



# **D.K.M.COLLEGE FOR WOMEN (AUTONOMOUS), VELLORE**



**eRESOURCES**  
**Digital Learning**

**E CONTENT TITLE : BUSINESS ENGLISH**

**DEPARTMENT : ENGLISH**

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## **BUSINESS ENGLISH**

### **OBJECTIVES**

- To give a brief introduction to Business English.
- Understand the importance non-verbal communication and the value of effective listening.
- To make them know how to present a paper with audio-visual aids and to send E-Mail.
- Understand the importance of effective cv and to prepare memos and reports.
- To make them know how to write a memo, reports and proposals and how to take notes and make notes.

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##### 1.1.3 KINDS OF WRITTEN COMMUNICATION

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## **BUSINESS ENGLISH**

### **UNIT - I**

#### **1.0 Objectives**

To give a brief introduction to business English.

To understand the impact of English communication in world- wide business

#### **1.1 INTRODUCTION TO BUSINESS ENGLISH**

Business English is the type of English used in business contexts, such as international trade, commerce, finance, insurance, banking, and many office settings. It entails expectations of clarity, particular vocabulary, and grammatical structures.

The two main categories:

#### **VOCABULARY**

Clearly many of the English words used in business are specialized and would not be understood even by many native English speakers. Part of studying Business English is to study the vocabulary of business, which may itself be further specialised by activity or industry (banking, investment, import-export, oil, motor industry etc.).

#### **FUNCTIONAL LANGUAGE**

Another aspect is the study and practice of the language and language skills needed to conduct various typically business functions such as running a meeting, negotiating or making a presentations in English.

Business English is the key to success in any business. Whether you are trying to sell a product, answer a query or complaint from a customer or convince your colleagues to follow a good communication means the difference between success and failure. Imprecise, clumsy or long-winded business documents will at best give a poor impression of you or your

business; at worst they will be misunderstood or ignored. In contrast, clear, precise writing will be enjoyable to read, and is likely to evoke the response you want.

As you improve your mastery of good business English you will find it very satisfying to be able to express yourself clearly and succinctly on paper and to get your precise meaning across to your correspondence in Business. Not only do you have the satisfaction of a job well done, but you know that there is a greater chance of getting your audience to react in the way you want them to.

Business English is the wide-embracing term that is used to describe the type of English that is used by people to do business. 'English for Business focuses on the English language skills necessary to communicate in an increasingly global business environment'. The range of different subject areas included under the umbrella term 'Business English' is wide. The Oxford Business English Dictionary includes the following areas: accounting commerce, e-commerce, economics, finance. HR, insurance, IT, law, manufacturing, marketing, productions, property, the stock exchange, (international) trade, transport. Does this mean that everything which is not considered to be general English is in fact Business English? The answer is no. There is a wider term for English which is not considered to be general: ESP (English for Specific Purpose). This acronym includes all the different areas of Business English and more ( English for hotels and catering, English for Science, English for Academic purposes.

## **1.2 COMMUNICATION IN ORGANIZATION**

What is communication?

According to the dictionary, it is: 'The process by which information is exchanged'.

Information this sense, of course, means not just facts; it also means ideas, emotions and impressions. This exchange can take place in a number of ways:

- Through the written word
- Through the spoken word
- Through the pictures and diagrams
- Through the facial expressions behaviour and posture
- Through non-verbal sounds

### 1.2.1 VISUAL COMMUNICATION

Photographs, paintings, drawings and diagrams are all important means of communication. In fact some concepts are almost impossible to convey without the help of visual images. How could you describe colours, for example without the use of photographs or paintings? And the complexity of say a motor car engine is very much easier to explain with the help of diagrams than by words alone. Moreover, as we will see in chapter 3, it is often easier to understand figures if they are expressed in a visual form such as a graph or a chart.

Visual images have their limitations, however.

- We usually need to be accompanied by verbal explanations.
- it's very hard to convey abstract ideas through visually.
- Visual images are not as precise as words in conveying shades of meaning, and can therefore sometimes be misunderstood.

Visual communications has its place, and it would be much poorer without it. But it lacks one thing –precision. And precision is something that is vital in any form of business communication. It is language either written or spoken (or in the case of the deaf, signed) that fills that gap, that enables you to say just what you mean and that ensures that your audience understands you.

**USING WRITTEN AND SPOKEN COMMUNICATION :** Communication occur in the form of speech is called speaking communication and when the



communication took place in the format of letters, circulars or in any written form is called written communication.

Business correspondence today is less formal and more conversational , but although many people think that the style of business letters is very little different from that of personal letters but that is not true because business letters needs some extra care and legible proceedings.

## **UNIT II**

### **NON-VERBAL COMMUNICATION**

#### **2.0 Objectives**

- Understand the importance non-verbal communication
- Understand the role of the brain function in non-verbal communication
- Guidelines for observing non-verbal communication

#### **2.1 Introduction:**

Humans communicate with others through verbal and non-verbal communication. More than verbal, humans communicate through non-verbal communication. Even though humans involve in oral communication, they also communicate through sign languages unconsciously like facial expression, gestures, sign languages etc. Silent signals make more effective than oral communication. It exerts a strong influence on the receiver. Humans express their emotions like joy, anger, frustration, and love through non-verbal communication. Non-verbal communication is universally acceptable by all over the world.

##### **2.1.2 Importance of Non-verbal communication:**

People react to the messages of how you react, listen, look, etc. at the time of communicating. When verbal and non-verbal signals do not match, it creates distrust, unclear message, misunderstandings and confusion. Non-verbal brings true nature of one's behaviour and it creates impacts on

human behaviour. Natural emotions like crying, laughing evolve in human beings and animals.

### **2.1.3 Elements of non- verbal communication**

#### **Body language/kinesics**

Physical appearance makes people to judge one's personality, status, before a single word is uttered. A well dressing, a good haircut, polished shoes makes a person to get good impression. Thus appearances always form the first impression of others. Dress code decides the person might be respectable or not. Generally people prefer formal for work place and casual for other places but in IT field formal clothing are not followed. In certain organizations staff wears a uniform top to bottom. During interviews, presentation or formal situation made us understood formal dress need to be worn.

#### **Facial expression**

Through facial expression one can understand the mind of others. 'Human face can display 2, 50,000 different expression, 'says Ray Bird-whistle (1990). While the speaker addresses the audience, they transmit their inner thoughts through their facial expressions so that the speaker can modify accordingly. Facial expressions are indicated through the mouth (open, wide or closed), eyelids (raised or lowered), nose (wrinkled or relaxed), cheeks (drawn up or back) and the forehead (lowered or raised). In the facial area, eyes are more effective for indicating attention and interest. However, interpretations of facial expressions differ from culture to culture.

#### **Eye contact**

Eyes reflect the true feelings and emotions of the speaker and the listener. Eye contact helps the speaker and the audience to get into contact. The speaker can reframe or alter according to the facial expression of the audience. When you dislike someone you will automatically avoid eye contact. If the speaker conveys messages without eye contact, the message will not be effective and it may cause misunderstanding. While giving speech

if the speaker looks at someone, the receiver can understand that the speaker is concentrating on the content of their speech. A good speaker may fail to communicate the audience if the speaker looks on the ceiling, on the floor or on any object.

### **Posture**

Posture of an individual communicates numerous messages starting from self- confidence to shyness. A confident speaker stands erect with his shoulder upright balance his weight of his body with both the legs. A discourage speaker looks on the ceiling, turns back or drooping his shoulders makes audience under the speaker feels distress, fear, anxiety, etc. Standing erect, but not rigid, and leaning slightly forward communicates to students that you are approachable, receptive and friendly. The speaker may either attract or distract the audience attention due to his posture. When the speaker sits on the Dias, usually the audience forms their own opinion by looking up the posture. The speaker should walk to the stage with ease and grace because the audience watch. Posture of the human denotes the mode of the human.

### **Gesture**

Human thoughts are conveyed through movements of the body. The speaker makes his speech very effective through gestures. If you fail to gesture while speaking, it may be perceived as boring, stiff and un-animated. A lively and animated teaching style grasps student's attention, makes more interesting, facilitates learning and provides a bit of entertainment. Nodding heads communicate positive reinforcement to students and indicate that you are listening. Before presentation look at the mirror and practice, it may help to avoid unnecessary gestures. Wringing of hands ensures the nervousness of the speaker which sends wrong signals to the audience. For example, in Europe, raising thumb is used to convey that someone has done something excellent while in Bangladesh the same gesture means something idiotic.

## **Space and distancing / proxemics**

Time, space and territory form three external elements that convey information in the communication process.

### **Space**

Space and distance are significant non-verbal tools in the case of organizational communication. A spacious and well-decorated room indicates a person's position in the organization hierarchy and external people gets a message about his importance and authority only by visiting his room. Distance is another communication tool, which expresses the degree of intimacy and individual acceptance.

### **Territory**

We maintain certain territory which we don't allow others to invade. For instance we feel most comfortable at home because the whole property belongs to us. Rather we feel strange to use others' things when we go to others' house. As the same way in the work place employees feel particular tools belong to their own.

### **Time**

Time plays a major role in communication. The speed of speech denotes how long people are willing to listen, can have a significant impact on the effectiveness of the verbal message. For example, in most companies the boss can interrupt progress to hold any sort of meeting in the middle of the work day, yet the average worker would have to make an appointment to see the boss.

### **Voice modulation**

Voice modulation plays a vital role in effective communication and it is powerful weapon. The speech should not be in monotone if it is constant it seems to be boring. It should contain pitch, intonation, tone, volume, etc.

- **The Pitch:** While delivering a speech, the pitch of your voice plays an important part. The voice should be raised and lowered according to the content.
- **Stress on certain Words:** To add a bit of impact in your speech, it's advised to stress on certain powerful words. In order to make powerful impact to your speech and grab the attention of your audience you can even vary the intensity of your voice.

## Effective Listening

### 2.2 Objectives

- Understand the difference between listening and hearing
- Understand the value of listening
- Identify the three attributes of active listeners
- Recognize barriers to effective listening

#### 2.2.1 LISTENING

Listening is an important communication tool. But we don't realize the importance of listening. It will help everyone to understand clearly than reading and writing. We don't give much attention to listening but we just hear it like breathing without recognizing it. Listening is nothing but hearing with purpose. Listening skills is one of the most important effective communication. Listening and comprehending are the two important aspects of effective communication. Listening with attention helps to avoid chaos and misunderstanding. Hearing is an involuntary and occasional activity but listening is a voluntary and serious activity. In the whole process of communication more than 50% of the time is spent on listening, 30% in speaking, 16% reading and writing takes only the remaining 9% of the total time spent of full acts of communication. The human mind has the ability to process 400 words per minute. The average speed of a speaker is 125 to 200 words per minute. So there is a gap between the time taken to speaking and

the much less time taken to process. At this stage the mind is diverted and starts roaming so the listener cannot understand anything. If the listener wants to understand the whole thing he should focus on the speaker but he will miss lot of information from the speaker. Lapse in listening leads to misunderstanding of ideas, concept and description which is provided by the speaker. Therefore listening is one of the most important and challenging skills to improve communication. Hearing is just an understanding of a spoken matter, but listening is accurate understanding.

### **2.2.2 Factors That Assist Listening:**

Listening is a complicated mental activity and integral part of communicative process. There are many factors involved in communication. The mental ability of listening along with verbal competence plays an important part to understand correctly. The language and its sounds are the important factor in listening and these factors help the listener to understand what the speakers try to convey. If the listener has interest and motivation they can understand the sender message but if there is a lack of interest from the listener which leads to lack alertness of mind to recall the message. Lapse in concentration leads to loss the information. Contextualization is another important factor. We listen and hear in our everyday lives and language that gives an idea about the linguistics content. However listening a stranger with an unfamiliar accent is a deliberate act as you are taken out of the original environment and context. Hence for effective listening to take place there is a need for contextualization.

### **2.2.3 The Listening Process:**

Purpose of listening is for accurate reproduction. This can happen only when there is a full understanding of the meaning that the speaker is trying to convey. This is a complex process that carry the following three levels, they are

Levelling / sensing / receiving  
Sharpening / attending  
Assimilation / understanding

It is a complex process that can be simplified. Farmer prepares his land to sow seeds, similarly human mind opens to receive any information. Each type of sound hears and received by the mind. Then they are processed through "mental filter". That filter helps the mind to shift the sound. Then the filter shifts the sensical data from the non-sensical data. Sensical data is stored and non-sensical is discarded. This stage is called as sharpening or attending. If the listener understands in complete way of what the speaker is trying to say thus it may be noted as the communication was effective.

Understanding does not take place at the first level of the listening process they only hear the sound. Finally the listener requires empathy, skill and concentration to understand the speaker's message fully.

#### **2.2.4 Types of Listening**

If we ask the audience, what they listen each one will narrate the same content in different way because audience understands according to their point of view. Some listeners are passive, others are marginal and others are active.

##### **Passive listening**

In this type of listening, the listener is physically present but mentally absent. A listener hears but does not give concentration on what the speaker says. So he fails to understand the information.

##### **Marginal listening**

If a speaker conveys too much information it may result in marginal listening. A listener cannot understand all the matter. He feels boredom if the speech is too long and forgets many points.

**Projective listening**

Each individual has a point of view of a particular topic. The listener understands the message from his point of view. So this may lead to misunderstanding.

**Active listening**

In this type, listener focuses on speaker actively and understands clearly. Later the listeners repeat in own words.

**UNIT III****MAKING PRESENTATIONS****3.0 INTRODUCTION**

Making presentations is an act of oral communication. It is a cake-walk for some people and nerve-wracking experience for many people. It is not easy to step on the stage and hold the attention of the audience. Effective Presentation makes us to overcome the fear. There are five points to keep in mind for Effective presentation Time, Audience, Content, Audio-Visual aids and Language.

**3.1 EFFECTIVE PRESENTATIONS**

Time Factor is the most important aspect to keep in mind. Time allotment and the time of the day had to be known for the presenter during presentation. It helps the presenter to understand the mood of the audience. The presenter should understand not to exceed his allotted time. When the presenter extends his time, the audience gets bored and starts to boo or pass uncomplimentary messages to walk out of the hall. It shows that the concentration level is high, when it starts and low when it ends. The level of concentration is the best tap to keep the audience attentive. The presenter should start the presentation with catchy, witty or a hypothetical illustration. A popular proverb or humorous anecdote may draw the attention of the audience easily. The audience pays more attention by



presenting with Audio-Visual aids. Visual presentation helps to have a greater impact in the minds of audience with the help of photographs transparencies, power point slides and film clips. It shows that the audience must know how the presenters are applicable to their daily work and day-to-day activities. Finally, the speaker needs to summarize all the points and present the speech logically.

### **3.1.1 DEVELOPING THE CONTENT AND PREPARING THE SPEECH**

While collecting materials it is important to know the profile of the audience that the presenter is going to address. The content of the presenter speech will prove beneficial in focusing to answer some basic questions. After you are getting ready with the answers to the questions, the presenter is ready to prepare the content of the speech in four stages.

- Collecting Materials/information
- Sifting through materials
- Writing the speech
- Timing, Practicing and rehearsing

The first stage is to collect all available materials on the topic. Information's can be collected through Internet like Google etc. and also through newspaper. We have to visit the library to collect the materials from books, magazines, periodicals, and online journals.

### **SIFTING INFORMATION**

After collecting materials, read all the materials and gradually arrive at a perspective on the points that wish to speak. This helps to sift the collected material and focus on the topic that presenter needs to present.

### **WRITING THE SPEECH**

Once the ideas are sifted, it is time to write down all the points that comes to our mind without editing; this is known as free writing. The presentation should be presented logically with importance and with help of

examples, explanations should be substantiated. The draft has to be written several times till the presenter becomes satisfied and confident. The presentation should contain all the points that audience will understand it. After the final draft is ready, the visuals can be shown at the appropriate places during the presentation and it should not mismatch the explanation.

### **TIMING AND REHEARSING:**

When the final draft is ready, it is important to present the paper during the time allotment. The practice has to be started by making use of stopwatch to maintain the time during the presentation. Unnecessary visuals and points had to be avoided so that it makes the presenter to present it on time. While presenting the paper, examples should be similar to the explanation or argument. After having rehearsal, in front of the mirror, it gives confidence to the presenter and also gestures, mannerisms, intonation patterns and rhythms of presenter performance. Finally on the day of the presentation, the presenter should be calm, cool and collect his thoughts to present his thoughts to present his powerful presentation.

### **3.1.2 TYPES OF AUDIENCES;**

The main types of audiences are superiors, colleagues, Team, Mixed Audience, Hostile Audience International Audience.

#### **COLLEAGUES**

A presentation has to be presented in front of the superior. When the presentation is successful, the superiors will question you on the topic and the presenter should be honest and confident to answer it. It is a very difficult and challenge to make presentation in front of rivalry colleagues. They may object or resent topic. At that time, the presenter must be ready to answer in a convincing manner.

#### **TEAM**

The team members will expect lot of preparation, knowledge and confidence being as a team leader. When then presentation is made in front

of the mixed Audience, it is the best way to begin in simple language. The topic has to be presented in different angles and perspective to receive a positive feedback.

### **HOSTILE AUDIENCE**

To face the hostile audience, the presenter should be thorough with his topic and time management to avoid negative commands.

### **INTERNATIONAL AUDIENCE:**

The presenter has to convince the international audience. Japanese audience look for sincerity. French audience are interested in statement. American audience favour the practical aspects. German audience tend to focus on technical aspects. Swedish audience are likely to pose more theoretical questions and expect the speaker to define strategies.

### **PRESENTATION TECHNIQUE:**

It is equally important to present a paper technically in front of the audience in a proper manner. Language, Appearance, Voice, Body language, Notes, Visual aids are the following aspects to keep in mind while presenting a paper.

### **CONCLUSION:**

To make presentation, the presenter has to follow the tips to become a confident speaker. Experience makes us to learn and avoid mistakes. Each presentation helps to overcome the nervousness and to build confidence to face the audience.

### **AUDIO-VISUAL AIDS**

#### **3.2.0 AUDIO-VISUAL AIDS**

The audio visual aids are being increasingly used since these involve both audio (verbal) as well as visual way of teaching. Several researches have been proved that the ability to recall is high with teaching using audio visual aids. Selection of appropriate media of teaching is one of the smart

and important steps of teaching students of different levels and domains. Several media of audio visual aids are being practised such as overhead projector (OHP), power point presentation (PPT), white or black board teaching and flip charts etc. These media have merits as well as demerits. There are key techniques to make them more effective. The audio visual aids help in consolidation of long term memories of learnt information. Logical use of different types of media simultaneously during teaching can be more beneficial for the learners.

### **3.2.1 PURPOSE OF AUDIO-VISUAL AIDS:**

Visuals help to present large amounts of data succinctly or with greater precision. It is used to explain during paper presentation that which the audience can easily see and understand. The important effective graphics are clarifying meaning, simplify complex ideas, clarify data, condense and simplify data and emphasise data.

### **3.2.2 TYPES OF AUDIO-VISUALS:**

There are two types of audio and visual communication, the traditional and technologically generated ones. Traditional visuals and objectives:

Table - To show exact figures and values

Bar chart - To compare one item with another

Line Chart - To demonstrate quantitative changes over a period of time

Flow Chart - To display a process or procedure

Organisation Chart - To define hierarchy of elements

### **3.2.3 OVERHEAD PROJECTOR SLIDES/TRANSPARENCIES**

Overhead projector slides/transparencies are displayed on the overhead projector (OHP) - a very useful tool found in most lecture and seminar rooms. The OHP projects and enlarges your slides onto a screen or wall without requiring the lights to be dimmed. You can produce your slides in three ways:

- Pre-prepared slides : these can be words or images either hand written/drawn or produced on a computer;
- Spontaneously produced slides: these can be written as you speak to illustrate your points or to record comments from the audience;
- A mixture of each: try adding to pre-prepared slides when making your presentation to show movement, highlight change or signal detailed interrelationships.

Make sure that the text on your slides is large enough to be read from the back of the room. A useful rule of thumb is to use 18 point text if you are producing slides with text on a computer. This should also help reduce the amount of information on each slide. Avoid giving your audience too much text or overly complicated diagrams to read as this limits their ability to listen. Try to avoid lists of abstract words as these can be misleading or uninformative.

### **3.2.4POWER POINT**

PowerPoint is a computer program that allows you to create and show slides to support a presentation. You can combine text, graphics and multimedia content to create professional presentations. As a presentation tool PowerPoint can be used to:

- To organise and structure your presentation;
- To create a professional and consistent format;
- To provide an illustrative backdrop for the content of your presentation;
- To animate your slides give them greater visual impact.

PowerPoint has become enormously popular and you are likely to have seen it used by your lecturers and fellow students or in a presentation outside of the University. Learning to present with PowerPoint will increase your employability as it is the world's most popular presentational software. Used well, PowerPoint can improve the clarity of your presentations and help you to illustrate your message and engage your audience.

## **TIPS FOR PREPARING A D USING SLIDES**

- Keep all visuals simple
- Use the same font size and style for similar headings
- Apply the 'rule for seven
- Make sure that everyone in the audience can see the slides
- Show a slide, allow the audience to read, then paraphrase: do not read from the slide
- Rehearse by practicing talking to audience, not to the slides
- Bring back up transparencies/slide prints in case equipment failure.

## **E-MAIL.COMMUNICATION**

### **3.3.1 EFFECTIVE E-MAIL COMMUNICATION**

Globalisation, privatisation and liberalisation are the three driving forces that have changed the economic, political and social structures of the world. These processes depend heavily on communicating between individuals, communities, companies and nations. A new set of tools have been developed with the help of information technology to make this communication easy, fast, safe and economical.

Globalisation has changed the world so much that the world that the world is perceived to be a flat one. There is a free flow of information and communication between individuals, corporations and even for economic and political purposes. There are three kinds of network operating in the world today business technology, social and culture. The culture of the network society is a culture of protocols of communication between all cultures in the world. This culture promotes and supports electronic business.

### **3.3.2 E-BUSINESS**

E-Business is the business of buying and selling goods, commodities and services through electronic modes. It includes servicing customers,

collaborating with business partners in diverse global locations, and conducting electronic transactions within an organisation.

There are three kinds of e-business transactions:

- Business- to -business
- Business to consumer
- Intra-business

### **3.3.3 WRITING AN E-MAIL**

E-Mail is fast, flexible and reliable for fast communication. It is not always secure but fully computerised companies use it extensively both for internal and external communication. It is useful for all kinds of business communication including business inquiries, confirming orders, sending press releases, announcing sales promotion announcing sales promotions, explaining price changes and updating scripts, and for other purposes.

### **3.3.4 FORMATTING AN E-MAIL:**

It is important to format e-mails properly to ensure that it is received and read by the receiver. E-mails consist of two major sections:

- Header-structure into fields such as summary, sender, receiver and other information's about the e-mail.
- Body—the messages itself a unstructured text, sometimes containing a signature block at the end.

#### **HEADER:**

Each message has one header, which is structure into fields. The header includes the following fields:

- From: the e-mail address and optionally the name of the sender
- To: the e-mail address and optional name of the message's recipient
- Subject: a title for the message
- Date: the local time and date when the message was written
- Cc: carbon copy

- Bcc: Blind carbon copy

The most popular format for e-mail is the Microsoft Internet format available in text and HTML formats. In order to send an e-mail message, we must have an e-mail address. The address is composed of an identifying name, @ sign the name of the file server where the account is created. Typical domain names are .com (commercial), .gov (government), .edu (education), and .org (organisation).

### **3.3.5 NETIQUETTE**

Netiquette is internet etiquette and courtesy to keep in mind when using shared services and mailing list on the Internet. E-mail helps us to be socially responsible members of the community of Internet users of 'netizens'. Netiquette is a set of socially acceptable set of rules of behaviour in the internet. They help us behave correctly and acceptably on the net.

### **3.3.6 ADVANTAGES AND DISADVANTAGES:**

There are advantages and disadvantages:

#### **Advantages**

Emails are delivered extremely fast when compared to traditional post.

Emails can be sent 24 hours a day, 365 days a year.

Webmail means emails can be sent and received from any computer, anywhere in the world, that has an internet connection.

Cheap - when using broadband, each email sent is effectively free. Dial-up users are charged at local call rates but it only takes a few seconds (for conventional email, e.g. text only) to send an email.

Emails can be sent to one person or several people.

#### **Disadvantages**

The recipient needs access to the internet to receive email.



Viruses are easily spread via email attachments (most email providers scan emails for viruses on your behalf. Some of the problems are listed

- **Loss of Context:** The e-mail services do not allow all the messages to be stored collectively. Tracking such messages and putting them in one folder is a difficult job.
- **Alienation of individuals:** Nervous or poor speakers in face-to-face situations have started taking recourse to e-mail to communicate , which leads them to be less sociable and alienated.
- **In-consistency:** Due to information overload, e-mails tend to duplicate information. Sorting this overload can lead to inconsistency.

### **3.3.7 SPAMMING AND COMPUTER VIRUSES:**

Spamming is unsolicited commercial e-mail. Spammers can send hundreds of millions of e-mail messages at very low cost. Spamming results in information overload and it takes lots of time to read and discard. So, most e-mail services have to set filters in checking the spammers and penetrate the system.

E-MAIL worms are the viruses to find a way of replicating themselves into vulnerable computers. These worms travel through e-mail and corrupt your computer and capable of crashing the computer. To protect them from these attacks, anti-virus systems have to be used like Norton Antivirus, Aviva Antivirus, etc..

## UNIT IV

### RESUME WRITING

#### 4.1 Introduction

A resume or curriculum vitae is a document containing a summary or a list of relevant job experience and education, usually for the purpose of securing a job. Resume must present our skills and experience in the best possible light and emphasize the suitability for the job. A resume is a written document which speaks in our stead. It should be based on facts.

##### 4.1.1 Essential headings of a resume

- i) Objectives
- ii) Key skills / Abilities
- iii) Experience
- iv) Academic qualifications
- v) Personal Profile
- vi) References.

**i) Objectives: state Job objective clearly, using a minimum number of words**

**ii) Key skills/abilities**

- 1) Need proficiency in foreign languages
- 2) Skill in computing languages or packages
- 3) Communication skills.

**iii) Experience**

List the past employment details in a reverse chronological order, beginning with the most recent one.

**iv) Academic Qualifications**

List major qualifications giving the details in reverse chronological order with the most recent one as the first. Mention details of the

school/college/university education and give specific dates for the duration of study, names of institutions and percentages scored, etc., in a proper format.

### **Personal profile**

- Name
- Address
- Telephone/cell phone
- E-mail
- Date of birth
- Language known
- Hobbies and interests.

### **Other headings**

We can also create our own headings based on the content and job advertisement.

- Honors and awards
- Publications
- Presentations
- In house seminars
- Achievements
- Internships
- Career profile
- Community service
- Memberships
- Advanced career training
- Special projects
- Technical training

Licenses and certification

#### 4.1.2 Tips for effective resume

- Arrange the headings/sections in the right order
- Keep the most important or impressive sections closer to the top of the page
- See that your resume does not exceed a page or two in length
- Print your resume on a standard A4 plain white paper.
- Send a covering letter with each resume.
- Leave sufficient space between the paragraphs and allow adequate margins.
- Use plain English. Avoid professional jargon.
- Use bold letters and/or underline headings.
- Do not use too many font types and sizes.
- Every break ion the career should be accounted for.
- Check your name and covering letter for any errors.

12Febraury 2018

Ujwal Khanna

Flat no.22

Azad Apartments

Barkatpura

Hyderabad

Telephone Number:0040-55547132

E-Mail:Ujwal@Yahoo.Co.In

Manager, human resources

Techno soft Pvt Ltd.

Anna Marg

Chennai.

**Dear sir,**

Sub : Application for the post of computer programmer in your organization.

Ref : Your advertisement in 'The Tech News' dated 24.2.2018

With reference to your advertisement in 'the tech news' dated 2 February 2018, I would like to apply for the position of computer programmer in your organization. From my enclosed resume, you will find that my qualifications and experience meet requirements you have outlined for the position.

As my resume shows, I graduated In MCA from the Seema Institute of Technology, Hyderabad, affiliated to JNTU, in 2008. I have secured a distinction in all my other degrees. I have also been working as a programmer at Win Tech since June 2008.

I would be available for the interview at a timer convenient to you. I welcome an opportunity to meet and discuss how my qualifications and competence suit your needs.

Thanks you,

Yours faithfully,

Ujwal Khanna

Enclosure: resume

Sample Resume or Curriculum Vitae

Ujwal Khanna

Fat no 22

Azad apartments

Barkatpura

Hyderabad

Telephone Number:040-55547132

E-Mail:Ujwal@Yahoo.co.in

### **Career objective**

To pursue a challenging career in IT in an organization of reput, that provides me with opportunities to grow professionally and personally.

**Academic profile**

S.No	Name of the degree	Year of passing	Percentage	Name of the Institute
1	MCA	2008	4.15(GPA)	Seema Institute of Technology, Hyderabad.
2	Intermediate	2003	93%	Rana junior college, Hyderabad, Andhra Pradesh.
3	SSC	2001	91%	Bharat High School, Guntur, Andhra Pradesh.

**Experience**

Working as a computer programmer in Win Tech, Secunderabad from June 8 2012 till date.

**Personal profile**

Date of birth : 11September 1996

Language known : Telugu, Hindi and English

Hobbies and interests : Surfing the Net, gardening, listening to classical music

**References**

- |                                |                    |
|--------------------------------|--------------------|
| 1. Mr.D.Ramana                 | 2. Dr.David        |
| Director                       | Principal          |
| Win Tech India Private limited | Seema Institute of |
| Hyderabad                      | Technology         |
|                                | Hyderabad          |

## LETTER WRITING

### 4.2 INTRODUCTION

Letter writing is a written communication. Letters are documents written with a purpose. We must keep three important points in mind to write letters—accuracy, brevity and clarity.

**4.2.1 Two types of letters:** informal or personal letters and formal or official letters.

**Definition:**

Informal letter: personal letters express personal views

Formal or official letters express the official purposes.

**Informal letter or Personal letter:**

Letters written to friends and dear ones are called personal letters. Such letters express matters that are personal to our own. It will contain about health, home feeling, thoughts and things around and our concern for people. Some of these letters may also contain business or official discussions.

Draft a letter to your friend congratulating him on his new appointment.

Chennai

4 April 2018.

Dear Sunny,

Congratulations! I've just heard that you got a plum job. I bet you're delighted. Does this mean that your immediate goal has been achieved? Well done.

I would like to come and see you to congratulate you personally. But I can't do that as I'll be away for a week from tomorrow. I'm going to Delhi to present a paper. I'll tell you all about it later.

Anyway, good luck in your new job. I'll try to come and see you soon.

Best Wishes

Jameel

## **FORMAL LETTERS**

Letters write to people whom we do not know too well in order to communication some information. These are called formal letters. These are used in business communication when letter are written to an organization or when people within an organization send written communication to those outside the tone of formal letter is distant.

### **MODEL FOR THE FORMAL LETTER**

While writing a letter you should consider some points regarding it, which you have to mention while writing. It must consist of address (business/private), style of the letter, greeting, what is the message and how to end it.

Its structure consist of some these basic points:

- The sender's address is put on the top right-hand side.
- Include telephone number or email if available.
- The address of the person receiving the letter goes on the left-hand side below the sender's address.
- Mention the date
- Greeting-dear sir or madam. You can use the title Miss, Mrs. Or Mr. if you know the name of the person whom you are writing.
- Now express your message in the body.
- Complimentary close-Yours faithfully or yours sincerely.
- Signature.
- Write name in block letter.



**Sample for Formal letter**

123 Elm Ave.  
Treesville, ON M1N 2P3  
November 7, 2016  
Mr. M. Leaf  
Chief of Syrup Production  
Old Sticky Pancake Company  
456 Maple Lane  
Forest, ON 7W8 9Y0

**Dear Mr. Leaf:**

Let me begin by thanking you for your past contributions to our Little League baseball team. Your sponsorship aided in the purchase of ten full uniforms and several pieces of baseball equipment for last year's season.

Next month, our company is planning an employee appreciation pancake breakfast honoring retired employees for their past years of service and present employees for their loyalty and dedication in spite of the current difficult economic conditions.

We would like to place an order with your company for 25 pounds of pancake mix and five gallons of maple syrup. We hope you will be able to provide these products in the bulk quantities we require.

As you are a committed corporate sponsor and long-time associate, we hope that you will be able to join us for breakfast on December 12, 2016.

Respectfully yours

**Conclusion:**

Some formal letters are business letters such as letters of enquiry, orders, complaints and replies to these. Letters we write on official matters to superiors in our job and letters of application for jobs are also formal letters.

## GROUP DISCUSSION

### 4.3 DEFINITION, TIPS, AND OTHER RULES

As the exam season comes to an end and the Group Discussion stage usher in, we can begin our preparations for the round two by looking at some basics of the Group Discussion (GD) process. In this article we shall explore the process of the GD, different formats of the GD, the evaluation criteria, and the background preparation required to give us a firm foundation in whichever GD we participate in.

Having been an integral part of the selection process until the last few years, the GD has been replaced by WAT (Writing Ability Test) at most IIMs. However, IIM-K still conducts the GD along with the WAT on the same topic. In many other reputed B-schools outside of the IIMs, GD yet remains a part of the evaluation process. It must be noted that many skills and qualities that are tested in the WAT are also commonly tested in the GD, and therefore a sound preparation for the GD will ultimately assist the candidate in improving his / her responses to the WAT topics.

#### 4.3.1 What is a Group Discussion?

"Group" is a collection of individuals who have regular contact and frequent interaction and who work together to achieve a common set of goals. "Discussion" is the process whereby two or more people exchange information or ideas in a face-to-face situation to achieve a goal. The goal, or end product, maybe increased knowledge, agreement leading to action, disagreement leading to competition or resolution or perhaps only a clearing of the air or a continuation of the status-quo.

"Group Discussion", popularly labelled as GD, is a methodology used by an organization (company, institute, business school, etc.) to gauge whether the candidate has certain personality traits. GDs form an important part of the short-listing process for recruitment or admission in a company or institution. In this methodology, the group of candidates is

given a topic or a situation, typically given some time to think about the same, and then asked to discuss it among themselves for a specific duration (which may vary from one organization to another). As in a football game, where you play like a team, passing the ball to each team member and aim for a common goal, GD is also based on teamwork, incorporating views of different team members to reach a common goal.

### Group Discussion Preparation

- Decisive Interview, GD & Essay prep
  - GD: Topics 2020
  - GD: Approach
  - GD: Do's and Don'ts
  - GD: Communications
  - Solved GDs Topics
- 
- GD Introduction
  - Types of GD topics: Techniques
  - GD: Etiquette
  - GD: Content
  - Solved Case Studies

So, a group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives.

### **Why is a "GD" conducted?**

Organizations conduct GDs to find out whether you possess the critical qualities/skills to contribute effectively to the goal accomplishment process. Group Discussions are held because business management is essentially a group activity and working with groups is the most important parameter of being successful as a manager. Apart from that, the candidates

are evaluated on the basis of their communication skills, knowledge, leadership skills, listening skills, conceptualizing ability, etc.

A GD helps to achieve group goals as well as individual goals. The examiner can evaluate both the personality traits and group skills of candidates participating in a G.D. It is basically a situation test wherein a sample of a candidate's group worthiness and potential as a worker comes out quite explicitly.

The GD ends in either of the two ways: first, the panel may abruptly stop the GD and announce the end of the process; second, they may ask a participant (or more than one participant) to summarise the GD. If we are asked to summarise, do remember what summary means – your summary cannot have anything in it that was not discussed during the GD. I especially stress this point as the participants who have been mostly quiet during the GD are usually asked to summarise it, and they tend to take this opportunity to air their views which are not presented during the discussion. The summary must be an objective recapitulation of the important points brought up during the discussion, and the conclusion of the discussion.

#### **4.3.2 Various types of Group Discussions**

Most Group Discussions can be divided into 3 kinds:

**A) Topical Group Discussions**, which are based on current affairs or 'static' matters – for example, a GD on the topic of the recent demonetisation of Rs 500 and Rs 1000 notes would be the former, whereas a GD on whether India should adopt a presidential model of democracy would be the latter, as it has no limitation of a time frame.

**B) Case-studies**, which present the group with a complex business situation that requires a decision to be made. Such cases usually have multiple problems embedded in the given situation, and both the individual participants and the group are required to analyse the situation, identify the problems, and suggest a way out.

**C) Abstract Group Discussions**, which are called so because they offer us no definite framework of the topic, and hence no definite direction to take in the discussion. Instead, the participants are required to interpret the topic in their own ways and demonstrate innovative thinking in doing so. Such topics could be single-worded, such as 'Blue', or a short cryptic sentence, or even an image.

Contrary to popular perception, no one kind of GD is necessarily easier or more difficult than any other, as the quality of response in any case depends largely on the preparation of the individual and the way they generally think.

#### 4.3.3 RECOMMENDED SKILLS FOR GROUP DISCUSSION

- **Leadership skills and initiative-taking ability**

Taking initiative is indicative of your ability to impart direction to the group and define the key issue(s) along which the discussion has to progress. The three "Cs" which rank you high on this parameter are *clarity* (the main points to be discussed), *content* (the vertical depth in each point) and *confidence*. The "Key Word Approach", wherein you start with defining the dominant words in the topic and then develop subsequent constructs, can help you to initiate effectively. This will also demonstrate your leadership skills.

For example, in a topic like "Should Republic Day celebrations be redefined?", the key words are "Republic" and "redefined". Thus, a good strategy can be giving a backdrop against which this day is celebrated, then graduating to the way it is celebrated and finally talking about ways and means of redefining (if at all). If demonstrated properly, this skill gets you in the visible limelight and reflects your ability to break the ice and evoke a discussion! However, if mishandled (e.g., you may start off on a high note and then abruptly recede into an eerie silence), it puts you in an embarrassing position!

- **Knowledge**

Knowledge reflects your ability to have an opinion on issues and concerns of contemporary relevance and hence your ability to connect with different aspects of the environment (economic, political, business, social, etc.). It assumes, even more, relevance for a fact-intensive topic like "Indian Economy in the post WTO regime". Here, knowledge becomes a sharp differentiator and helps you to leverage a strong competitive advantage. Unless you have the requisite knowledge of the given topic, your discussion runs the danger of being shallow and superficial. Being well versed in current affairs and issues of concurrent importance can help you to do well along this parameter.

- **Group Dynamics:**

This basically demonstrates the skill to strike a balance between individual excellence and group performance. A person scoring high on this parameter will be more probable to work in groups and hence contribute effectively to organizations. It also reflects your team skills, listening skills and willingness to accept diverse viewpoints.

- **Logical Ability/Analytical Skills**

This indicates our ability effectively flowchart your thought process and analyse the topic in a comprehensive manner. It reflects your ability to construct logical arguments and structure the discussion in a streamlined manner, avoiding random forays.

- **Lateral Thinking:**

This reflects your ability to think off the feet and contribute on a creative and unorthodox tangent. It is even more relevant for an abstract topic, where the scope to view the topic from an avant-garde angle is proportionately more (e.g. in a topic like "red and blue", somebody who translates this into a coke (red) and pepsi (blue) warfare or discuss the marketing strategies of kingfisher (red) and jet (blue) or harp on the gender

differences as mentioned in John Gray's "Men are from Mars (red) and women are from Venus (blue)", will definitely stand apart.)

- **Communication Skills:**

This evaluates the candidate's ability to connect with the group and is measured from a dual perspective - verbal and non-verbal. While verbal communication scores the student on parameters like fluency, articulation and modulation, the non-verbal quotient defines his/her adequacy vis-&-vis body language, gesticulation, eye contact and posture.

On the other hand, the **group skills** refer to those skills which can only be evaluated in the context of a group. They include the following:

**A) Listening skill:**

The panel constantly observes whether or not every participant is listening to the discussion. In my experience, most participants are concerned only with speaking, and feel that they are done with the job as soon as they have spoken, which is contrary to the spirit of a discussion. There are many ways a panel may infer that a participant is a poor listener, such as a lack of eye contact with the group, or a poor summary at the end. It is one of the rarest skills, and a must for a would-be manager.

**B) Leadership quality:**

In highly-charged discussions, one or two participants usually play the role of the anchor, in that they define the topic appropriately, offer the initial analysis of the keywords of the topic, and also try to hold the group together in pursuit of a common goal. Such individuals could demonstrate effective leadership, and score some extra points. However, one cannot score anything extra simply because one spoke first in the group, or was the loudest.

### C) Body language:

While assessing the body language, the panel primarily looks at eye contact and hand movements. The speaker must maintain a consistent eye contact with the entire group as he or she speaks, and the listeners must reciprocate. If the either doesn't happen, you allow the panel to infer whatever they wish to – from a lack of confidence to a lack of interest in the GD to the lack of concern for others.. Hand movements are to your speech what punctuation is to your writing. If used wisely they beautifully enhance the effect of your words; if used unwisely they attract unnecessary attention and distract the listener from your words. I recommend that you simply 'free' your hands. Do not engage them with something pointless such as playing with the pen, or tapping on the desk, or running through your hair (common among female participants). The body has an intelligence of its own. Just leave your hands alone and focus on the topic. The hands will start moving naturally. Please remember that body language cannot be faked. A skilled observer will quickly see through such deception. Just focus on the task at hand and the body will obediently follow. The panel may also pay attention to your voice modulation. A monotonous pitch may reduce the impact of even the most powerful words unless you are a Tommy Lee Jones! Vary the pitch of your voice in order to create emphasis wherever needed.

**D) Group behaviour:** This is usually assessed in a broad distinction – assertive or aggressive. Avoid the latter no matter what. Assertiveness is a rational display of conviction of one's thoughts, while aggressiveness is a display of domination through subtle intimidation. Assertiveness allows room for flexibility – which is a desired trait – while aggressiveness leads to irrational rigidity of viewpoint. Please remember that B-schools are looking for sensitive individuals, not skinhead bouncers.

Now that we know how we will be evaluated, focus on specific areas of improvement during your practice GD's. Identify with the help of the trainers, the strengths and weaknesses.



#### 4.3.4 Recommended Background Preparation for a Group Discussion

The most vital component of one's performance in the GD is the content. As current affairs tend to dominate the GDs, a conscious effort to build the fact-bank of current affairs is necessary. Review the timelines of important national and international affairs and the subsequent developments therein. Follow at least 2 local, 2 national, and 2 international newspapers and news channels every day. Concentrate on information. In newspapers, it is found mostly in the first 4 pages, the finance page, and the sports pages. You may or may not read the editorials (which offer opinion, comment and perspective), but you must read the news. Because you need facts to support your standpoints. For if you have no facts, you only have opinions, which you may end up merely repeating throughout your contribution in a GD.

Please remember that the GD is not an elimination process, but only one of the several selection processes with certain weightage that contributes to the final score.

### INTERVIEW TECHNIQUES

#### 4.4.0 INTRODUCTION: INTERVIEW

An **interview** is essentially a structured conversation where one participant asks questions, and the other provides answers.<sup>[1]</sup> In common parlance, the word "interview" refers to a one-on-one conversation between an *interviewer* and an *interviewee*. The interviewer asks questions to which the interviewee responds, usually so information is offered by the interviewee to interviewer -- and that information may be used or provided to other audiences, whether in real time or later. This feature is common to many types of interviews -- a job interview or interview with a witness to an event may have no other audience present at the time, but the answers will be later provided to others in the employment or investigative process.

#### **4.4.1 INTERVIEW TECHNIQUES:**

The Interview is a face-to-face interpersonal communication in which a candidate is asked questions to assess his capability for the recruitment, promotion or the expected situation. It is a systematized method used to assess a person, usually by a panel of experts. The evaluation could be for employment or promotion. Interview consists of verbal responses between two persons or between several persons.

A job interview is a pre-arranged and planned conversation with a definite purpose and informality. It is said to be the most intense dyadic communication that is communication involving two people seeking to exchange information. Success in job interview depends on knowledge, self-confidence, good speaking skills, good study of the job profile and using the proper strategies. Recruitment experts believe that a job interview provides the best opportunity to examine the knowledge and experience of a candidate and thus makes it an effective technique for evaluating the suitability of a candidate.

It is a challenge for any organization to get the right person into the job. Within the stipulated time of the interview, the interviewer has to make a correct evaluation of the candidate. Hence new and more effective techniques have been devised for the correct evaluation of the candidate. Today, the demands of the job market are changing, the competition on the job scenario is increasing, the jobs demand specializations and the focus on the personal qualities of a candidate is increasing rather than mere qualifications; as a result of all these, the interviewing process has included more effective techniques to judge the suitability of a candidate.

#### **4.4.2 GROUP INTERVIEW TECHNIQUES:**

A group interview, sometimes known as a panel interview, can feel even more intimidating than a traditional job interview because there are more people in the room to impress.

The key to success is knowing what you can expect from a group interview. This will help to ease your nerves and also help you understand why companies use these interviews and what is expected of you.

Group interviews are sometimes used by admissions committees when interviewing an education program candidate. Some companies also use group interviews to screen job candidates, which will be looked at closer here.

### **Types of Group Interviews**

There are two basic types of group interviews:

- **Candidate Group Interviews:** In a candidate group interview, you will most likely be put in a room with other job applicants. In many cases, these applicants will be applying for the same position as you. During a candidate group interview, you will be asked to listen to information about the company and the position, and you may be asked to answer questions or participate in group exercises. This type of group interview is not very common.
- **Panel Group Interviews:** In a panel group interview, which is much more common, you will most likely be interviewed individually by a panel of two or more people. This type of group interview is almost always a question-and-answer session, but you might also be asked to participate in some type of exercise or test that simulates your potential work environment.

### **Why Companies Use Them**

An increasing number of companies are using group interviews to screen job applicants. This change could be attributed to the desire to reduce turnover and the fact that teamwork is becoming more critical in the workplace.

But the easiest explanation is that two heads are almost always better than one. When more than one person is conducting the interview it reduces the chances of making a bad hiring decision

In a group interview, each interviewer will likely look at things differently and bring different questions to the table.

For example, a human resources specialist may know a lot about hiring, firing, training, and benefits, but a department supervisor will probably have a better understanding of the day-to-day activities you will be asked to perform if you get the job. If both of these people are on a panel, they will ask you different types of questions.

### **What You'll Be Assessed On**

Group interviewers look for the same things other interviewers look for. They want to see a strong candidate who knows how to work well with others and behave properly and competently in a work environment.

Specific things group interviewers scrutinize:

- **Your Appearance.** Attire, hygiene, and anything else that relates to your physical form will be judged. If you wear too much make-up or cologne, at least one of the interviewers will notice. If you forgot to put on deodorant or match your socks, at least one of the interviewers will notice. Dress well for the interview.
- **Your Presentation Skills.** Interviewers will be paying special attention to how you present yourself. Do you slouch or fidget? Do you make eye contact when you converse? Did you remember to shake hands with everyone in the room? Be aware of your body language and what it says about you during an interview.
- **Your communication skills.** No matter what type of job you are applying for, you will need to be able to communicate. Specific skills that group interviewers look for is your ability to listen, follow instructions and get your ideas across.

- **Your interest level.** From the time the interview starts until it ends, interviewers will be trying to assess how interested you are in the job you are applying for. If you seem bored and disengaged during the interview, you will probably be passed by for someone else.

#### 4.4.3 Tips to Ace the Interview

Preparation is the key to success in any interview, but this is especially true for group interviews. If you make any mistakes, at least one of your interviewers is bound to notice.

Here are a few tips to help you make the best impression:

- Greet all of your interviewers individually. Make eye contact, say hello, and, if possible, shake hands.
- Don't focus on any one individual. One should make an effort to engage everyone in the group when you are asking or answering questions.
- Don't show surprise or annoyance when faced with a group interview.
- Prepare for the group interview by making a list of interview questions that you may be asked and practicing how you might answer them.
- If you are interviewed with other candidates it is better to lead than to follow. Interviewers may not remember you if you blend into the background. But don't hog the conversation either or you may not come across as a team player.
- Skills will be expected to demonstrate during group interview exercises include leadership skills, your ability to handle stress and pressure, teamwork skills and how well you take and give criticism. Be sure to keep this in mind when you complete the exercises.
- Thank everyone who interviewed you and remember names and titles so that you can send a written thank you note afterward.

## **UNIT -V**

### **MEMO**

#### **5.0 INTRODUCTION:**

A memo is a short notice usually written by the management to address a certain policy or give a certain announcement or changes in an organization. In official instances, a memo is usually written by the organization heads, but even students at different levels of education may be examined on the same. So, whether you are a student or working-class, writing a memo is a very important skill that you cannot afford to miss. A memo can also be written in a business case where you are writing to confirm to your suppliers that you have received certain goods. This type of memo called a business memorandum.

#### **5.1 How to write a good memo**

It is good to know how to come up with the best memo so that whatever you are trying to pass across to your audience is clear. In most cases, a memo is usually used to address very critical matters and therefore it has to come out clear so that the content of the information being passed is not distorted. Below are some of the tips that you need to pay attention to while writing your memo:

- Make it as short as possible- the memo should not be lengthy because it will be tiresome to read.
- Most people would want to go through it with the shortest time possible but acquire all the information.
- You need to summarize as much as you can. The shorter your memo will be, the more the readers because most people are prone to be ignorant to lengthy notices.
- Use simple English- you should not use complex language while writing your memo because the readers may end up missing up

important points and your memorandum will not have served its purpose.

- Avoid too much use of vocabularies in your work.
- Use a captivating heading- the heading of your memo should attract readers- you should be very selective in the words that you use for your heading because that is the first impression that your readers would come across.
- Others would just read the heading and leave, so it is your responsibility to make them curious to read the rest of the document. There are different ways that you can use to captivate the readers:
  1. Use bolding on emphasize- you should use bold letters in the action that expect your readers to take so that it can attract their attention and they will have gotten the message.
  2. Use a different colour for the heading- you can decide to use a different colour for your heading so that it can attract readers from a distance.

Avoid simple grammar and spelling errors- you should be very cautious in memo writing because a simple spelling mistake may confuse the intended information that you needed to pass and that would be chaos especially if it is a critical matter that affects an organization. You should go through your memo after writing to ensure that everything reads as required.

#### **5.1.1 A memoinwriting format.**

The format of your memo should adhere to the required rubric because one can be able to identify a memo from its format. In the notice board you may find several notices of which others are usually, meant for motivations purposes, so it is the format that will distinguish your memo from other notices.

**The header**

At the top of the page, you should indicate that it is a memo in capital letters. This helps to give identity to your document.

**The recipient addresses**

Immediately after the header, you should write the recipient address. Be official in writing the name of the recipient whether it is one person or a group of people. The address helps the readers to know whom the memo is being addressed to. You should also include other recipients if you wish your memo to address a different group of people.

**The sender**

After the recipient's address, you should indicate where the memo is coming from; write your name and your position if you have one so that the readers can be able to know you.

**The date**

After writing the senders name you should write the date in the right format so that the readers can be able to know when was the memo sent. The date is important because it distinguishes the old and new memos in the notice board.

**The title**

After the date, you should write the title of the memo. In the title, you should indicate what the memo is all about clearly. The title carries a heavy weight in your memo because it should tell the reader what the memo is all about in the shortest words.

On the formatting of the heading and the addresses you should:



- Ensure that the content is double spaced. This helps to improve the clarity of your document.
- Align all the content to the left side of your page- you should align the date and the addresses to the left side of the page.
- You should write the start of the address with capital letters. For example, when writing to your staff and you are the It director of a certain company you will proceed on as follows:

To: All staff

From: The IT Director.

Date: 9/07/2018.

Subject: Promotions in Different Departments.

### **The body**

The second part of the memo format is the body. You should keep your memo as short as possible by avoiding more stories in the body paragraphs. Below are some of the tips on how to come up with the best body for your memo:

#### **5.1.2 Types of memos**

There are different types of memos that you can be asked to write. It is good to get familiar with each type so that you can be able to classify and know where it falls. Below are some of the memo types that you can come across:

- Request memo- in this type of memo you will be trying to get a favour from a certain person or group of people. You are supposed to use persuasive language to win the heart of your recipients.

- Confirmation memo- this document is written after a certain agreement between two parties. You will be writing just to confirm that you agree to a certain demand. In this type of memo, you should state the terms of the agreement and encourage the recipient to ask for clarification where they did not understand.
- Suggestive memo- this type of writing is written in the case where the management is requesting views from the employees on how to solve a certain problem. You will need to request your readers to give their say about a certain issue and specify how they should forward the suggestions.
- Report memo- this is a memo written after a certain period of time to give an account of the progress. it takes the report format. In this memo, the body is mainly consistent of values and charts to indicate the progress.
- Informal results memo- this is where you are required to give the results of a certain action. It can be research that was done and people would wish to know the outcome, or it can be even application results for various seats in a department.

## **Report**

### **5.2 REPORT**

A report can be oral or written. The primary purpose of a report is to give information to an individual or an organization or about work that was assigned.

1. Characteristics of report:
2. Can be oral or written.
3. Have a structured format.

They are objective and analytical in nature. The aim is to provide authentic information about a subject in a dispassionate manner and not reflect personal preferences.

1. Present an analysis of facts after careful investigation.
2. Present findings on the basis of the analysis.
3. Can also represent data visually using graphs, tables, charts, etc.
4. Are precise and concise.
5. Are written in an impersonal style.

### **5.2.1 PURPOSE**

Reports can be written for a number of purposes. They are written primarily to give information and facilitate the process of decision making.

1. Reports are also written
2. To make a record of events
3. To assess a situation\event
4. To persuade someone about the need for a certain action
5. To make a recommendation
6. To evaluate the progress of a project.

### **5.2.2 Business Report**

Business reports are used as a way of communicating to other businesses and investors the successes and future plans of the company. Therefore, business reports are essential to every company. Typically, a business report will start with a formal introduction that states a problem the business aims to solve. Then, the body of the report gives facts and hypothesis used to solve these problem/s. The conclusion will tie up all loose ends and give goals to be reached in future business ventures.

### **Writing a Business Report**

When writing a business report, it is important to remember the following tips:

- Know the audience that will be reading the report.
- Use a professional and objective business style.

- Include factual information that proves your statements.
- Organize this factual data in easy-to-read charts and graphs.
- Keep all sections well-organized and in an easy-to-navigate fashion..

### **Purpose of the business report**

Remember when compiling a business report that it needs to hold the interest of the reader. To accomplish this goal, one must be attentive to the overall design. There should be enough factual information to make the report credible, but not so much dry, technical language as to lose the reader on the first page. By interspersing charts, graphs, and pictures, the author will increase the likelihood that the report will hold the reader's interest and focus.

It is always a beneficial to begin the report with an eye-catching picture or question. This can persuade the reader to read further to find the answer or to see how the picture fits into the overall report. After this, it is important to include factual data. If possible, ask questions of the reader throughout. This allows the reader to become more involved in the overall process, which keeps their attention. A business report should be written assuming the reader has little knowledge of the company because these reports are read by those in and out of the organization. Business reports should have a cohesive message so readers to not draw incorrect conclusions.

### **Graphics**

It is important to include graphics in a report. Graphics are visual descriptions of information that can be easily understood by the reader. In many work settings the audience is a business professional with limited time. Various graphics can help to convey the pertinent information quickly. It is important to take the reader centred approach when creating graphics. Consider your audience and what information you want to convey. Examples of graphics are:

- *pie charts*: Pie charts are useful for showing different portions or divisions of a whole. For example, showing what percentages of expenses come from which department in a company.
- *bar graphs*: Bar graphs can be used to show the amounts or frequency of occurrence of different characteristics of data.
- *trend graphs*: Trend graphs show how data is distributed over time. Trend graphs are also known as X/Y scatter plots.
- *pictures*: Pictures and illustrations are useful in manuals or instructions to show the subject you are writing about. They can also make a document more interesting and intriguing.

Graphics are powerful tools in report writing but they are not always appropriate. If there is not a place for a graph or other graphic in the report do not try to force one in. Not only will an unnecessary graph clutter a report, it will weaken your credibility. Take care to make sure that the graphic you choose delivers the message and information you want.

## **Factual Detail**

A good report includes factual details that support the purpose of the report. Keep the reader in mind when selecting these details because too many technical details may be difficult to understand. The details should support the purpose of the report and be necessary for the reader to be persuaded.

## **Project**

### **5.3 PROJECT**

A project proposal is a request for financial assistance to implement it. The proposal outlines the plan of the implementing organization about the project, giving extensive information about the intention, for implementing it, the ways to manage it and the results to be delivered from it. The following guidelines are designed to help you prepare your full proposal. How well you plan the action is critical to the success of the project.

A project proposal is a detailed description of a series of activities aimed at solving a certain problem. In order to be successful, the document should:

- Provide a logical presentation of a research idea
- Illustrate the significance of the idea
- Show the idea's relationship to past actions
- Articulate the activities for the proposed project

In order to be successful, the document should provide the following items:(REPOA 2007):

A logical presentation of a research idea

- Illustrate the significance of the idea
- Show the idea's relationship to past actions
- Articulate the activities for the proposed project

Designing a project is a process consisting of two elements, which are equally important and thus essential to forming a solid project proposal:

- Project planning (formulation of project elements)
- Proposal writing (converting the plan into a project document)

The project proposal should be a detailed and directed manifestation of the project design, It is a means of presenting the projects to the outside world in a format that is immediately recognized and accepted.

Getting Ready to Start a Project Proposal

From vision to proposal: The first Step is to decide what the problem is and develop a rough idea (vision) of how this could be solved. This vision is then to be transformed into an idea for a specific project proposal. A logical framework may help you to structure this idea in a systematic way, and clearly define the aim, purpose, outputs, activates, means, costs and the methodologies for monitoring and evaluation, and will thus form the basis for the preparation of the narrative of the proposal.

To build a project proposal team (adapted from PHILIP et al. 2008): a leader will be needed to manage the proposal development in an efficient way, and therefore it is advisable to assign the lead role to one specific person.

Hold a kick-off meeting: It is helpful to discuss and develop the proposal in a small team and share drafts with experts of all relevant disciplines not just from within the administration, but also from outside it.

### **5.3.1 Proposed Format for a Full Project Proposal**

A full proposal should have the following parts:

**Title page:** A title page should appear on proposals, indicating the project title, the name of the lead organization (and potential partners, if any), the place and date of project preparation and the name of the donor agency to which the proposal is addressed.

**Project title:** The project title should be short, concise, and preferably refer to a certain key project result or the leading project activity.

**Abstract\Executive Summary:** Many readers lack the time needed to read the whole project proposal. It is therefore useful to insert a short project summary, an abstract or execute summary.

- The abstract should include:
- The problem statement,
- The project's objectives,
- Implementing organizations:
- Key Project activities: and
- Potentially the total project budget.

**Context:** This part of the project describes the social, economic, political and cultural background from which the project is initiated. It should contain relevant data from research carried out in the project planning phase or collected from other sources.

**Project justification:** A rationale should be provided for the project. Due to its importance, this section is sometimes divided into four or more sub-sections:

- ✓ Problem statement: The needs of the target group that have arisen as a direct negative impact of the problem should be prioritized.
- ✓ The proposed approach (type of intervention): The project proposal should describe the strategy chosen for solving the problem and precisely how it will lead to improvement.

**The implementing organization:** This section should describe the capabilities of your organization by referring to its capacity and previous project record. Project aims: This information should be obtained from the Log frame Matrix, including the project goal, project and the outputs

**Target group:** Define the target group and show how it will benefit from the project. the project should provide a detailed description of the size and characteristics of the target groups, and especially of direct project beneficiaries.

**Projects implementation:** The implementation plan should describe activities and resource allocation in as much details as possible. The activity plan should include specific information and explanations of each of the planned project activities. The duration of the project should be clearly stated, with considerable detail on the beginning and the end of the project.

**Budget:** An itemized summary of an organization's expenses over a specified period of time.

**Monitoring and evaluation:** The basis for monitoring is set when the indicators for results are set. The project proposal should indicate: How and when the project management team will conduct activities to monitor the project's progress; which methods will be used to monitor and evaluate; and who will do the evaluation.

**Reporting:** The schedule of project progress and financial report could be set in the project proposal. Often these obligations are determined by the



standard requirements of the donor agency. The projects report may be compiled in different versions, with regard to the audience they are targeting.

**Management and personnel:** A brief description should be given of the project personnel, the individual roles each one has assumed, and the communication mechanisms that exist between them. All the additional information (such as CVs) should be attached to the annexes.

### More Tips to Write a Successful Proposal

- Plan ahead.
- Make it a team effort.
- Be realistic in what you are proposing.
- Be a learning organization.
- Be factual and specific.
- No abbreviations, initials, or jargon.
- Call the donor if you have questions.
- Consider collaborating with other organizations.
- Clarify partner's roles and responsibilities.
- Choose a format that is clear and easy to read.
- Keep within page limits.
- Be aware of donor priorities.
- Use action words when writing your proposal, such as achieve, engage, begin, compare, evaluate, exhibit, offer, lead, involve, organize, prepare, research, restore, reveal, support, demonstrate, define, implement, instruct, produce, validate, verify, test, recognize, use, etc.

memorandum	A note recording for future use
deteriorating	degenerate
scrupulously	thorough way.
distorted	twisted out of shape
rubric	a heading on a document

hypothesis	proposed explanation made on the basis of limited evidence as a starting point for further investigation.
Articulate	showing the ability to speak fluently and coherently.

## NOTE-TAKING

### 5.4NOTE-TAKING

Note-taking is a passive process which is done at lectures whereas note-making is more active and focused activity where you assimilate all information and make sense of it for yourself.

**Note-taking** is an important process. It allows you to have a written record of the lecture which may not be in your textbook. It also ensures that you become an active and involved listener and learner

When thinking about note-taking it is important to consider the lecturing style adopted by different lecturers. Some will prefer dictating, others will provide printed notes

Effective note making skill enable you to select the information you need from written source, quickly and efficiently.

In order to make the maximum use of your time and effort you must be clear as to why you are taking notes. Having a clear focus cuts out unnecessary note taking time and enables you to produce well organized note. The three main reasons for note-taking are:

- To select ;
- To understand;
- To remember.

## **Taking notes to select**

When you are making notes for an essay, report or seminar paper, you will need to understand and select information. Use your essay title or question to provide the focus for your note taking. You can then select your information according to its direct relevance to this title or question.

Always make sure that a text is relevant to your need. Do this by checking:

- The year of publication – how up to date is the information?
- The contents page and index-are the specific areas devoted to your topic?
- The introductions are preface-do they give overview of the text?
- The beginning and endings of program promising chapters-are the chapters worth reading closely?

## **Organizing your information**

Organizing your notes as you write will help you to digest the information quickly. We can also re organize the notes later to make the information more meaningful to your task.

- Use main and sub headings and numerical lists to organize your notes.
- Use keywords to summarize each point in the margin. A quick keyword reference is good for taking an overview of your notes.
- Use colours to categorize points, make heading stand out and show links between points and ideas.

## **Taking notes to understand**

Taking notes whether you read is a useful aid to understand the material. use the following technique your understand.

- Use your own words
- Summarise a point in your own words

- Copy technical terms and data for accuracy

### **Underling and highlighting**

Underlining or highlighting encourages you to identify the most important aspect of the text. This helps you to keep focused and prevents the loss of consternation.

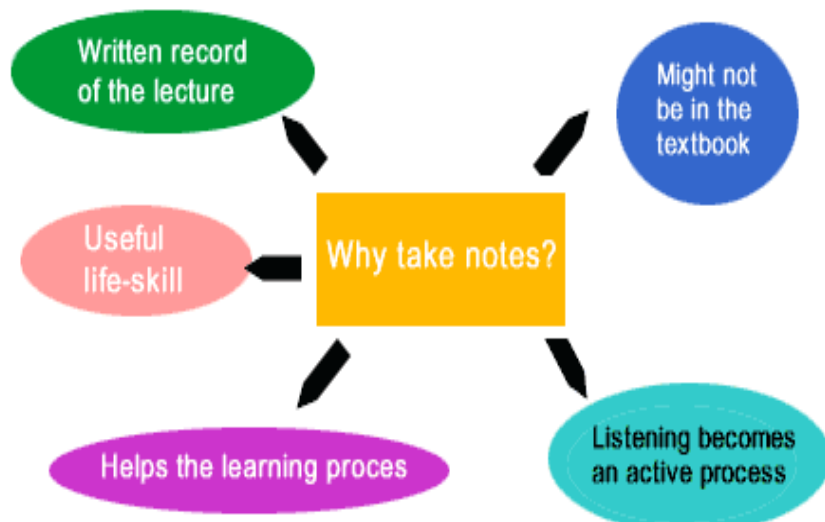
- Use underling or highlighting in your own copy of modules, text are an photocopies.
- As you read, select what seem to you be central words and phrases that convey the key meaning of the text

### **Using diagrams**

#### **Using diagram in your notes can:**

- Help you gather and hold large amounts of information's on one page
- Enable you to create and overview of a large topic or subject area;
- Help you see links and connection in your notes
- Provide a powerful aid to memory by using the association of words, image, numbers, colour and spatial awareness;
- Attract and hold the interest of the eye/brain

### **Mind-Map**



## General note-taking tips

1. Give yourself plenty of space.
2. Label, number and date all your notes.
3. Develop your own system of shorthand and abbreviations
4. Use colour, pictures or diagrams to make notes more visual.
5. Keep your own thoughts separate - this ensures that you don't mistake your own idea for that of the lecturer's.
6. Use a lost signal - when you find yourself lost in a lecture, make a note of it using a specific symbol and leave space to fill in this later.
7. Write legibly: Many people feel that they have no control over their handwriting and resign themselves to writing illegibly for the rest of their lives. However, if you put your mind to it and make it a point to write more legibly, your handwriting will improve. This has implications not only for note-taking but for writing exams as well.

This can be used in conjunction with the Cornell system of note-taking or you might want to use mind maps exclusively.

## Note-taking abbreviations

Thus / Therefore	∴	Between	<b>betw</b>
Because	∵	or	<b>/</b>
Equals/same as	=	Definition	<b>def</b>
Does not equal / not the same as	≠	Conclusion	<b>conc</b>
Greater than / more than	>	Regarding / with regard to	<b>re</b>
Less than	<	As against / contrast with	<b>vs</b>
And	<b>&amp;</b>	Before	<b>B4</b>
Important / importance of	<b>NB</b>	Especially	<b>esp</b>
Example / for example	<b>eg</b>	ment (e.g. agreement becomes agreem't)	<b>m't</b>

However	<b>but</b>	It is/ that is	<b>ie</b>
Compare/contrast with	<b>cf</b>	Transfer	<b>t/f</b>
Without	<b>w/o</b>	Usually	<b>usu</b>
ion(e.g. proposition becomes proposit'n)	<b>n</b>	-	-

## NOTE MAKING

### 5.5 NOTE MAKING

Note making is not just about writing down everything you hear or read. It is a process of reviewing, connecting and synthesizing ideas from your lectures or reading. Once you have taken down notes in lectures, the learning process is not complete. The next step is the note-making process.

#### Reviewing lecture notes:

Your lecture notes form the basis of your final consolidated notes and your entire examination preparation is based on these. The following should be done on a daily basis:

1. Read through your lecture notes.
2. Underline headings and subheadings.
3. Correct spelling mistakes and rewrite illegible portions.
4. Fill in any gaps.
5. Underline or highlight important sentences or paragraphs.
6. Make sure you understand the concepts.
7. If you use the Cornell system, fill in the key words in the left-hand column.

## Integrating lecture notes and readings

1. The main aim is to integrate your lecture notes with reading from articles, prescribed and recommended books or tutorials.
2. It is best to use your lecture notes as the basis of your integration and not rewrite these unless your handwriting is extremely poor.
3. Mind-map summaries can be made to give you an overall picture of the topic.

## Making notes helps you to:

- stay active and engaged during your lectures, reading and revision
- understand what you are learning and clarify your thinking
- be selective and identify key ideas
- remember the material
- organise your ideas and make connections
- plan and structure written assignments
- Review and revise before exams.

You can also complete our note making tutorial, which contains guidance and activities that will help you to reflect on your current approach to taking and making notes, and suggestions for how to make your notes more meaningful and useful.

## Three stages of note making

Note making doesn't only happen when you are reading or attending lectures. There are three stages to making effective notes: before, during, and after.

1. **Before:** Prepare by finding out what you need to know and what the purpose of the reading or lecture is.
2. **During:** Note down main ideas and keywords. Find techniques that work for you.
3. **After:** Reflect and review and then organise your notes.

## Note making techniques

There are several different ways to take notes. Some students prefer to write down their notes in a linear format, some like to write notes in columns, and some prefer to use patterns and mind-maps.

### 5.5.1 The linear format

The **linear format** is the most conventional method. It can encourage a more passive approach, so to make your notes as effective as possible:

- Use headings, underlining and capitals to organise notes on the page
- Use symbols or abbreviations to keep it brief
- Use bullet points or numbering
- Leave good margins so you can add additional notes later
- Use quotation marks to show direct quotes from your lecturers or the source you are using
- Identify your own ideas eg within square brackets or using a different colour.

### 5.5.2 The pattern format

The **pattern format** is a visual approach. You organise the key words and concepts across the page, like a mind-map, and can use colours and pictures to help you understand the ideas.

### The three-column format

The **three column format** organises your page into three areas:

- key information
- your own notes (taken any way you like)
- A summary.



The right section is for your notes, the left section is for key terms, questions and references, and the lower section is where you will summarise the lecture or reading in your own words.

This is a good approach for note taking as it allows you to take notes how you like (visual, linear, mind-maps etc.), encourages you to question, review and think critically, and gives you a usable summary.

#### **5.5.4 Taking effective notes to prepare yourself**

If you are preparing for a lecture, you can start by reading your module handbook to find out what the lecture will be about and what the learning outcomes are. Make sure that you familiarize yourself with new ideas, terms or language by consulting recommended texts. Your tutor may have recommended some preparatory reading, and Wikipedia can also be helpful for an overview of unfamiliar topics. Consider how the lecture material relates to your assignments and identify the key points that you need to note down.

It might also help to review your notes from previous lectures so you can make connections between each lecture.

If you are preparing to read texts, ask yourself what you need to get from your reading. Do you need an overview, case studies and examples, definitions, or ideas and evidence to support your own argument?

The purpose of your reading will influence your reading technique as well as the way you take notes.

#### **Tips for making notes from lectures**

Be ready to listen actively during a lecture. Pay particular attention at the beginning and end of lectures, as this is where the lecturer will set out and then summarise the main points.

### Tips for making notes from reading

- Scan for key information such as statistics, dates, facts and keywords
- Skim the introduction, conclusion, and the beginning and end of paragraphs to get the main idea and a general overview of the text
- Read carefully, slowly and possibly repetitively to interrogate the text and raise questions.

If you are **scanning** the text, highlight the text and note down the key information and full details of the source.

Only highlight what you need. Highlighting too much is a waste of your time as when you go back you will have no idea why you highlighted those sections.

If you are **skimming** the text then you should highlight key parts and also annotate the text. A good annotation will include keywords, ask questions, and include related ideas and comparisons with other texts. Use the annotations to help you make more detailed notes that summarise the main ideas.

### 5.5.5 Technology to help you make notes

Many people still like to take notes by hand, but there are now many applications that you can use to help take and organise your notes. Make sure you read the reviews so you can decide what will work best for you before you purchase any apps or software.

#### Some apps to consider are:

- **Ever**  
**Note:** Allows you to create, edit and organise notes, save webpages, photograph handwritten notes and synchronise everything across your devices. Available on all devices.

- **UPAD:** Available on iPod. Allows you to create visual, eye catching notes as well as highlighting and annotating PDFs.
- **Notability:** Available on iPod, iPhone, and iPod Touch. You can import a wide range of documents and annotate those using drawing and text tools.

## INTERCULTURAL COMMUNICATION SKILLS

### 5.6 INTERCULTURAL COMMUNICATION SKILLS

Intercultural communication skills are those required to communicate, or share information, with people from other cultures and social groups.

While language skills may be an important part of intercultural communication, they are by no means the only requirement.

Intercultural communication also requires an understanding that different cultures have different customs, standards, social mores, and even thought patterns.

Finally, good intercultural communication skills require a willingness to accept differences these and adapt to them.

#### 5.6.1 Knowledge for Intercultural Communication

Key areas of knowledge for those wanting to improve their intercultural communication are: the cultures, organisations and institutions, history and general way of living of different communities and nations.

An understanding of how culture can affect communication and language. For example, people from Nordic countries are often said to speak more directly than native English speakers who tend to use more 'polite' language. Scandinavians in the UK have reported causing offence to English people by failing to say 'please' and 'thank you' enough.

Some understanding of the conventions that may govern behaviour in certain specific intercultural environments, such as views on the role of women, or the licence (or otherwise) permitted to children. Be aware of your own and other people's beliefs and values, and a willingness to recognise when these may clash.

### **5.6.2 Applying Your Knowledge**

Once you have developed this knowledge and understanding, you can start to apply it to your communications across cultures and even languages.

Some useful starting points may be:

Demonstrate your willingness to meet others at least halfway by learning a few phrases in their language.

This is easy if you know that you're going on holiday somewhere, but it's also important for expatriate assignments and other business trips. A few phrases, even if it's only 'Good morning', 'good evening', and 'thank you', will go a long way.

There are plenty of free language resources available on the internet so there is no excuse for ignorance.

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

### **5.6.3 An Understanding of Difference**

Good intercultural communication fundamentally requires intercultural awareness, an understanding that different cultures have different standards and norms. But more, it requires an understanding that individuals are shaped, but not bounded, by their cultural background and that, sometimes, you have to meet people more than halfway.

## **SUMMING UP**

### **UNIT I**

Through this unit we just try to give an detailed description of the term Business communication and its functions. It gives an analysis of the importance of business English today. In recent years we are noticing that the growth of World- wide business and across the world English becoming the tool of communication that to in the field of business. Ultimately both are united as Business English and made a great impact in the world. On the whole this unit provided a basic clarity on business English.

### **UNIT II**

Nonverbal communication is the process of sending and receiving messages without using words, either spoken or written. Nonverbal communication makes more effective than oral communication. It exerts a strong influence on the receiver. Non-verbal brings true nature of one's behaviour and it creates impacts on human behaviour. Physical appearance makes people to judge one's personality, status, before a single word is uttered. Listening skills is one of the most important effective communication. Listening with attention helps to avoid chaos and misunderstanding. Hearing is an involuntary and occasional activity but listening is a voluntary and serious activity. Therefore listening is one of the most important and challenging skills to improve communication. Listening is a complicated mental activity and integral part of communicative process. There is no understanding takes place but only we hear the sound at the first level of the listening process. Finally the listener requires empathy, skill and concentration to understand the speaker's message fully.

### **UNIT III**

Making presentations is an act of oral communication. Effective Presentation makes us to over-come the fear. The audio visual aids help in consolidation of long term memories of learnt information. Logical use of different types of media simultaneously during teaching can be more

beneficial for the learners. E-Mail is fast, flexible and reliable for fast communication. It is important to format e-mails properly to ensure that it is received and read by the receiver.

## UNIT IV

Letter writing is a written communication. Letters are documents written with a purpose. We must keep three important points in mind to write letters: accuracy, brevity and clarity. "Group" is a collection of individuals who have regular contact and frequent interaction and who work together to achieve a common set of goals. "Discussion" is the process whereby two or more people exchange information or ideas in a face-to-face situation to achieve a goal. Visualising the interview is an excellent way of working out what areas you need to work on. Interviews for graduate jobs come in a variety of formats: competence interviews, telephone interviews, panel interviews, technical interviews, and strength interviews.

## UNIT V

A memo is a short notice usually written by the management to address a certain policy or give a certain announcement or changes in an organization. The primary purpose of a report is to give information to an individual or an organization or about work that was assigned. **Note-taking** is an important process. It allows you to have a written record of the lecture which may not be in your textbook. Note making is not just about writing down everything you hear or read. It is a process of reviewing, connecting and synthesizing ideas from your lectures or reading. Intercultural communication also requires an understanding that different cultures have different customs, standards, social mores, and even thought patterns.

### 7.1 POINTS TO REMEMBER:

- Communication occurs in the form of speech is called speaking communication
- English for Business focuses on the English language skills necessary to communicate in an increasingly global business environment.

- Facial expressions are indicated through the mouth (open, wide or closed), eyelids (raised or lowered), nose (wrinkled or relaxed), cheeks (drawn up or back) and the forehead (lowered or raised). In the facial area, eyes are more effective for indicating attention and interest.
- Eye contact helps the speaker and the audience to get into contact.
- Listening skills is one of the most important effective communication.
- Keep the content of your crisp and to the point. Avoid using general addresses.
- It is a process of reviewing, connecting and synthesizing ideas from your lectures or reading.
- The main aim is to integrate your lecture notes with reading from articles, prescribed and recommended books or tutorials.
- objectives of interview are to help to establish mutual understanding between the company and the candidate; and build the company's image.
- Group discussion is a prevalent tactic used as an important tool for personality assessment.

## 8.1 GLOSSARY

Contextualization – to think about or provide information

Assimilation – an act or process

Proxemics –the study of nature

Frustration –a feeling of anger or annoyance.

Crucially - vital importance.

Coronation-the ceremony of crowning a sovereign

Scandinavians relating to Scandinavia, its people, or their languages.

## 9.1 BOOKS FOR FURTHER READING

AaratiMujumdar, Juneja.2010. Business Communication. orient black swan: private limited

<https://www.handakafunda.com/group-discussion-definition-tips-and-other-rules-to-follow>

[https://www.job-hunt.org/job\\_interviews/handling-group-interviews.shtml](https://www.job-hunt.org/job_interviews/handling-group-interviews.shtml)

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### **MODEL QUESTION**

#### **SECTION A**

#### **I) ANSWER THE FOLLOWING QUESTIONS: ( 10X2=20)**

- 1) Define Business communication.
- 2) Give some examples to formal communication
- 3) How is listening different from hearing?
- 4) Why Nonverbal communication is so important?
- 5) What are the tips used to make presentations?
- 6) Define power point presentation.
- 7) What is Group Discussion?
- 8) What are the objectives of resume?
- 9) What is memo?
- 10) Define Reports



**SECTION -B**

**II) ANSWER THE FOLLOWING QUESTIONS: (5X6=30)**

- 11)a) Give some examples to formal communication(OR)  
b) Describe the kinds of communication.
- 12) a) What are the barriers of effective communication? (OR)  
b) What are the external elements used in non- verbal communication?
- 13)a) Explain why E-mail is important for communication.(OR)  
b) Explain different types of audience while presenting a paper.
- 14)a) What are the various types of group discussion?(OR)  
b) What are the tips to prepare and Effective CV?
- 15) a) Explain how to write a business report.(OR)  
b) What do you mean by Inter-Cultural communication skills?

**SECTION -C**

**III) ANSWER ANY THREE OF THE FOLLOWING QUESTIONS: (3X10=30)**

- 16) Give a detailed description about Business English and communication
- 17) Explain the different types of effective listening?
- 18) Explain how audio-visual aids is important while presenting a paper
- 19) Give a brief account on Interview Techniques.
- 20) Write an essay on Note-Making and Note-Taking.