviewing.

UNIT - 2

Chapter 5

<u>VOCABULARY</u>

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool or communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

Why vocabulary is important

- It gives you the ability to say what he or she means. By having several words at their disposal for describing an event or emotion, they can be explicit when sharing their ideas and opinions.
- It helps you understand what other people are saying and what she/he is reading. Vocabulary is the foundation for comprehension. Unfamiliar words become holes in the text, preventing your child from completely understanding what he or she has just read.
- It bolsters their ability to grasp ideas and think more logically. The greater number of words you know, the more he or she can interpret ideas from others, and express their own ideas.
- It boosts your power of persuasion. Having a rich vocabulary will help your child communicate in a more engaging way. Relying on one or two words to describe an idea will be repetitive and not as persuasive, as relying on a vocabulary of 10-15 similarly descriptive terms.
- It helps you to make a good impression on others. How articulate your child is constitutes a big part of the impression she or he makes.

<u>HOW CAN YOU DEVELOP THE VOCABULARY</u>

1. Read, read, and read-The more you read -- especially novels and literary works, but also magazines and newspapers -- the more words you'll be exposed to. As you read and uncover new words, use a combination of attempting to derive meaning from the context of the sentence as well as from looking up the definition in a dictionary.

2. Keep a dictionary and thesaurus handy-Use whatever versions you prefer -- in print, software, or online. When you uncover a new word, look it up in

the dictionary to get both its pronunciation and its meaning(s). Next, go to the thesaurus and find similar words and phrases -- and their opposites (synonyms and antonyms, respectively) -- and learn the nuances among the words.

3. Use a journal- It's a good idea to keep a running list of the new words you discover so that you can refer back to the list and slowly build them into your everyday vocabulary. Plus, keeping a journal of all your new words can provide positive reinforcement for learning even more words -- especially when you can see how many new words you've already learned.

4. Learn a word a day- Using a word-a-day calendar or Website -- or developing your own list of words to learn -- is a great technique many people use to learn new words. This approach may be too rigid for some, so even if you do use this method, don't feel you *must* learn a new word every day. (Find some word-a-day Websites at the end of this article.)

5. Go back to your roots. One of the most powerful tools for learning new words -- and for deciphering the meaning of other new words -- is studying Latin and Greek roots. Latin and Greek elements (prefixes, roots, and suffixes) are a significant part of the English language and a great tool for learning new words.

How to use a Dictionary Effectively

Reasons for using a dictionary

A dictionary is a very important tool for anyone who is learning a new language. With a good dictionary you can do the following:

- look up the meaning of an English word you see or hear
- find the English translation of a word in your language
- check the spelling of a word
- check the plural of a noun or past tense of a verb
- find out other grammatical information about a word
- find the synonym or antonym of a word
- look up the collocations of a word

- check the part of speech of a word
- find out how to say a word
- find out about the register of a word
- find examples of the use of a word in natural language

Points most importantly, you need to know when using dictionary.

<mark>Knowing which dictionary to use</mark>

Electronic dictionaries are the best choice for ESL students. Most of them contain native-language equivalents and explanations, as well as definitions and example sentence in English. They can speak the English word to you, and they are easy to carry around. However, they are expensive and easy to lose, so put your name on yours!

<mark>Finding words quickly</mark>

This is a skill that you need to practice. Use the guide words at the top of each dictionary page; and keep practicing until you can find any word within 10 seconds. You should also practice finding words in your own language in your bilingual dictionary. If you use an electronic dictionary, take some time at home to learn how it works and, again, practise finding words quickly.

<mark>Finding the right meaning of an English word</mark>

Very often when you look up a new English word, you find that it has more than one meaning

- First, check through all the meanings and find the one that makes most sense in the context where you found the word.
- Second, if you really want to make sure, think what the word is in your own language and look it up in a bilingual dictionary. Finding the right spelling

<mark>Finding the right English translation of a word in your language</mark>

When you look up a word in your own language in a bilingual dictionary, you will probably find that there is more than one English translation. If you are not sure which to use, you could try a *back translation*. This means that you look up the English translations one by one in a monolingual dictionary. If a word has a definition that matches the word in your language, you are safe to use it.

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- When you find a new word while reading, finish the sentence (better: the paragraph). If you haven't guessed the meaning and it still seems important, then you can look it up. To avoid interrupting your reading for too long, you should find its meaning in your own language using a bilingual dictionary.

Chapter 6

THE WRITING PROCESS

The Writing Process-

Good writing is essential for success. Writing is a complex combination of skills which is best taught by breaking down the process. The writing process involves a series of steps to follow in producing a finished piece of writing. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. By breaking down writing step-by-step, the mystery is removed and writer's block is reduced. Most importantly, students discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy, writing.

Steps in the Writing Process

1. Pre-writing: This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.
2. Drafting: Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.
3. Revising: Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.
4. Editing: At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

5. <mark>Publishing</mark>: In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

Power Writing is a technique that aims to help writers organize their ideas by using a numbered structure that students can understand more easily. These sites contain definitions and examples of Power Writing, graphic organizers, and lesson plan ideas

Power Writing is a method for developing paragraphs that follows a formula so that the writing is well organized and, at the same time, it helps the writer to generate content. Because it follows a simple and specific pattern of development, anyone can learn the basics for Power Writing paragraphs, and, once learned, it is easy to apply the same structure to essays.

In Power Writing, each sentence is assigned a number related to its function in the paragraph.

1.A Power 1 sentence is the topic sentence of the paragraph: it establishes the subject of the paragraph and also includes a number word or number indicator, as in the following examples:

- It takes *three* things to be a successful student.
- There are *several* reasons why I like baseball.
- A *few* behaviors illustrate the differences between cats and dogs as pets.

2.A Power 2 sentence is a major supporting detail in the paragraph. It is a sentence that "tells."

3.A Power 3 sentence is a close detail, an elaboration on the preceding Power 2 sentence. It is a sentence that "shows."

4.A power 4 sentence comments on or brings closure to a paragraph

Power 1): My favorite movie is _____ _____ for three main reasons. (Power 2) First, I like it because _____

_____. (Power 2) Next, it also
_____
_____
_____. (Power 2) Finally, I like the movie
_____ _____ because
_____
_____
_

Steps in POWER Writing Process

Plan

- First start with a clear topic. Be sure you know exactly what you want to write about.

- At this stage, you need to gather all the information that you will need for your paper.

- Brainstorm and list all the ideas you have about this topic.

- Make a list of topics that you need to get more information on.

- Gather the information from different sources, such as the internet and the library.

- Take notes on note cards of all information that you want to

- include in your paper. Write down as much information as possible so that you will not have to go back later and get more information. Do not write complete sentences; just write phrases representing the ideas.

- Be sure to write in complete references for all the information that you gathered so that they can be included in a
- bibliography later.

Organize

- Review notes of your ideas and your notecards.

- Organize these in an outline using the main ideas of your paper as the major headings.

- You can write each of these main ideas on large or different colored notecards.

- Arrange each of the notecards from the planning stage under each of the main idea cards.

- Arrange the notecards in order and number them.

- Go back and make an outline of major headings, subheadings, and details.

Write

- Use your outlines and notecards as a guide for writing your paper.

- Write complete sentences for the phrases on the notecards.

- Do not pay attention to mistakes at this stage. Just make sure that you include all the ideas and that you state these clearly and in order.

Edit

- Check all spelling, capitalization, punctuation, order of words, and grammar using the SCOPE strategy.

- Check whether your ideas are well stated using the FAST strategy.

- It may be helpful to read your paper aloud as a way of checking for errors.

Revise

- Based on your editing using SCOPE and FAST, revise your paper.

- Re-read it one last time before turning it in.

POWER strategy has three stages:

1.The first stage is a prewriting stage before you actually start writing and includes the planning and organizing steps.

2.The second stage is actually writing and includes the write step.

 3.The third stage is the post-writing stage and includes the editing and revising stages.

Chapter 7

INTERPERSONAL SKILLS

Interpersonal skills are the skills used by a person to interact with others properly. In the business domain, the term generally refers to an employee's ability to get along with others while getting the job done. Interpersonal skills include everything from communication and listening skills to attitude and deportment. Good interpersonal skills are a prerequisite for many positions in an organization.

Various interpersonal skills are as follows:

1. Verbal Communication

Effective verbal communication begins with clarity. This often requires nothing more than slowing down and speaking more thoughtfully. Many people feel rushed to respond to questions and conversations immediately, but it is better to pause for a moment in consideration, especially if the question merits it. No one expects, or wants, a gun-slinging attitude in important conversations. A thoughtful person is generally taken more seriously.

Rounding off this skill is the ability to stay calm, focused, polite, interested and to match the mood or emotion of the situation.

2. Non-Verbal Communication

Non-verbal communication is largely underrated and underestimated. Those who can communicate non-verbally can almost subliminally reinforce what they are saying verbally. They can also exude confidence, or any other emotion they feel, not to mention respond tactfully to a conversation without saying a single word.

Non-verbal communication is something that other people notice whether you are aware of your actions or not. Your body language is constantly speaking. Everything you do or don't do says something about you and how you are feeling. Your facial expressions (especially eye contact), your posture, your

voice, your gestures with your extremities and even the way you position yourself physically in a room or amongst colleagues is constantly revealing your true attitude, for better or for worse.

3. Listening

This is the only appropriate way to follow two topics on communication. If non-verbal communication is underrated, then listening isn't even on the charts. And yet without listening effectively, how can we interpret and respond appropriately?

4. Questioning

Questioning is a lost art that can serve many purposes. Questioning is something that often builds upon listening, but it is not merely a device for obtaining information.

Questioning is a great way to initiate a conversation. It demonstrates interest and can instantaneously draw someone into your desire to listen. Smart questions show that you know how to approach problems and how to get the answers you need.

5. Manners

Good manners tend to make many other interpersonal skills come naturally. With business becoming increasingly more global, even for small businesses, manners are more important than ever. A basic understanding of etiquette translates to other cultures and their expectations.

We are all guilty of assuming people are less intelligent if they have sub-par manners. This same judgement is reflected back on us by the people we interact with. Anyone who has visited other countries knows how sensitive its residents are to visitors' manners. Business-to-business interactions function in much the same way.

6. Problem Solving

A rare day would be one without problems. What makes this a skill is not necessarily how quickly you can solve a problem, but how you go about doing

it.No plan is a guarantee, so there is always an element of risk. Some people can weigh risk better than others.

The key aspects of successful problem solving are being able to identify exactly what the problem is, dissecting the problem so that it is fully understood, examining all options pertaining to solutions, setting up a system of strategies and objectives to solve the problem, and finally putting this plan into effect and monitoring its progress.

7. Social Awareness

Being in tune to others' emotions is an essential interpersonal skill. This dictates how many of your other interpersonal skills should function. When we are concentrated on our own projects and success, it is easy to close ourselves off from others' problems or concerns.

Social awareness is crucial to identifying opportunities, as well. People will often unconsciously test someone's ability to respond to a social situation; for example, a person who is struggling professionally will be desperate for help but, naturally, wary on revealing the fact that they need it. Being able to identify something like this demonstrates that you are operating at a higher level of social awareness.

8. Self-Management

Self-management allows us to control our emotions when they are not aligned with what would be considered appropriate behavior for a given situation. This means controlling anger, hiding frustration, exuding calmness, etc. Undoubtedly there are times to show your true colors, but remaining composed is almost always the desired course of action.

9. Responsibility and Accountability

Responsibility and accountability are two reliable indicators of maturity. Saying you are going to do something and then actually doing it is a sign of responsibility. These builds trust between yourself and those they rely on you and it encourages others to seek your counsel and assistance.

Holding yourself accountable for your actions is one of the most difficult things to do, both professionally and personally. This is also a crucial element of conflict management. When conflicts arise between yourself and others, or when you have made a mistake or at fault, that is when accountability becomes difficult. Admitting to your mistakes isn't enough.

10. Assertiveness

After all this talk of listening and respecting others, there is no denying the importance of being assertive. However, this is also where you are most likely to offend or come off as too aggressive. Being assertive is the only way to get your ideas onto a competitive table.

It also means standing up for what you believe it, defending your ideas with confidence, instructing others on what needs to be done, etc. etc. etc. I'm sure we are all familiar with the fact that most people who ask for raises receive them; and yet very few of us are assertive enough to make it happen. When used tactfully, assertiveness can gain you a kind of respect that you won't be able to attain by other means.

UNIT – 3

MICCEE

Meetings bring people together in one place for the purposes of sharing information and discussing and solving problems. Meeting attendance can range from ten to thousands of people. During a meeting, there will usually be food and beverage served. Meeting times vary depending on the meeting type.
 Most of the time, meetings refer to corporate meetings which are held by companies in the following ways:

- ➢ Board meetings – Meetings of the board of the directors of a corporation, usually held annually.
- ➢ Management Meetings – The managers from different regions of a corporation meet when necessary to make decisions for the corporation.
- ➢ Shareholder Meetings – Investors who own a share in a company meet quarterly.
- ➢ Training Seminars – A company conducts these to train employees when needed .

- ➢ Meetings with partners, suppliers and clients – A gathering to discuss business deals, usually held with little prior notice
- ➢ Product launches – Usually a meeting with clients, the public, and journalists and reporters when new products are announced on the market.
- ➢ Strategic planning – Managers meeting with employees to discuss the future of the company.
- ➢ Retreats – The entire company staff spends a day or two together to participate in team-building activities, training seminars and strategic planning sessions.

Incentive is a management tool for rewarding and motivating sales representatives, dealers, distributors, production workers, support staff, and in some cases, customers. The company rewards sales representatives who reach sales targets by sending them on trips. Usually, the incentive trip will last three days, with hotel stays, tour packages and planned activities such as dinners, parties and games.

Factors Behind Incentive Decisions

- ➢ Incentive budget economy – How strong is the economy in the country in which the sponsoring group is headquartered.

- ➢ Buying power – Strength of the exchange rate in the countries being considered as the destination for the trip.

- ➢ Political climate – Terrorist alert levels after the 9/11 incident

- ➢ Value - How do facilities and services compare with other choices of destination

- ➢ Uniqueness of experience – Takes into consideration whether these participants have experienced this type of trip before

Similar to meetings, conventions are gatherings of people with common objectives, organized to exchange ideas, views and information of common interest to the group. An organization, usually an association, will organize a convention each year with a theme related to the organization's topic. Those

interested in registering for the convention can pay the association a fee for all the sessions, discussions, food and beverage, dinners, and site visits.

The major differences between a meetings and conventions are that a convention:

- ➤ Is a large event often lasting for several days and involving a social programme
- ➤ Is organized by associations: o Professional and trade associations, e.g. the Dentist Association
- ➤ Voluntary associations and societies
- ➤ Charities o Political parties
- ➤ Usually conducted once a year
- ➤ Generates income for the association
- ➤ A long time is spent on selecting the site of the convention. Conventions are also known as conferences or congresses. Because conventions are usually held by an association, they can be organized into different levels: international, national, regional, etc.

A Conference is generally understood as a meeting of several people to discuss a particular topic. It is often confused with a convention, colloquia or symposium. While a conference differs from the others in terms of size and purpose, the term can be used to cover the general concept. A Convention is larger than a conference; it is a gathering of delegates representing several groups.

At a conference, innovative ideas are thrown about and new information is exchanged among experts. Its purpose could be one of the following:

- An academic conference is a gathering of scientists or academicians, where research findings are presented or a workshop is conducted.
- A business conference is held for people working in the same company or industry. They come together to discuss new trends and opportunities pertaining to the business
- A trade conference takes place on a larger scale. Besides businessmen, there are members of the public who come to network with vendors and made new connections. Such a conference consists of workshops and white paper presentations.
- An unconference differs from the traditional conference, since it avoids the high costs, top-down organizational hierarchy and sponsored presentations. All

attendees are equally knowledgeable about the topic and the discussion follows an open mode; usually without a single speaker addressing the gathering.

Most conferences have one or more keynote speakers who will deliver the keynote speech. These are common at academic and business conferences. The speakers chosen are eminent personalities in the related field and their presence is meant to attract more people to attend the conference. There are various types of conferences:

- A symposium is a casual gathering and includes refreshments and entertainment.

- A seminar is organized to discuss a particular topic. They are usually educational in nature and attendees are expected to gain new knowledge or skills at the end of the seminar

- A workshop is more of a hands-on experience for the participants with demonstrations and activities; the amount of time one speaker addresses the group is limited

- A round-table conference is a get-together of peers to exchange thoughts and opinions on a certain topic, usually political or commercial. There are a limited number of participants who sit at a round table, so that each one can face all the others

  Events- An event can be described as a public assembly for the purpose of celebration, education, marketing or reunion. Events can be classified on the basis of their size, type and context.

An event can be-

1) Social / life–cycle events

Events like Birthday party, Hen/Stag party, Graduation Day, Bachelor's party, Engagement, Wedding, Anniversary, Retirement Day, Funeral etc.
 2) Education and career events
Events like education fair, job fair, workshop, seminar, debate, contest, competition etc.
 3) Sports events
Events like Olympics, World Cup, marathons, Wimbledon, wrestling matches etc.
 4) Entertainment events
Events like music concerts, fairs, festivals, fashion shows, award functions, celebrity nights, beauty pageants, flash mob, jewellery shows, stage shows etc.
 5) Political events
Events like political procession, demonstration, rally, political functions etc.

6) Corporate events
Events like MICE (meetings, incentives, conferences, exhibitions), product launches, road shows, buyer-seller meet etc.

7) Religious events
Events like religious festivals / fairs, religious procession, Katha, Prava Chan, Diwali fair, Dussehra fair etc.

8) Fund raising/ cause related events
Any event can be turned into a fund raising or cause related event e.g., auctions.

Exhibition

Exhibitions are activities organized to show new products, services and information to people who have an interest in them, such as potential customers or buyers. The company showing their new products, the exhibitor, typically rents an area from the organizer and sets up a booth to meet with potential buyers. The buyers or the public need an invitation or a ticket to be allowed into the exhibition.

Purpose:

o Get sales leads

o Build a network for influential contacts

o Gather new information on the competition

o Build the company's image

Depending on the size and type, exhibitions may also be called:

□ For the public:

o Show – e.g. Aerospace Show 2008

o Fair – e.g. Comic Fair

o Exposition or expo – e.g. Food Expo, World Expo 2010 at Shanghai

□ Open only to business buyers:

o Trade show o Trade fair

o Trade expo

Chapter- 8

ACADEMIC WRITING

Writing for Education

A broad definition of academic writing is any writing done to fulfill a requirement of a college or university. Academic writing is also used for publications that are read by teacher and researchers or presented at conferences. A very broad definition of academic writing could include any writing assignment given in an academic setting.

Characteristics of Academic Writing

1.Planning - There is a certain amount of planning before you start writing the paper; so, it will be analytical and organized.

2.Outline - A proper outline is a must for academic writing. An outline will not only help you formulate your thoughts, but will sometimes make you aware of certain relationships between topics. It will help you determine the pertinent information to be included in your paper.

3.Tone - A formal tone is used. You do not use slang words, jargon, abbreviations, or many clichés.

4.Language - The language in your paper needs to be clear and words need to be chosen for their precision. A thesaurus is a good tool to help you pick just the right words to explain the issues.

5.Point-of-view - The point of view in the third person, as the focus of academic writing is to educate on the facts, not support an opinion.

6.Approach - Deductive reasoning is a big part of academic writing as your readers have to follow the path that brought you to your conclusion.

7.Deductive reasoning and an analytical approach are important in academic writing. Much planning and forethought are needed to have a well-organized paper.

Always check to see if the school you are writing for has a preferred format and style.

<p align="center">Academic Writing Structure</p>

An academic paper has three distinct sections - the introduction, body and conclusion:

INTRODUCTION

In the introduction, you must grab the reader's attention and identify the thesis of the paper. You can do this by starting with:
Several questions
A quote from a famous work or person
Some interesting facts or information
A definition of an important term related to the work

BODY

This is the main part of the work and the paragraphs must be clearly written and be arranged in a logical order, like chronologically or in order of importance. Each initial sentence links the preceding paragraph and the whole section flows smoothly.
Within each paragraph, the sentences need to flow and refer back to the topic. Cohesion is achieved by repeating important words, using synonyms for the main subject, and using transitional words like: however, such as, therefore, and for example.

CONCLUSION:

In the conclusion, you re-emphasize the thesis and summarize all the main points. The conclusion consists of one paragraph which shows the final conclusion to the reader.

Whether you are writing a research paper, a thesis, or a paper for a conference, these tips should help your paper be authoritative and coherent. Your thesis will be substantiated and explanations clear. Readers of your paper will follow your reasoning and understand your conclusion.

Important Features of Academic Writing

Introduction

Academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as this it is in the standard written form of the language. There are eight main features of academic writing that are often discussed. Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible. It uses language precisely and accurately.

Complexity

Written language is relatively more complex than spoken language. Written language has longer words, it is lexically denser and it has a more varied vocabulary. It uses more noun-based phrases than verb-based phrases. Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passives.

Formality

Academic writing is relatively formal. In general, this means that in an essay you should avoid colloquial words and expressions.

Precision

In academic writing, facts and figures are given precisely.

Objectivity

Written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs).

Explicitness

Academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signaling words.

Accuracy

Academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings. Linguistics distinguishes clearly between "phonetics" and "phonemics"; general English does not.

Responsibility

In academic writing you must be responsible for, and must be able to provide evidence and justification for, any claims you make. You are also responsible for demonstrating an understanding of any source texts you use.

Chapter 9

PLAGIARISM

Plagiarism

> Plagiarism means presenting someone else's work in any format as your own original work without appropriate acknowledgement of the author or its source. It can also be deliberate cheating or copying and pasting from sources without correct acknowledgement.

Some examples of plagiarism include, but are not limited to:

- Copying out part(s) of any document, audio-visual material, computer-based material or artistic piece without acknowledging the source. This includes copying directly or indirectly from the original, for example, photocopying, faxing, emailing, or by any other means, including memorizing
- Using another person's concepts, results, processes or conclusions, and passing them off as your own
- Paraphrasing and/or summarizing and another's work without acknowledging the source
- Buying or acquiring an assignment written by someone else on your behalf

Types of Plagiarism

Mosaic Plagiarism

This "may be more difficult to detect because it interlays someone else's phrases or text within its own research. It is also known as patchwork plagiarism and it is intentional and dishonest."

Accidental Plagiarism

This can happen a lot. People may be plagiarizing without recognizing it and sometimes face the same consequences as the people who do recognize they are plagiarizing. Usually, accidental plagiarism happens unintentionally or as neglect or a mistake.

Paraphrasing Plagiarism

Basically, rewriting someone's sentence(s) as your own, maybe making some minor word and grammatical changes. Just because the words are different doesn't mean the idea changed. *This is one of the most common types of plagiarism!*

Direct Plagiarism

Essentially copying a section of someone's work and pasting it into your own. It is like complete plagiarism except it is only a section rather than the whole thing.

WHY PLAGARISM IS EVIL

With the increased use of the internet, multi-authored web-pages such as wikis and newspaper discussions, and other electronic data, some young people have

become confused about what is and is not acceptable regarding plagiarism.   This is a brief guide to help out.

The basics:

 A working definition of plagiarism:

Presenting another's intellectual work as if it were one's own, with the probable result of one's getting credit for it.   The clearest example is quoting someone for more than just a few words without giving credit to the real author.

The clearest example is quoting someone for more than just a few words without giving credit to the real author.

How to avoid it:

 Using your own words:

For an assignment in which you are to use your own words to describe or explain something, use your own words, ideally from scratch.

REFERENCING

Referencing is the process of acknowledging the sources you have used in writing your essay, assignment, or piece of work. It allows the reader to access your source documents as quickly and easily as possible in order to verify, if necessary, the validity of your arguments and the evidence on which they are based.

Referencing successfully to reference successfully, it is essential that, as a matter of course, you systematically note down full details of author, date, title and publication details of any material you use at the time you use it. For web pages, e-journals and eBooks, write down the URL address and the date that you accessed the source. Besides being good academic practice, this ensures that you do not have the problem of trying to find sources you may have used weeks or months previously.

Benefits of Referencing

- Referencing allows you to acknowledge the contribution of other writers and researchers in your work.
- Any university assignments that draw on the ideas, words or research of other writers must contain citations.
- Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

Critical Thinking

Critical thinking is a kind of thinking in which
you question, analyse, interpret, evaluate, and make a judgement about what you read, hear, say, or write.
The term *critical* comes from the Greek word *Kritios* meaning "able to judge or discern". Good critical thinking is about making reliable judgements based on reliable information.

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Characteristics of Critical Thinking

Critical thinking includes a complex combination of skills. Among the main characteristics are the following:

1.Rationality
We are thinking critically when we

- rely on reason rather than emotion,
- require evidence, ignore no known evidence, and follow evidence where it leads, and
- are concerned more with finding the best explanation than being right analyzing apparent confusion and asking questions.

2.Self-Awareness
We are thinking critically when we

- weigh the influences of motives and bias, and

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- recognize our own assumptions, prejudices, biases, or point of view.

3.Honesty

We are thinking critically when we recognize emotional impulses, selfish motives, nefarious purposes, or other modes of self-deception.

4.Open-mindedness

We are thinking critically when we evaluate all reasonable inferences

- consider a variety of possible viewpoints or perspectives,
- remain open to alternative interpretations
- accept a new explanation, model, or paradigm because it explains the evidence better, is simpler, or has fewer inconsistencies or covers more data
- accept new priorities in response to a reevaluation of the evidence or reassessment of our real interests, and
- do not reject unpopular views out of hand.

5.Discipline

We are thinking critically when we

- are precise, meticulous, comprehensive, and exhaustive
- resist manipulation and irrational appeals, and
- avoid snap judgments.

6.Judgment

We are thinking critically when we

- recognize the relevance and/or merit of alternative assumptions and perspectives
- recognize the extent and weight of evidence

Importance of Critical Thinking

Critical thinking is a domain-general thinking skill. The ability to think clearly and rationally is important whatever we choose to do.

If you work in education, research, finance, management or the legal profession, then critical thinking is obviously important. But critical thinking skills are not

restricted to a particular subject area. Being able to think well and solve problems systematically is an asset for any career.

Critical thinking is very important in the new knowledge economy. The global knowledge economy is driven by information and technology. One has to be able to deal with changes quickly and effectively. The new economy places increasing demands on flexible intellectual skills, and the ability to analyse information and integrate diverse sources of knowledge in solving problems.

Good critical thinking promotes such thinking skills, and is very important in the fast-changing workplace.

1.Critical thinking enhances language and presentation skills-Thinking clearly and systematically can improve the way we express our ideas. In learning how to analyses the logical structure of texts, critical thinking also improves comprehension abilities.

2.Critical thinking promotes creativity. To come up with a creative solution to a problem involves not just having new ideas. It must also be the case that the new ideas being generated are useful and relevant to the task at hand. Critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary.

3.Critical thinking is crucial for self-reflection- In order to live a meaningful life and to structure our lives accordingly, we need to justify and reflect on our values and decisions. Critical thinking provides the tools for this process of self-evaluation.

4.Good critical thinking is the foundation of science and democracy-Science requires the critical use of reason in experimentation and theory confirmation. The proper functioning of a liberal democracy requires citizens who can think critically about social issues to inform their judgments about proper governance and to overcome biases and prejudice.

Chapter- 10

CORPORATE COMMUNICATION

BUSINESS LETTERS

The term "business letters" refers to any written communication that begins with a salutation, ends with a signature and whose contents are professional in nature. Historically, business letters were sent via postal mail or courier, although the Internet is rapidly changing the way businesses communicate.

A business letter is more formal than a personal letter. It should have a margin of at least one inch on all four edges. It is always written on 8½"x11" (or metric equivalent) unlined stationery. There are six parts to a business letter.

1. The Heading-

This contains the return address (usually two or three lines) with the date on the last line.

Sometimes it may be necessary to include a line after the address and before the date for a phone number, fax number, E-mail address, or something similar.

Often a line is skipped between the address and date. That should always be done if the heading is next to the left margin. (See Business Letter Styles.)

It is not necessary to type the return address if you are using stationery with the return address already imprinted. Always include the date.

2. The Inside Address- This is the address you are sending your letter to. Make it as complete as possible. Include titles and names if you know them.

This is always on the left margin. If an 8½" x 11" paper is folded in thirds to fit in a standard 9" business envelope, the inside address can appear through the window in the envelope.

An inside address also helps the recipient route the letter properly and can help should the envelope be damaged and the address become unreadable.

Skip a line after the heading before the inside address. Skip another line after the inside address before the greeting.

3. The Greeting- Also called the salutation. The greeting in a business letter is always formal. It normally begins with the word "Dear" and always includes the person's last name.

It normally has a title. Use a first name only if the title is unclear--for example, you are writing to someone named "Leslie," but do not know whether the person is male or female.

The greeting in a business letter always ends in a colon. (You know you are in trouble if you get a letter from a boyfriend or girlfriend and the greeting ends in a colon--it is not going to be friendly.)

4. The Body-The body is written as text. A business letter is never hand written. Depending on the letter style you choose, paragraphs may be indented. Regardless of format, skip a line between paragraphs.

Skip a line between the greeting and the body. Skip a line between the body and the close.

5. The Complimentary Close- This short, polite closing ends with a comma. It is either at the left margin or its left edge is in the center, depending on the Business Letter Style that you use. It begins at the same column the heading does.

The block style is becoming more widely used because there is no indenting to bother with in the whole letter.

6. The Signature Line-Skip two lines (unless you have unusually wide or narrow lines) and type out the name to be signed. This customarily includes a middle initial, but does not have to. Women may indicate how they wish to be addressed by placing Miss, Mrs., Ms. or similar title in parentheses before their name.

The signature line may include a second line for a title, if appropriate. The term "By direction" in the second line means that a superior is authorizing the signer.

Standard types of Business Letters

Sales Letters

Typical sales letters start off with a very strong statement to capture the interest of the reader. Since the purpose is to get the reader to do something, these letters include strong calls to action, detail the benefit to the reader of taking the action and include information to help the reader to act, such as including a telephone number or website link.

Order Letters

Order letters are sent by consumers or businesses to a manufacturer, retailer or wholesaler to order goods or services. These letters must contain specific information such as model number, name of the product, the quantity desired and expected price. Payment is sometimes included with the letter.

Complaint Letters

The words and tone you choose to use in a letter complaining to a business may be the deciding factor on whether your complaint is satisfied. Be direct but tactful and always use a professional tone if you want the company to listen to you.

Adjustment Letters

An adjustment letter is normally sent in response to a claim or complaint. If the adjustment is in the customer's favor, begin the letter with that news. If not, keep your tone factual and let the customer know that you understand the complaint.

Inquiry Letters

Inquiry letters ask a question or elicit information from the recipient. When composing this type of letter, keep it clear and succinct and list exactly what information you need. Be sure to include your contact information so that it is easy for the reader to respond.

Follow-Up Letter

Follow-up letters are usually sent after some type of initial communication. This could be a sales department thanking a customer for an order, a businessman reviewing the outcome of a meeting or a job seeker inquiring about the status of his application. In many cases, these letters are a combination thank-you note and sales letter.

Letters of Recommendation

Prospective employers often ask job applicants for letters of recommendation before they hire them. This type of letter is usually from a previous employer or

professor, and it describes the sender's relationship with and opinion of the job seeker.

Acknowledgment Letters

Acknowledgment letters act as simple receipts. Businesses send them to let others know that they have received a prior communication, but action may or may not have taken place.

Cover Letter

Cover letters usually accompany a package, report or other merchandise. They are used to describe what is enclosed, why it is being sent and what the recipient should do with it, if there is any action that needs to be taken. These types of letters are generally very short and succinct.

Letters of Resignation

When an employee plans to leave his job, a letter of resignation is usually sent to his immediate manager giving him notice and letting him know when the last day of employment will be. In many cases, the employee also will detail his reason for leaving the company.

<div align="center">MEMO</div>

Memo

A memo can be considered as something that should be used to remind people of something. And, that is exactly what it does.

Memos are usually meant for use only within the office and are sent through the internal mail system of the company. Anything that needs sending externally, to clients or suppliers etc, should be written in the more formal format of a letter. Secondly, they should be used when the information needs to be put in writing, not as a way to avoid speaking with people face-to-face. And lastly, they should be clear and brief. If what needs to be communicated is long and complex another format, such as a report, may be more appropriate.

Memos are often used to-

Instruct – about fire or health and safety procedures, new equipment and so on.

Remind – when staff need to remember an important time or date, such as a monthly meeting.

– informing others of changes in staff roles, such as promotion or dismissal.

A memo can be set out in a number of ways, but most companies have a standard format that they use and a typical example is given below:

Memorandum or Memo

TO:	– if you are sending this to more than one person, list all their names here.
FROM:	– your name.
DATE:	– always include the date as a written record of when the memo was sent.
SUBJECT:	– each memo should deal with only one subject and it is helpful to highlight it with bold or underlining.

The body of the message goes in this space. The message should be brief but clear and care should be taken to make sure the grammar and spelling are correct. Remember to keep the language appropriate for the recipients – if the message is to colleagues on an equal footing, then colloquial language is okay. If you are addressing your superiors make sure you are polite and respectful. And if you need to issue a memo to your subordinates, make it clear what it is require. End the memo with your initials

So, memorandum or memos are an internal short note or letter in which information exchanged among superiors and subordinates or same potion of employees in the organizational structure.

We know memorandum serves various purposes. it is a common means of writer, communication within the organization.

Advantages of memos are discussed below:

1. Time saving: We can see that may organizations use printed memo. As it is usually printed, it takes less time to draft it.

2. Less formality: No formality is necessary in drafting a memo, usually inside address, salutation and complimentary closing is omitted in it.
3. Maintenance good relationship: It can help to maintain the good relationship among the boss and subordinates, because the bossing attitude is absent here.
4. Low cost: The cost of communication through a memo is less than those of others.
5. References: Memo is a written document. So, it can be used for future references.
6. Inform the decisions and actions: The main objective of memo is to inform the decisions and actions. For this purpose, it should be written by the higher authority.
7. Request the decisions and actions: The objective of memo is to request the decisions and actions. For this objective, it may be drafted by the sub-ordinate.
8. Provide information: Another important objective of the memo is to provide information form one level to another within the business.
9. Remain someone of action: Memo is also written to remind someone of action, if requires.
10. Others: Issuing orders and instructions, providing response, providing suggestions, presenting informal report, solving problems.

Guidelines for writing effective memos or drafting memos

In order to make interoffice communication easier, please adhere to the following guidelines for writing effective memos:

1. Summarize the conclusions in the introduction paragraph
2. State the basis for conclusion in the introductory paragraph
3. Begin each subsequent paragraph with a thesis statement
4. Support the thesis statement in the body of the paragraph
5. Be concise
6. Know the audience
7. Avoid jargon
8. Stay objective
9. Use active verbs
10. Anticipate counterarguments
11. Provide "road signs" as needed
12. Cite the sources
13. Number the pages
14. End with a concluding paragraph

REPORT WRITING

Report

A report is a systematic, well-organized document which defines and analyses a subject or problem, and which may include:

- The record of a sequence of events
- Interpretation of the significance of these events or facts
- Evaluation of the facts or results of research presented
- Discussion of the outcomes of a decision or course of action
- Conclusions
- Recommendations

Reports must always be:

- Accurate
- Concise
- Clear
- Well structured

The Structure of a Report

1.Executive Summary

The executive summary or abstract, for a scientific report, is a brief summary of the contents. It's worth writing this last, when you know the key points to draw out. It should be no more than half a page to a page in length.

Remember the executive summary is designed to give busy 'executives' a quick summary of the contents of the report.

2.Introduction

The introduction sets out what you plan to say and provides a brief summary of the problem under discussion. It should also touch briefly on your conclusions.

3.Report Main Body

The main body of the report should be carefully structured in a way that leads the reader through the issue.

You should split it into sections using numbered sub-headings relating to themes or areas for consideration. For each theme, you should aim to set out clearly and

concisely the main issue under discussion and any areas of difficulty or disagreement. It may also include experimental results. All the information that you present should be related back to the brief and the precise subject under discussion.

Conclusions and Recommendations

The conclusion sets out what inferences you draw from the information, including any experimental results. It may include recommendations, or these may be included in a separate section.

Recommendations suggest how you think the situation could be improved, and should be specific, achievable and measurable. If your recommendations have financial implications, you should set these out clearly, with estimated costs if possible.

Types of Non-Verbal Communications

- <u>Kinesics</u> refers to body movements and posture and includes the following components:
  - Gestures are arm and hand movements and include adaptors like clicking a pen or scratching your face, emblems like a thumbs-up to say "OK," and illustrators like bouncing your hand along with the rhythm of your speaking.

  - Head movements and posture include the orientation of movements of our head and the orientation and positioning of our body and the various meanings they send. Head movements such as nodding can indicate agreement, disagreement, and interest, among other things. Posture can indicate assertiveness, defensiveness, interest, readiness, or intimidation, among other things.

  - Eye contact is studied under the category of <u>oculesics</u> and specifically refers to eye contact with another person's face, head, and eyes and the patterns of looking away and back at the other person during interaction. Eye contact provides turn-taking signals, signals when we are engaged in cognitive activity, and helps establish rapport and connection, among other things.

  - Facial expressions refer to the use of the forehead, brow, and facial muscles around the nose and mouth to convey meaning. Facial expressions can convey happiness, sadness, fear, anger, and other emotions.

- *Haptics* refers to touch behaviors that convey meaning during interactions. Touch operates at many levels, including functional-professional, social-polite, friendship-warmth, and love-intimacy.
- *Vocalics* refers to the vocalized but not verbal aspects of nonverbal communication, including our speaking rate, pitch, volume, tone of voice, and vocal quality. These qualities, also known as paralanguage, reinforce the meaning of verbal communication, allow us to emphasize particular parts of a message, or can contradict verbal messages.
- *Proxemics* refers to the use of space and distance within communication. US Americans, in general, have four zones that constitute our personal space: the public zone (12 or more feet from our body), social zone (4–12 feet from our body), the personal zone (1.5–4 feet from our body), and the intimate zone (from body contact to 1.5 feet away). Proxemics also studies territoriality, or how people take up and defend personal space.
- *Chronemics* refers the study of how time affects communication and includes how different time cycles affect our communication, including the differences between people who are past or future oriented and cultural perspectives on time as fixed and measured (monochronic) or fluid and adaptable (polychronic).

Cross-Cultural Communication is a field of study that looks at how people from differing cultural backgrounds communicate, in similar and different ways among themselves, and how they endeavor to communicate across cultures. Intercultural communication is a related field of study.

Effective Cross-Cultural Communication

1. Maintain etiquette

2. Avoid slang

3. Speak slowly

4. Keep it simple

5. Practice active listening

6. Take turns to talk

7. Write things down

8. Avoid closed questions

9. Be careful with humor

10. Be supportive

Why Cross Culture Communication is important

- Business Opportunities
- Job Opportunities
- Improves the contribution of employees in a diverse workforce
- Sharing of views and ideas
- Talent improvisation
- An understanding of diverse market

TEN Pre-cautions in Cross Cultural Communication

1. Slow Down
2. Separate Questions
3. Avoid Negative Questions
4. Take Turns
5. Write it down
6. Be Supportive
7. Check Meanings
8. Avoid Slangs
9. Watch the humor
10. Maintain Etiquette

Seven Cs of Effective Communication

1. Completeness - The communication must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver's mind set and convey the message accordingly. A complete communication has following features:

- Complete communication develops and enhances reputation of an organization.
- Moreover, they are cost saving as no crucial information is missing and no additional cost is incurred in conveying extra message if the communication is complete.
- A complete communication always gives additional information wherever required. It leaves no questions in the mind of receiver.

- Complete communication helps in better decision-making by the audience/readers/receivers of message as they get all desired and crucial information.
- It persuades the audience.

1. Conciseness - Conciseness means wordiness, i.e, communicating what you want to convey in least possible words without forgoing the other C's of communication. Conciseness is a necessity for effective communication. Concise communication has following features:
     - It is both time-saving as well as cost-saving.
     - It underlines and highlights the main message as it avoids using excessive and needless words.
     - Concise communication provides short and essential message in limited words to the audience.
     - Concise message is more appealing and comprehensible to the audience.
     - Concise message is non-repetitive in nature.
2. Consideration - Consideration implies "stepping into the shoes of others". Effective communication must take the audience into consideration, i.e, the audience's viewpoints, background, mind-set, education level, etc. Make an attempt to envisage your audience, their requirements, emotions as well as problems. Ensure that the self-respect of the audience is maintained and their emotions are not at harm. Modify your words in message to suit the audience's needs while making your message complete. Features of considerate communication are as follows:
     - Emphasize on "you" approach.
     - Empathize with the audience and exhibit interest in the audience. This will stimulate a positive reaction from the audience.
     - Show optimism towards your audience. Emphasize on "what is possible" rather than "what is impossible". Lay stress on positive words such as jovial, committed, thanks, warm, healthy, help, etc.
3. Clarity - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity in communication has following features:
     - It makes understanding easier.
     - Complete clarity of thoughts and ideas enhances the meaning of message.
     - Clear message makes use of exact, appropriate and concrete words.

4. Concreteness - Concrete communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens the confidence. Concrete message has following features:
   - It is supported with specific facts and figures.
   - It makes use of words that are clear and that build the reputation.
   - Concrete messages are not misinterpreted.
5. Courtesy - Courtesy in message implies the message should show the sender's expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic. Courteous message has following features:
   - Courtesy implies taking into consideration both viewpoints as well as feelings of the receiver of the message.
   - Courteous message is positive and focused at the audience.
   - It makes use of terms showing respect for the receiver of message.
   - It is not at all biased.
6. Correctness - Correctness in communication implies that there are no grammatical errors in communication. Correct communication has following features:
   - The message is exact, correct and well-timed.
   - If the communication is correct, it boosts up the confidence level.
   - Correct message has greater impact on the audience/readers.
   - It checks for the precision and accurateness of facts and figures used in the message.
   - It makes use of appropriate and correct language in the message.

Awareness of these 7 Cs of Communication makes you an Effective Communicator

Business Jargon is the specialized language used by members of corporations and bureaucracies. Also known as corporate jargon, business-speak, and bureaucratese.

Business Jargon typically includes buzzwords, vogue words, and euphemisms.

- FAQ - Frequently asked questions
  - TTYL - Talk to you later

ADR (or ARR) – Average Daily Rate, or Average Room Rate

B&B – Rates that include Bed and Breakfast.

BEO – Banquet Event Order.

C&E (or C and E) – Conference and Events.

CMS – Content Management System

DND – Do Not Disturb.

ETA – Estimated Time of Arrival.

F&B (or F and B) – Food and Beverage.

KPI – Key Performance Indicator.

MICE – Meetings, Incentives, Conventions and Exhibitions.

OOO – Out of Order.

PMS – Property Management System.

PRPN – Per Room, Per Night.

RFP – Request For Proposal.

ROI – Return on Investment.

SOP – Standard Operating Procedure(s).

TRA – The Restaurant Association.

WBE – Web Booking Engine.

YOY – Year on Year.

ATM-automated Teller Machine

BCC Blind Carbon Copy

BBC British Broadcasting Company

UAE United Arab Emirates

PAN Permanent Account Number

PIN Personal Identification Number

MICE Meetings, Incentives, Conventions, and Exhibitions

USD United States Dollar