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HUMAN RESOURCE SKILLS

M.A. (HRM) Semester-I Paper-IV

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FOREWORD

Since its establishment in 1976, Acharya Nagarjuna University has been forging ahead in the path of progress and dynamism, offering a variety of courses and research contributions. I am extremely happy that by gaining 'A' grade from the NAAC in the year 2016, Acharya Nagarjuna University is offering educational opportunities at the UG, PG levels apart from research degrees to students from over 443 affiliated colleges spread over the two districts of Guntur and Prakasam.

The University has also started the Centre for Distance Education in 2003-04 with the aim of taking higher education to the door step of all the sectors of the society. The centre will be a great help to those who cannot join in colleges, those who cannot afford the exorbitant fees as regular students, and even to housewives desirous of pursuing higher studies. Acharya Nagarjuna University has started offering B.A., and B.Com courses at the Degree level and M.A., M.Com., M.Sc., M.B.A., and L.L.M., courses at the PG level from the academic year 2003-2004 onwards.

To facilitate easier understanding by students studying through the distance mode, these self-instruction materials have been prepared by eminent and experienced teachers. The lessons have been drafted with great care and expertise in the stipulated time by these teachers. Constructive ideas and scholarly suggestions are welcome from students and teachers involved respectively. Such ideas will be incorporated for the greater efficacy of this distance mode of education. For clarification of doubts and feedback, weekly classes and contact classes will be arranged at the UG and PG levels respectively.

It is my aim that students getting higher education through the Centre for Distance Education should improve their qualification, have better employment opportunities and in turn be part of country's progress. It is my fond desire that in the years to come, the Centre for Distance Education will go from strength to strength in the form of new courses and by catering to larger number of people. My congratulations to all the Directors, Academic Coordinators, Editors and Lesson- writers of the Centre who have helped in these endeavours.

Prof. P. Raja Sekhar
Vice-Chancellor
Acharya Nagarjuna University

MASTER OF ARTS: HUMAN RESOURCE MANAGEMENT (H.R.M)
SEMESTER-I

104HM21 - HR SKILLS

UNIT I Communication: Meaning, Objectives and Functions; Types, Media and Networks of Communication Foundations of Interpersonal Communication: Process Model of Communication Intrapersonal Variables of Communication; Motivation; Perception; Emotions; Interpersonal Variables of Communication

UNIT II Improving Communication Effectiveness: Communication Barriers; Physical Noise; Semantic Noise; Selective Perception; Distortion and Filtering; communication Gateways; Interpersonal Trust; Listening : Feedback; Non Verbal Communication.

UNIT III Spoken Communication: Listening; Active Listening ; Poor Listening ; Poor Speaking Good Listener ; Logical Traps ;Presentations ;Features of effective Presentations; Presentation Planning; Structure of Presentations; Delivery; Visual Support; Coping with Questions; Coping with Nervousness.

UNIT IV Effective Meetings: Preparation; Agenda; Conduct of Meetings; Preparation of Minutes of Meeting; Interviewing skills; Negotiating skills; Team building skills; Liaison skills; E-Mail writing skills.

UNITV Organization correspondence: Principals of Communication: Preparatory Stages of Letter Writing: Letter Formats: Basic Plans for Letters; **Direct Request** Plan; **Good News** Plan; **Bad News** Plan; **Persuasive Request** Plan; Business Letters; Calling for a Post; Calling for an Interview; Appointment orders; Termination Orders; Enquiries; Cancellation of Orders; Complaints are Adjustments: Sales Letters: Report Writing.

Suggested Readings:

1. Patricia Hayes, Andrews Richard T. Herschel, Organization Communication, AITBS Pub. & Dist., New Delhi.
2. Bovee Thill Schalzman, Business Communication Today, Pearson, New Delhi.
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4. Moripally, Matthukutty, **Business Communication** Strategies, **Tata McGraw Hill** Publishing Co. **Ltd., New Delhi.**
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LESSON -1

INTRODUCTION COMMUNICATION

Learning objectives

- Introduction Communication
- Meaning And Definition of Communication
- Objectives of Communication
- Characteristics of Communication
- Importance Communication
- Guidelines for Effective Communication

Structure

- 1.1 Introduction Communication
- 1.2 Meaning and Definition of Communication
- 1.3 Objectives of Communication
- 1.4 Characteristics of Communication
- 1.5 Importance Communication
- 1.6 Guidelines for Effective Communication
- 1.7 Summary
- 1.8 Keywords
- 1.9 Self Assessment Questions
- 1.10 Further Readings

1.1 Introduction Communication

Communication is as old as human civilization. The common need for protection led to group life. As group life developed, forms of communication also developed. Communication was in the forms of codes, indications, signals and expressions.

Gradually with the increase in population, division of labour, exchange economy, etc., necessitated the development of language. In the present day world, communication is vital need of every Step in any industrial or commercial activity.

The term communication has been derived from the Latin word, 'communis', which means common. Literally, communication means, to tell, show, spread the information and inform. The term communication is used to signify the process of transferring ideas or receiving it by any means such as word of mouth, telephone, telegram, letter, message, etc. Thus, communication stands for sharing of information, imparting or conveying ideas and knowledge.

1.2 Meaning and Definition of Communication

The English word 'communication' is derived from the Latin word communes, which means common. The term communication refers to the sharing of ideas in common. In other words, it is the transmission and interaction of facts, ideas, opinions, feelings or attitudes. Communication is the essence of management. The basic function of management (planning, organizing, staffing, directing and controlling) cannot be performed well without effective communication.

In short, Communication is the process of passing ideas, views, facts, information and understanding from one person to another. This process is necessary for making the subordinates understand what the management expects from them. Communication cannot take place without two parties – receiver and the sender. The information which is sent by the sender must be understandable to the receiver.

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Following are some of the important definitions of communication:

Communication may be defined as "the transfer of information and understanding from one person to another."

According to Koontz and O'Donnel, Communication may be understood "as the exchange of information at least between two persons with a view to create an understanding in the mind of the other, whether or not it gives rise to conflict."

Newman and Summer- "Communication is an exchange of facts, ideas, opinions or emotions by two or more persons."

'Communication is the sum of all things a person does when he wants to create an understanding in the mind of another'. – Louis A. Allen

'It is the process of passing information and understanding from one person to another. It is essentially a bridge of meaning between people. By using this bridge of meaning, a person can safely cross the river of misunderstanding that separates all the people'. – Keith Davis

1.3 Objectives of Communication

The primary objective of communication in management is to convey information— instructions, policies, procedures, decisions, etc., so the listener will hear, read, understand what is said, agree and accept the message, and react as intended by the manager or sender of communication.

In addition, the manager will probably desire to influence or persuade the employee in a way that will help maintain favourable relationships. Other motivating goals or objectives of managerial communication may be social interchange, personal advancement, self-expression. Conversely the employee also has similar goals of communication in an organisation. Role of Communication in Organisation.

Decision-making is the core of management process. The relationship of communication and decision-making is inseparable since decisioning must rely on information. Decision is the triggering mechanism of communication. Decision centres also become communication centres. The manager is a decision-maker. But all decisions are now based on communication of information to the management.

Management information system has assumed unique importance in modern management. Then again we need effective communication for passing on decisions to those involved in executing them. Communication enables a group to think together, to see together, and to act together.

In fact, without communication, there could be no organisation. People would be linked by a chain of command but they would be acting without a chain of understanding. Poor communication leads to poor co-ordination. Similarly, cooperation itself depends upon communication.

Management is getting things done through others. Hence, all management acts must pass through the bottleneck of communication. Managerial ideas, plans and decisions are put into effect through communication. A management may have the best business plans, but until they can be communicated, they are worthless.

Management communication in the organisation has two purposes:

- i. Provision of information and understanding needed for group effort.
- ii. Provision of attitudes needed for motivation, co-operation and job satisfaction.

The first purpose assures the skill to work, while the second purpose assures the will to work. The two together will give us teamwork. Thus better communication gets better job performance and more work satisfaction. Each managerial position is a centre of communication.

The flow of information and understanding may be secured by various devices of communication, e.g., words, letters, symbols or messages. Information and understanding are passed to the receiver, and knowledge of its effect is passed back to the sender in the form of feedback.

Motivation and direction both depend on effective communication. Every aspect of management requires good communication. As the transfer of information, communication must be understandable to the receiver. It is the sum total of the entire things one person does when he wants to create understanding in the mind of another. It is a bridge between meaning and understanding.

It involves a systematic and continuous process of telling, listening and understanding. Communication is the chain of understanding that binds an enterprise from top to bottom and from side to side. No organisation can accomplish anything without a chain of understanding to support its chain of command.

The organisation chart may establish the chain of command, but it is extremely difficult to establish and maintain an effective chain of understanding, i.e., the best system of communication. Successful motivation and delegation depend on the flow of understanding

through the various techniques of communication.

Management should place greater reliance on the face-to-face communication. It is very effective in terms of employee response and interest. Information flow downward is usually assured by the chain of command under the Scalar or line organisation.

But conscious efforts are necessary to ensure free flow of upward communication from the bottom to the top and this feedback information system is absolutely essential for smooth management of a big business. From recruitment to retirement of employees we need effective net-work of communication.

1.4 Characteristics of Communication

The characteristics of communication are as follows:

- (i) At least two persons – Communication involves at least two persons—the sender and the receiver. The sender sends the message and the receiver receives the message. There is an exchange of information between two or more persons.
- (ii) Two-way process – Communication is essentially a two-way process. It does not merely means sending and receiving messages. It is not complete unless and until the message has been understood by the receiver in the same sense.
- (iii) Form of communication – Communication may take several forms, e.g., order, instruction, report, queries, etc. It may be verbal or written. It may be formal or informal.
- (iv) Scope – Communication is present in all human relationships. It is essential in all types of organisations and at all levels of management. It has a very wide scope.
- (v) Dynamic process – Communication is influenced by the mood and thinking of the sender and receiver. It keeps on changing depending upon the Level of understanding of the sender and receiver.
- (vi) Goal-oriented – Communication is goal-oriented and is effective only when there is a congruence of goals of the sender and the receiver.
- (vii) Interdisciplinary – Communication derives knowledge from several sciences like anthropology (study of body language), sociology (study of human behaviour), psychology (study of human), etc. The linking between these sciences makes communication effective.
- (viii) Interpersonal relations – The main purpose of communication is to influence the human behaviour which creates interpersonal relations.
- (ix) Circular process – There is circular flow of information in the communication process. After the feedback, the receiver of the original message is required to transmit another message. The response indicates the success of the communication.

1.5 Importance Communication

(i) Increase in Size:

With the large scale of operation in business firm, the need for effective communication has been largely felt.

(ii) Growing Specialization:

Increase in departments has led to the requirement of specialization inside the organisation. Sound communication is essential for ensuring mutual co-operation and understanding between different departments for smooth functioning of the organisation.

(iii) Cut-Throat Competition:

Due to liberalization and globalization, severe competition has resulted in between private, public sectors and foreign banks. Communication through mass media, newspaper, advertisement etc. has become important to survive in the race.

(iv) Trade Union Movement:

Trade unions are very strong and powerful. Regular exchange of information, consulting union leader's etc. helps to maintain healthy relations between them.

(v) Human Relations:

To develop mutual trust and confidence, it is necessary for management and employees to communicate with each other. Participation of employees in the management process has brought in a sense of belonging and loyalty towards the organisation.

(vi) Public Relations:

Every organisation needs to keep its customers, stakeholders, government and other sections of the society informed about its product and contribution to the society. Public relation helps in building goodwill for the organisation.

(vii) Personal Asset:

Communication skill is essential for every successful job. Managers are required to speak to public at large on various occasions. The ability to communicate effectively is equally essential for promotion in career.

1.6 Guidelines for Effective Communication

1. Choose the Right Means and Mode:

The right means and mode of communication is chosen after considering various factors like cost, resources, organisation size and policy etc.

2. Own Your Message:

It is very important to take responsibility for what we say. Personal pronoun should be used to lend credibility to the message.

3. Offer Complete and Relevant Information:

Message should never be left incomplete. It may create a huge barrier in communication if messages are incomplete. For effective communication, message should be relevant and complete. It should be supported by facts and observations. It should be well planned and organized. No assumptions should be made by the receiver.

4. Obtain Feedback:

Whether the message sent by the sender is understood in same terms by the receiver or not can be judged by the feedback received. The feedback should be timely and in personal. It should be specific rather than general.

5. Think of the Recipient:

Empathy with the listeners is essential for effective verbal communication. The speaker should step into the shoes of the listener and be sensitive to their needs and emotions. This way he can understand things from their perspective and make communication more effective.

6. Verbal and Non-Verbal Congruence:

Meanings are usually communicated in more than one way. For example while saying 'yes' our head should always nod up to down. This shows the verbal and non-verbal congruence.

7. Repeat if Necessary:

Repetition is generally avoided but in many cases message should be repeated for confirmation and feedback and to check whether the important part of the message has not been lost.

8. Do not Judge:

Judgments are usually based on one's own perception. Unfavourable judgments and remarks should be avoided.

9. Rely on facts:

Facts are the best way to persuade the listener in agreeing with the message. An incomplete message with assumptions holds no value. While sending a message, sender should always try to state the facts to support his message.

1.7 SUMMARY

Communication is as old as human civilization. The common need for protection led to group life. As group life developed, forms of communication also developed. Communication was in the forms of codes, indications, signals and expressions.

Gradually with the increase in population, division of labour, exchange economy, etc., necessitated the development of language. In the present day world, communication is vital need of every Step in any industrial or commercial activity.

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"It is the process of passing information and understanding from one person to another. It is essentially a bridge of meaning between people. By using this bridge of meaning, a person can safely cross the river of misunderstanding that separates all the people". – Keith Davis

Management information system has assumed unique importance in modern management. Then again we need effective communication for passing on decisions to those involved in executing them. Communication enables a group to think together, to see together, and to act together.

1.8 Keywords

Communication: The imparting or exchanging of information by speaking, writing, or using some other medium.

Labour: Work, especially physical work.

1.9 SELF ASSESSMENT QUESTIONS

1. Define and explain the objectives of communication?
2. Explain the Characteristics of Communication?
3. Discuss in Importance Communication?
4. Explain Guidelines for Effective Communication?

1.10 FURTHER READINGS

1. Patrica Hayes, Andrews Richard T. Herschel, Organization Communication, AITBS Pub. & Dist., New Delhi.
2. Bovee Thill Schalzman, Business Communication Today, Pearson, New Delhi.
3. Vilanilam, J.V., More Effective Communication, Response Books, New Delhi.
4. Moripally, Matthukutty, Business Communication Strategies, Tata McGraw Hill Publishing Co. Ltd., New Delhi.
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6. Bovee, Thill & Schatzman, Business Communication Today, Pearson Education (Ple.) Ltd., New Delhi.
7. Wollord, Jerr C., Dedwin A. Gerloff and Robert C. Cummins, Organizational Communication – The Keystone to Managerial Effectiveness, McGraw Hill Book Company, New York.
8. Hindle, Tim, Interviewing Skill, Dorling Kindersley (DK), London.
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11. Hindle, T.M., Making Presentations, Dorling Kindersley (DK), London.
12. Heller, Robert, Managing Teams, Dorling Kindersley (DK), London.
13. Shookla, M.S., Human Relations, Macmillan India Ltd., New Delhi

LESSON - 2

FOUNDATION OF INTERPERSONAL COMMUNICATION

Learning objectives

Communication Process

Two Models of Communication

Principles of Effective Communication

(Seven C's of Effective Communication)

Structure

2.1 Communication Process

2.2 Two Models of Communication

2.3 Principles of Effective Communication

(Seven C's of Effective Communication)

2.4 Summary

2.5 Keywords

2.6 Self Assessment Questions

2.7 Further Readings

2.1 Communication Process

Communication is the process by which one person conveys meaning from one person to another. It is a two- way process which takes place in the relationship between a sender and a receiver. It is a continuous and interpersonal process.

The communication process are as following:

1. Sender or communicator – Sender is an employee with ideas, intentions, information, and a purpose for communicating. He is the source, or initiator of the communication. He has something with a meaning to communicate. Communication begins when a sender identifies the need to send a message based on certain reasons.
2. Message – The sender encodes meaning into a message that can be transmitted. The message represents the meaning the source is trying to convey.
3. Encoding – The function of encoding is to provide a form in which ideas and purpose can be expressed as a message. The result of the encoding process is the message. Encoding involves translating the sender's intent or ideas into a systematic set of symbols or gestures.
4. Channel or medium – The channel is the carrier of the message. It is the link that connects the source and the receiver. In organisations, the channel or medium can take the form of

such components as face-to-face communication, telephone calls, meetings, or other written reports.

5. Receiver – The receiver is the individual whose senses perceive the sender's message. There may be one or many receivers. If the message does not reach the receiver, communication is not completed.

6. Decoding – Decoding is the process by which the receiver interprets the message and translates it into meaningful information. Decoding is a two-step process – (a) the receiver must first perceive the message; and (b) the receiver must then interpret it. Decoding process is very much affected by some factors such as the receiver's need, status, past experience, situational factors etc.

7. Communication noise – In communication, noise can be thought of as those factors that disturb or distort the intended message. Noise may occur in each of the elements of communication. "Noise" hinders communication.

It includes the following factors:

- (a) Factors which hinder the development of a clear thought.
- (b) Faulty encoding due to ambiguous symbols.
- (c) Defects in channel.
- (d) Inattentive reception.
- (e) Faulty decoding due to prejudices, wrong understanding, personal outlook, wrong meaning of words and symbols.

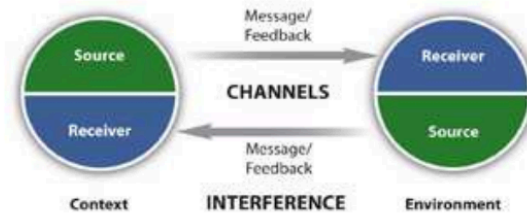
Noise can result in miscommunication. Hence the important point is to realize all these possibilities of noise and to minimize them.

8. Feedback – A feedback provides a link or channel for the communicator to know the receiver's response and to determine whether the message has been received and has produced the intended change. Feedback may come in many ways. In face-to-face communication, feedback comes through facial expressions of the receiver. Some indirect means of feedback are such factors as declines in productivity, poor quality of production, lack of coordination, absenteeism etc. Feedback may cause the sender to modify his future communication.

2.2 Two Models of Communication

Researchers have observed that when communication takes place, the source and the receiver may send messages at the same time, often overlapping. You, as the speaker, will often play both roles, as source and receiver. You'll focus on the communication and the reception of your messages to the audience. The audience will respond in the form of feedback that will give you important clues. While there are many models of communication, here we will focus on two that offer perspectives and lessons for business communicators.

Rather than looking at the source sending a message and someone receiving it as two distinct acts, researchers often view communication as a transactional process ("Transactional Model of Communication"), with actions often happening at the same time. The distinction between source and receiver is blurred in conversational turn-taking, for example, where both participants play both roles simultaneously.



Transactional Model of Communication

Researchers have also examined the idea that we all construct our own interpretations of the message. As the State Department quote at the beginning of this chapter indicates, what I said and what you heard may be different. In the constructivist model "Constructivist Model of Communication"),



Constructivist Model of Communication

We focus on the negotiated meaning, or common ground, when trying to describe communication. Pearce, W. B., & Cronen, V. (1980). *Communication, action, and meaning: The creating of social realities*. New York, NY: Praeger. Cronen, V., & Pearce, W. B. (1982). *The coordinated management of meaning: A theory of communication*. In F. E. Dance (Ed.), *Human communication theory* (pp. 61–89). New York, NY: Harper & Row.

Imagine that you are visiting Atlanta, Georgia, and go to a restaurant for dinner. When asked if you want a “Coke,” you may reply, “sure.” The waiter may then ask you again, “what kind?” and you may reply, “Coke is fine.” The waiter then may ask a third time, “what kind of soft drink would you like?” The misunderstanding in this example is that in Atlanta, the home of the Coca-Cola Company, most soft drinks are generically referred to as “Coke.” When you order a soft drink, you need to specify what type, even if you wish to order a beverage that is not a cola or not even made by the Coca-Cola Company. To someone from other regions of the United States, the words “pop,” “soda pop,” or “soda” may be the familiar way to refer to a soft drink; not necessarily the brand “Coke.” In this example, both you and the waiter understand the word “Coke,” but you each understand it to mean something different. In order to communicate, you must each realize what the term means to the other person, and establish common ground, in order to fully understand the request and provide an answer.

2.3 Principles of Effective Communication – Seven C’s of Effective Communication

Communication is perceived to be effective only if the receiver receives the message in the same form and context as it is sent by the sender. When there is no error in interpretation and the sender gets correct feedback, then communication can be said to be effective. There are certain principles observed in ensuring communication effectiveness.

There are seven C’s of effective communication:

I. Courtesy/Consideration:

It means preparing every message standing into the shoes of the receiver. The sender has to emphasise with needs, aspiration, emotions, desires request etc., of the receiver. In the business world everything starts and ends with courtesy and considerations. Much can be achieved if courtesy and consideration can be interwoven into the message.

The following points highlight courtesy:

- i. Focus on ‘You’ attitude instead of I attitude.
- ii. Show interest in the receiver and highlight the benefits accruing to the receiver.
- iii. Stress the positive and pleasant facts about the receiver of the message.
- iv. Be thoughtful and appreciative.
- v. Use expression that conveys respect.

3

vi. Choose non-discriminatory expressions.

2. Clarity: Clarity of ideas gives meaning to the message. The message of the sender should be understood in the same sense and context in which it is transmitted.

Clarity can be achieved through the following ways:

i. Avoiding technical jargons used in one's profession.

ii. Splitting running matter into paragraphs or highlighting key points.

iii. Choosing simple language and using simple words in place of high sounding words.

iv. Avoiding phrases, use 'conclude' instead of 'come to conclusion', use 'please', in place of 'will you be kind enough' 'although' for despite the fact.

v. Using active voice in place of passive voice use 'your prices are on higher side' instead of 'I thought that your prices are on higher side'.

vi. Avoiding ambiguity by correct punctuation, personal pronoun, proverbs, etc.

vii. Avoiding lengthy sentence.

3. Conciseness: The message to be communicated should be brief. The volume of information should be just right, neither too much nor too little. Lengthy letters may not result in desired actions. High sounding phrases may reflect sender's scholarship but may not ensure desired actions. Therefore, brevity is the soul of communication. A concise message saves time and energy of both sender and the receiver.

4. Completeness: Communication must be complete to avoid confusion in the mind of the receiver. Incomplete communication leads to assumptions and guesses and the consequent delay in further action plan.

In this connection, the sender has to ensure the following:

i. Providing all necessary information, the sender has to answer all the five 'W's—who, what, when, where and why. These five questions help in preparing request, announcement, etc. For instance, while ordering for goods, one needs to make clear what is wanted, when it is needed, to whom and where it is to be sent and how the payment would be made.

ii. Answering all questions asked while replying to an enquiry, the sender has to note all the points and answer all of them. Incomplete reply leads to further communication and wastage of time. Even unfavourable response needs to be tactfully given.

iii. Providing additional information would go a long way towards taking better decision by the receiver. For example, a hotel manager is questioned about the types of rooms. He can furnish rentals per day, facilities provided, seasonal change in the rent, nearness to transport facilities, etc.

5. **Correctness:** The term correctness in communication means the following using correct format, grammar, punctuation, spelling, etc., besides giving correct facts.

6. **Concreteness:** Concreteness means being specific, definite and vivid communication. One should use denotative words rather than connotative words. The principle of concreteness ensures supply of specific facts to the reader or listener. It increases the likelihood of the message being interpreted in the way it is originally intended. In other words, there is no room for misinterpretation.

The following guidelines ensure concreteness Use specific facts. For example, Instead of telling 'there is a substantial increase in sales', say 'sales have risen by 70%. Instead of telling, it would be delivered sometime in the next week', say 'it would be delivered by 19 July, 2017'.

7. **Credibility:** This means the receiver accepting the statement of the sender as such. But this is not a one shot process. It is a long drawn process wherein the receiver thorough constant interaction with the sender understands the latter and accepts his statement to be true and honest.

2.4 SUMMARY

Communication is the process by which one person conveys meaning from one person to another. It is a two- way process which takes place in the relationship between a sender and a receiver. It is a continuous and interpersonal process.

Researchers have observed that when communication takes place, the source and the receiver may send messages at the same time, often overlapping. You, as the speaker, will often play both roles, as source and receiver. You'll focus on the communication and the reception of your messages to the audience. The audience will respond in the form of feedback that will give you important clues. While there are many models of communication, here we will focus on two that offer perspectives and lessons for business communicators.

Communication is perceived to be effective only if the receiver receives the message in the same form and context as it is sent by the sender. When there is no error in interpretation and the sender gets correct feedback, then communication can be said to be effective. There are certain principles observed in ensuring communication effectiveness.

2.5 Keywords

Communication : The imparting or exchanging of information by speaking, writing, or using some other medium.

Message : A message is a discrete unit of communication intended by the source for consumption by some recipient or group of recipients.

2.6 SELF ASSESSMENT QUESTIONS

1. Define and explain the Process of communication ?
2. Explain the models of Communication?
3. Discuss in Principles of Communication?

2.7 FURTHER READINGS

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LESSON-3

MOTIVATION

Learning objectives

- Motivation
- Emotional Expression and Interdependence
- Good Communication Gateways
- Organisational Communication

Structure

3.1 Motivation

3.2 Emotional Expression and Interdependence

3.3 Good Communication Gateways

3.4 Organisational Communication

3.5 Summary

3.6 Keywords

3.7 Self Assessment Questions

3.8 Further Readings

3.1 Motivation

In the words of Robbins, “communication fosters motivation by clarifying to employees what is to be done, how well they are doing, and what can be done to improve performance if it’s subpar... The formation of specific goals, feedback on progress toward the goals, and reinforcement of desired behaviour all stimulate motivation and require communication.”

All business is goal-oriented. All possible efforts have to be made to achieve a target within a well thought-out framework of time. For this purpose it is necessary that the team of workers puts in their very best efforts. In other words they have to be motivated.

According to ‘Collins Cobuild Dictionary’, “If you are motivated to do something, you are caused to feel determined to achieve something and willing to work hard in order to succeed. So you have first got to motivate the children and then to teach them”. The same logic applies to the workers in an organization.

The employees/workers have first of all to be told what they are expected to do and how. And, then, merely telling is not enough.

Victor Kiam, a famous American entrepreneur and writer for the corporate world, puts this question to himself: “Am I willing to lead by example?” and goes on to answer thus- “You

can't ask your workers to give their all if your idea of a rough day is two hours in the office and six on the golf course. I never ask an employee to do something I'm not willing to do, and I work even harder than they do." After all actions speak louder than words.

The concept of rewards and punishment immediately becomes relevant here. It, however, must be observed that rewards and incentives prove more effective and productive than punishments. If the workers are kept happy, given encouragement and suitably rewarded both in cash and kind, they ensure the success of the enterprise.

Every modern entrepreneur/manager knows the importance of positive attitude, empathic listening, words of encouragement and cash rewards, and rewards given in the form of holiday trips, furnishing allowances, quick promotions and so on. Many Indian as well as multinational companies in India are now taking their workers to holiday resorts and sending managers along with their families to Europe, Far East and such other scenic places.

All this is geared to motivate them to 'earn' their perks, bonuses and holidays. It enhances the value and the image of the organization.

3.2 Emotional Expression and Interdependence

The work group is a primary source for social interaction. The communication that takes place within the group is of vital importance in the sense that it gives them the best opportunity to share their frustrations as well as feelings of satisfaction. Communication, in this way, provides them a release for their feelings, and that is the fulfillment of an important social need.

Communication is a social activity and every organisation is above all a social entity. The members of the group or organisation are human beings who have so much to share, gather, or pass on. Newman and summer point out that the content of communication is not just facts and figures, or objective ideas, but also feelings, attitudes and interpretations. An adequate understanding of this aspect of communication is of immense help to the management.

In this connection, it is worthwhile to take note of the term 'Emotional Intelligence' that is also the title of Daniel Goleman's book on management. Emotional intelligence, according to Goleman, "is to do with how well we manage our own inner lives and get along with people".

It is profoundly concerned with self-awareness, the ability to manage one's own and other people's emotions, self motivation and empathy. These characteristics or qualities enable one to climb higher in the corporate ranks than colleagues having superior IQs.

Everyone agrees that a good strategic planner/manager needs analytical skills, but the star performers among them have the ability to understand and empathise, persuade and build alliances, and are astute in reading organizational policies. While working at Harvard, Goleman examined students from hundreds of companies, mostly multinationals, and arrived at certain important conclusions.

He found that the really intelligent people are emotionally intelligent people because they can lead, adapt to change, give feedback on performance, empathise, motivate themselves and others, and have integrity.

Stephen Covey, one of the greatest management gurus today, says the same thing in a somewhat different manner. He uses the term 'Emotional Bank Account' as a metaphor to describe the amount of trust that has been built-up in a relationship. "It's the feeling of safeness you have with another human being." Dag Hammarskjöld, past Secretary General of the United Nations, once said, "It is more noble to give yourself completely to one individual than to labour diligently for the salvation of the masses."

Taking his cue from Hammarskjöld, Stephen Covey says, "Creating the unity necessary to run an effective business or a family or a marriage requires great personal strength and courage. No amount of technical administrative skill in labouring for the masses can make up for lack of nobility of personal character in developing relationships. It is at a very essential, one-to-one level, that we live the primary laws of love and life."

3.3 Good Communication Gateways

As a manager, your main responsibility is to get things done through people willingly. However sound your ideas or well-reasoned your decisions, they become effective only as they are transmitted to others and achieve the desired result- action or reaction. Communication is, therefore, your most vital management tool.

You communicate not only with words but through your apparent attitudes and your actions. How well you manage depends upon how well you communicate in this broad sense. The ten guidelines or commandments can help you to improve your skills as a manager by improving your skills of communication with superiors, subordinates and associates.

- (1) Seek to clarify your ideas before communicating.
- (2) Examine the true purpose of each communication.
- (3) Consider the total physical setting (when you communicate in -private) and human setting or social climate that pervades work relationships. Consider also custom and past practice. Like all living things, communication must be capable of adapting to its environment.
- (4) Consult with others, where necessary, in planning communication. Such participation and consultation helps to lend additional insight and objectivity to your message. Besides participation in planning, communication secures active support of others.
- (5) Be mindful while you communicate, of the overtones as well as the basic contents of your message. Your tone of voice, your expression, your sensitivity to others—all have tremendous impact on those you wish to reach. Your choice of language is also important.
- (6) Take the opportunity, when it arises, to convey something of help or value to the receiver. People on the job are most responsive to the manager whose messages take their own interests and needs into account.
- (7) Follow up your communication by asking questions, encouraging the receiver to express his reactions, by follow- up contacts, by subsequent review of performance. Every important communication must have feedback information- so that complete understanding and proper action result.
- (8) Communicate for tomorrow as well as today. While communications may be aimed at meeting the demands of today, they must be consistent with long-range goals and interests. For example, it is difficult to communicate about poor performance or shortcomings of a loyal subordinate frankly. But postponing disagreeable communications makes them more difficult in the long-run and is really unfair to your company.

(9) Be sure your actions support your communications. In the final analysis, the most persuasive communication is not what you say but what you do.

(10) Lastly, but by no means the least, seek not only to be understood but to understand be a good listener. Listening is one of the most important, most difficult and most neglected skills in communication. Listening with the inner ear will help you to know the inner man.

Concentrate on the implicit meanings, unspoken words, and undertones of another person. Listening with understanding is the other side of communication coin. As a manager try to develop empathic understanding. Empathy, refers to the ability to take on another's role and thus become aware of his feelings, as well as his motives his attitudes, values and beliefs.

It is the ability that requires sensitive awareness. Try to see the expressed idea and attitude from the other person's point of view, to sense how it feels to him, to achieve his frame of mentality and so on. Sensitivity to others helps a lot in effective communication.

If you can listen to what he can tell you, if you can understand how it seems to him, if you can see its personal meaning for him, if you can sense the emotional flavour which it has for him, then only you will be releasing potent forces of change in him.

Such an approach alone can improve your relationships and your communications with others. In essence, real communication occurs when you listen with understanding and it is a two-way traffic. Effective communication depends basically upon knowing clearly what you want to convey, understanding the other party, and speaking and writing his language.

3.4 Organisational Communication

People in the organisation constantly interact through downward, upward and horizontal communications. Upward communication programme can meet the growing demand for participation on the part of managers (at lower level) and employees (at the operating level).

People need information, so that they can understand what is going on and why; and they need action on things that trouble them. They also want to participate in decision-making on problems in which they are vitally interested.

Thus upward communication enables employees to satisfy their higher level egoistic needs. The success of an upward communication programme is governed by the firm commitment and sincerity of top management in letter as well as in spirit.

The package approach of an upward communication programme may include:

- i. Speak up or feedback concept (questions-answers);
- ii. Special management councils of managers and or employees to discuss their problems;
- iii. Employee annual meeting;
- iv. Junior boards;
- v. A corps of counsellors or ombudsmen acting as listening boards and redressers of complaints;
- vi. Task teams of employees to study a problem, and make a recommendation to management;
- vii. Suggestion schemes;
- viii. Periodical attitude research to determine the issues that most concern the work force; and
- ix. Grievance procedures.

Upward communication enables the subordinate to report to his boss about himself, his performance, and about others (working under him) and their problems. He can report to his boss about organisational practices and policies. He can seek clarification about general goals and specific directives.

Horizontal Communication- Formal organisation usually emphasizes downward and upward communication in the organisation hierarchy. Horizontal communication has been under-emphasized in formal structure. Ideally, formal horizontal communication channels should supplement and work well with vertical channels.

In fact, when formal vertical channels are not open, the informal horizontal channels are almost sure to thrive as a good substitute. Often these substitute horizontal channels take the form of grapevine. Horizontal communication among peers provides, for co-ordination and maintenance of the system. It builds a spirit of co-operation.

3.5 SUMMARY

In the words of Robbins, “communication fosters motivation by clarifying to employees what is to be done, how well they are doing, and what can be done to improve performance if it’s subpar... The formation of specific goals, feedback on progress toward the goals, and reinforcement of desired behaviour all stimulate motivation and require communication.”

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3.6 Keywords

Communication : The imparting or exchanging of information by speaking, writing, or using some other medium.

Motivation : Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals.

Emotion : a strong feeling deriving from one's circumstances, mood, or relationships with others.

3.7 SELF ASSESSMENT QUESTIONS

- 1) Define and explain the Motivation ?
- 2) Explain the Emotional Expression and Interdependence ?
- 3) Discuss the Good Communication Gateways ?
- 4) Explain the Organisational communication

3.8 FURTHER READINGS

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LESSON - 4

INTERPERSONAL VARIABLES OF COMMUNICATION

Learning objectives

- Interpersonal Communication and
- Maslow's Hierarchy of Human Needs
- Barriers of Communication

Structure

4.1 Interpersonal Communication and Maslow's Hierarchy of Human Needs

4.2 Barriers of Communication

4.3 Summary

4.4 Keywords

4.5 Self Assessment Questions

4.6 Further Readings

4.1 Interpersonal Communication and Maslow's Hierarchy of Human Needs

In 1943, Abraham Maslow developed a hierarchy of human needs wherein he described the basis of human behavior in terms of the priorities of survival (Figure 1). Oxygen, food, water, and shelter, our most basic needs, must be met first. Once these basic needs are met we can progress upward in the hierarchy toward fulfillment of needs for safety/security, love/belonging, and esteem. Finally, according to Maslow, the highest human needs revolve around finding one's purpose and realizing one's full potential, which culminate at the pinnacle of the hierarchy in self-actualization.

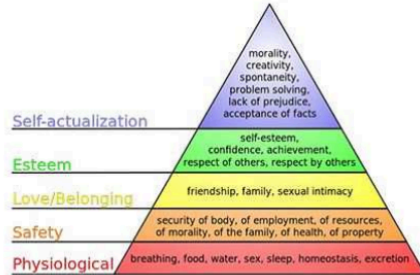


Figure 1: Source: Maslow's hierarchy of needs, n.d.

Maslow's hierarchy of human needs can be applied to interpersonal communication. The concept of communication can be most appropriately considered in the context of three levels of the hierarchy: safety, love/belonging, and esteem. Of these, safety has the most intimate involvement with basic, "primitive" needs. For example, it feels very personal when one's safety is threatened by loss of any kind, whether it is a perceived or actual loss.

A loss can invoke anger, grief, or fear in response to feeling helpless, powerless, unsafe, and vulnerable. Likewise, effective or ineffective communication may impact our ability to satisfy the needs of love and belonging, and also esteem.

Many would agree that interpersonal communication is an intimate, human activity that can weigh heavily on our overall psychological health and wellness, and therefore, warrants much discussion and attention. Despite this realization, the literature, especially in nursing, has not addressed this topic adequately. Although much has been written on workplace safety, lateral violence, and bullying to address issues that we face as professionals in the workplace, little has addressed how effective interpersonal communication can contribute to a healthy lifestyle in both the personal and professional life of the individual nurse. As each person seeks to meet his or her human needs, a number of variables, both internal (or personal factors) and external (or behavior of others) can combine to support effective or ineffective interpersonal communication. The next section will offer professional insight that I have gained in my nursing practice related to how multiple variables may impact communication. I offer this not as an exhaustive list of variables, but in the hope that it will provide some context for readers to reflect on their own unique mix of variables as they go on to read and consider the recommendations for effective communication.

Personal Variables: Internal Predisposing Factors

Human beings are complex creatures. We are composed of a plethora of variables that are continuously interacting with one another. Some of these personal variables are internal in nature; they are part of our makeup. Figure 2, developed by the author, is a simple representation of how variables might interact to produce a unique individual. In addition to our genetic makeup and gender, the variables (termed internal predisposing factors) consist of thoughts, feelings, and perceptions that are often learned early in life and shaped by childhood upbringing and experiences. In my clinical experience with patients, I have observed that early experiences can affect persons deeply, and perceptions of these experiences are not easily changed. Indeed, the impact of these experiences can cause a person to be rigid and inflexible. For example, a person who has been abused physically, verbally, or sexually by the opposite sex, and unhealed from this, can become unyielding in any future interactions with persons of that gender regardless of the situation or circumstances. However, all is not lost. In addition to factors that *CAN* be controlled and factors that *CANNOT* be controlled, there are factors that may change over time. Consider the variables listed in Figure 2. Which can be changed or controlled? Which cannot? Which are subject to change? These are important distinctions that will become clearer in the discussion of the following sections, as applied to interpersonal communication.



Figure 2: Personal variables: Internal predisposing factors (Source: Author)

Interaction of Internal and External Variables

Figure 3, developed by the author, represents how internal personal variables demonstrated in Figure 2 and external variables (behavior of others and situations) might interact. Further, consider how the interactions depicted in Figure 3 could influence the *outcome and effectiveness* of (our) interpersonal communication. Understanding and acceptance that one cannot control others and/or situations can create the psychological freedom necessary to develop insight into one's own behavior. That insight can be the first step toward positive change and improve communication. The next section will consider some causes and consequences of ineffective interpersonal communication, along with strategies and selected examples to support alternatives.

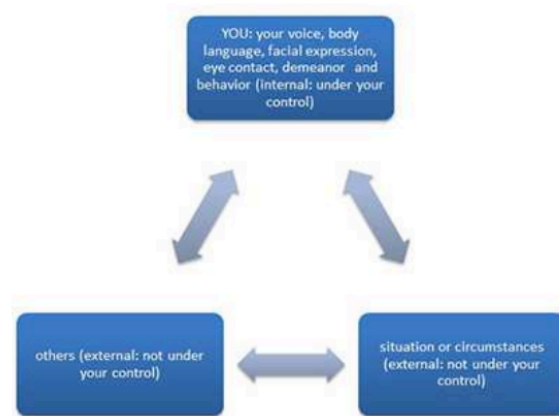


Figure 3: Interaction of Internal and External Variables (Source: Author)

Causes and Consequences of Ineffective Interpersonal Communication

Some consequences of ineffective interpersonal communication can be chaos, confusion, disorder, fear, conflict, inefficient systems, and wasted resources. Poor team communication has been cited as the number one cause of unnecessary patient deaths related to medical error since the 1990s (Institute of Medicine, 1999). Further, criticism has been directed at healthcare providers, including physicians, for their lack of study of interpersonal communication (Hull, 2007; Shapiro, 2011). Although numerous interpersonal communication theories exist, few have been applied to healthcare communication or utilized in any relevant manner by providers (Bylund, Peterson, & Cameron, 2012). Thus, a knowledge gap exists necessitating a frank discussion and pragmatic strategies for change. This section will offer selected strategies for effective communication for consideration, drawn from both literature and practice experience.

Personal life versus professional role calls us to develop and apply competent skills based on the specific situation, and adopt an appropriate demeanor and response. However, behavior based solely on role expectations may not always be appropriate. Here are some suggestions to begin to think differently. When applying what is discussed in this article to your personal and professional lives, think of yourself holistically. In other words, you cannot compartmentalize basic personality structure, or your personal way of relating to the world; you are who you are. Divorce yourself from antiquated acculturated role expectations of how women or men and nurses are *supposed* to behave. Strive to develop new ways of relating to support more rewarding interpersonal communication experiences.

One way to do this is to think in terms of the use of “self” versus “skills.” Effective interpersonal communication is much more than techniques, skills, or procedures to be mimicked or parroted. Parroting or mimicking is generally viewed as insincere; if one

behaves as a robot, most people will sense this. To say one must perform a certain skill or competency, in my opinion, diminishes our ability to have spontaneous human interactions that are meaningful. Techniques and skills can become too automatic and thus may limit your options.

Genuine human rapport requires creativity and flexibility. Best practice would dictate relating genuinely, human to human, and disregard of communication “scripts.” Since new behavior can be risky and frightening, pragmatic strategies aimed at prevention of ineffective interpersonal communication are needed. With this goal in mind, Table 1, developed by the author, provides a brief overview of possible causes, consequences and cures for ineffective interpersonal communication, as well as possible strategies and/or examples for application. The section that follows elaborates on the information in Table 1 and offers additional discussion and/or practical guidance.

Table 1: Ineffective Interpersonal Communication: 12 Possible Causes, Consequences, Cures, and Examples for Effective Communication (Source: Author)

Possible Causes	Possible Consequences or Interpretations	Possible Cures/Strategies	Examples of Possible Wording for Effective Communication
1. Social/Familial/Organizational/Cultural Taboos regarding “No Talk” Issues.	<ul style="list-style-type: none"> Frustration Helplessness Lack of Trust Substantive Issues are ignored 	<ul style="list-style-type: none"> Talk openly about the cultural taboos and how they may have contributed to a climate wherein people are reluctant to share or tackle difficult issues. 	<p>“I am not really comfortable bringing this up, but I feel we need to address it.”</p> <p>“I am concerned about a patient safety issue that I want to bring to the attention of the team.”</p> <p>“There is an issue that is bothering me, and I feel we need to discuss it.”</p>
2. Poor Conflict Management Skills	<ul style="list-style-type: none"> Inappropriate and misdirected anger Finger pointing Blaming 	<ul style="list-style-type: none"> Learn how to respectfully disagree. Become comfortable with affect (yours and others). Remain calm and professional in all situations. 	<p>“I can see that you are upset. I would like to discuss this calmly and rationally.”</p> <p>“Perhaps we can negotiate a compromise, middle ground?”</p> <p>“It looks like we may not agree on this, so let’s table it</p>

			for now and discuss again.”
3. Poor Negotiation/Problem-Solving Skills	<ul style="list-style-type: none"> • Knee jerk responses • Temporary or short-term fixes (sometimes referred to as “Band-Aids”) • Focus is on “putting out fires” rather than vision 	<ul style="list-style-type: none"> • Learn skills for collaboration. • Become comfortable with unfinished (long term) solutions. • Discover your strengths and those of others. • Assign or negotiate tasks/workgroups/projects based on individual strengths and interests, versus a “we just need a warm body to complete this” approach. 	<p>“If you could do what you enjoy most, what would that be?”</p>
4. Lack of Empathy/Understanding of Others	<ul style="list-style-type: none"> • Poor team work/spirit • Lack of cooperation • Wasted time and resources 	<ul style="list-style-type: none"> • Widen your perceptions and awareness of those around you and the environment. • Endeavor to be a team player. Large organizations, hospital units, work groups and families run best with a cooperative spirit among individuals. • Conversations and regularly scheduled FACE to FACE meetings are a must for development of rapport, negotiating and problem solving. • If your group prefers email for all communication, ask for a scheduled face to face, prepare an agenda and send it out in advance. 	<p>It is very important to make eye contact and give undivided attention while the other person is talking. Do not take your phone to meetings unless you are expecting an urgent call. Acknowledge the other person's feelings. “I can see how tough this must be for you.” “Based on looking around this room at all your faces, I can see the angst you are all feeling about this (patient, situation, issue).” “I know it has been hard on you to worry about scheduling issues all</p>

5. Unresolved Emotional Issues (e.g., history of physical or emotional abuse)	<ul style="list-style-type: none"> Distorted perceptions of the world Misinterpretation of the motives and messages of others Distorted responses to communication of others 	<ul style="list-style-type: none"> Resolve your issues and do not focus on other people's issues; to do so takes time from looking at your own issues. Seek to clarify and resolve the issue, if you feel the other person misinterpreted what you said or meant and as a result there is conflict or bad feelings. Always own your own words and actions. 	<p>the time."</p> <p>"I think there has been a misunderstanding here, I would like to discuss/clarify/clear this up."</p> <p>"I apologize if I was not clear; let me explain what I meant."</p>
6. Poor Self-Image/Self-Esteem	<ul style="list-style-type: none"> Perceived attacks Perceived threats Perceived losses Fear of others or situations 	<ul style="list-style-type: none"> As above, in number 5. If you feel threatened or attacked, step back, remain calm, and provide feedback to the other person(s). Allow yourself to be honest with your feelings. 	<p>"I am feeling like there is quite a bit of emotion in the room right now."</p> <p>"Sounds like this issue gets people fired up."</p>
7. Poor Self-Image/Negative Self-Talk	<ul style="list-style-type: none"> Contributes to low self-image and lack of respect from others. 	<ul style="list-style-type: none"> As above, in number 6. Do not refer to yourself in negative terms, such as, "I'm a mess." Listen first, then respond. Ask for a specific example. 	<p>When receiving feedback that may be helpful for your development – you can listen first, then respond with, "What I hear you saying is that I can become impatient at times...."</p> <p>It may be helpful to ask for a specific example or incident of the behavior to enable you to have a fuller understanding of what may need to</p>

			be changed. Try. "Can you provide an example of what you are referring to?"
8. Lack of Boundaries/ Inability to Set Limits	<ul style="list-style-type: none"> Can be caused by history of abuse 	<ul style="list-style-type: none"> As above, in number 6. Learn the difference between being a team player and being taken advantage of. Do not agree to fulfil obligations, tasks, assignments that you are not fully competent to perform; or clearly qualified to do. Do not agree to do anything outside your scope of practice or clinical privileges. Know that it is ok to say NO. Know that it is ok to say YES and ask how to do it. 	<p>"I have not been trained to perform that task, I would be happy to observe you at this time and learn."</p> <p>"Please walk me through this policy, process, procedure...."</p> <p>"I will check with my supervisor and inform you what I find out."</p>
9. Lack of Insight	<ul style="list-style-type: none"> Blindness to your faults and flaws robs you of opportunity for personal growth 	<ul style="list-style-type: none"> Be open to input from others. Ask for honest feedback. Be willing to take constructive criticism. Work to develop the insight of a mature adult. Own your mistakes, apologize when you are wrong, and take action to correct any damage that has been done. Resolve to learn from your mistakes and flaws 	<p>"I have been told I am impatient, do you agree with that observation?"</p>

		<p>and not to repeat the same behavior in the future.</p> <ul style="list-style-type: none"> Request feedback from trusted individuals. 	
10. Physical or Mental Illness	<ul style="list-style-type: none"> Pain, depression, or anxiety can affect one's ability to focus, listen, and respond. 	<ul style="list-style-type: none"> Take care of your health, no one else will do this or should do this for you. Request in simple terms the time you need to take care of yourself at work and at home. 	<p>"I am taking a nap/bath/break do not disturb me for one hour."</p> <p>"I need to take Friday morning off for a medical appointment."</p>
11. Hidden Agendas, Politics, Games and Tests	<ul style="list-style-type: none"> Disdain and lack of trust for authority figures Secrets create disempowerment and dependency which can lead to increased stress, burnout, lack of creativity and motivation 	<ul style="list-style-type: none"> Do not participate in gossip, rumors or backstabbing. Demonstrate integrity in all that you do. Be honest. Own your own mistakes. Excuse yourself from or try to redirect the conversation if the discussion has turned from facts/problem solving to gossip or complaining. 	<p>"It seems we have strayed a bit from the original topic of the meeting.....can we get back to the agenda/problem at hand?"</p> <p>"I believe the item we were discussing wasand ...the following solution(s) have been offered..."</p>
12. Lack of Clear, Plain Speech or Writing (e.g., acronyms, codes, slang, hashtags, accents, culture, apps, jargon)	<ul style="list-style-type: none"> Distancing strategy Power move You can appear uneducated 	<ul style="list-style-type: none"> Speak and present yourself in a professional manner at all times. Never use slang or improper English in professional situations. If you lack communication skills for appropriate speech and/or writing, learn them. 	

		<ul style="list-style-type: none"> • Use available software and computer technology to review/correct anything submitted in writing. • Ask a colleague to proofread for you. Find the person on your team or work unit who enjoys details, and has the skill to find a misplaced semicolon. • Do not use acronyms, abbreviations, or other short-hand language unless everyone on the receiving end knows what they mean. If you do not know, ask for an explanation. 	
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4.2 Barriers of Communication

A person at times wants to communicate one thing; but actually he communicates something else which he never intended. This type of event in communication behaviour is known as “The Arc of Distortion”.

Distortion could be due to some defect in any of the mechanisms of communication. These obstructions to communication are also known as “barriers”.

The following are a few barriers to communication:

1. Lack of a proper style, of feedback.
2. Content irrelevant to the needs of the clientele.
3. Failure to maintain a two-way flow of communication.
4. Unsuit climate.
5. Lack of provision for horizontal flow of ideas.
6. Non-availability of technical consultants.
7. Semantic difficulties.
8. Lack of leadership.
9. Lack of motivation.

10. Lack of support from the heads of institution.

Any barrier to communication could be overcome or distortion reduced through a well organised system of feedback. The feedback is of critical importance in testing the success of any attempt at communication for only by some such device is it possible to observe its effect. If the communicator is to face with the communicant it is possible for him to judge the success of the communication by the latter's reaction.

When the communication gives direction or persuades to a conduct it is easier to gauge its success than when it involves the transmission of an experience or the sharing of an idea. In the first instance, A can estimate whether he has "put over" what he intended by what B does. In the second instance, however, A has no way of knowing that he has conveyed to B, unless B responds with a communication of his own.

It is not sufficient for 'A' to ask "Do you understand me?" for even if B says "Certainly I do", this does not necessarily mean that the desired effect has been achieved for the reason that A has no way of knowing what B thinks A has wanted him to understand.

This absence of immediate "feedback" is precisely what concerns those who are initiators of innovation. Realising this difficulty Havelock (1969) recommends the involvement of the clientele in the process of the innovation right from the planning stage. Rogers (1971) also gives due importance to a good system of feedback in his model for communication.

Other Barriers to Communication:

1. Lack of Planning:

Good communication seldom happens by chance. Too often people start talking and writing without first thinking, planning and stating the purpose of message. Furthermore the personality and attributes of the person who is receiving the message also matters cause no matter how nicely the message has been delivered the receiver should be that intelligent to read it correctly.

2. Ambiguity:

Clearly, language and linguistic ability may act as a barrier to communication. If the message sent is not clear and is ambiguous then it may act as a barrier.

3. False Assumptions:

Often overlooked, yet very important, are the un-communicated assumptions that underlie messages. Whenever message is sent it should be checked that there are no assumptions, if something is required from receivers end then it should be mentioned in the message for example A customer may send a note stating that he will visit a vendor's plant. Then he may assume that the vendor will meet her at the airport. Such assumptions create confusion.

4. Distortions:

Another barrier to effective communication is distortion, which can be accidental or deliberate. Sender must have sent the message but the receiver was too busy to register it. Thus on sender's end message has been sent but actually receiver has not taken a note of it.

5. Implied Meaning:

Sometimes the message may not be clear and straight forward thus does not give true idea of the message.

6. Passing Judgements:

Sometimes the message gives a judgement against, the receiver which acts as a barrier to communication.

7. Lack of Trust:

If the sender and receiver do not trust each other then the communication may lose its true meaning.

4.3 SUMMARY

Good communication seldom happens by chance. Too often people start talking and writing without first thinking, planning and stating the purpose of message. Furthermore the personality and attributes of the person who is receiving the message also matters cause no matter how nicely the message has been delivered the receiver should be that intelligent to read it correctly.

A person at times wants to communicate one thing; but actually he communicates something else which he never intended. This type of event in communication behaviour is known as "The Arc of Distortion".

Distortion could be due to some defect in any of the mechanisms of communication.

4.4 Keywords

Communication : The imparting or exchanging of information by speaking, writing, or using some other medium.

Barriers : A fence or other obstacle that prevents movement or access.

Interpersonal : Relating to relationships or communication between people.

4.5 SELF ASSESSMENT QUESTIONS

- 1) Define and explain Interpersonal Communication and Maslow's Hierarchy of Human Needs?
- 2) Discuss the Barriers of Communication ?

4.6 FURTHER READINGS

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Lesson – 5

Interpersonal Communication Skills

Learning Objectives

After studying this lesson, the students are able to understand.

- Interpersonal communication
- Interpersonal communication skills,
- Interventions to improve interpersonal communication skills.

Structure

6.1 Introduction

6.2 What is Interpersonal Communication?

6.3 Elements of Interpersonal Communication

6.4 Various Types of Interpersonal Communication in the Workplace

6.5 Rationale of Interpersonal Communication

6.6 Key Interpersonal Communication Skills

6.7 How to Improve Interpersonal Communication in the Workplace.

6.8 Summary

6.9 Key Words

6.10 Self-Assessment Questions

6.11 Further Readings

6.1 Introduction

Interpersonal Communication came to being when men began to exchange ideas and thoughts to one another. Interpersonal Communication is a kind of communication in which people communicate their feeling, ideas, emotions and information face to face to each other. It can be in verbal or non-verbal form. Interpersonal communication is not only about what is said and what is received but also about how it is said, how the body language used, and what was the facial expression.

In simple words the communication between two people is referred as Interpersonal communication. It is one of the basic means of communication. The Interpersonal communication skills can be improved by practice, Knowledge and feedback. The Interpersonal Communication takes place when two people are at same place and aware of each other's presence, no matter how unintentional or unpremeditated it is. It may not be in the form of speech, it may be a gesture, an expression, the dress, or the body. The essential factor is there should be a message and it should be send by the sender and it should be received by the receiver.

6.2 What is Interpersonal Communication?

Interpersonal communication is the process of exchange of information, ideas and feelings between two or more people through verbal or non-verbal methods. It often includes face-to-face exchange of information, in a form of voice, facial expressions, body language and gestures. The level of one's interpersonal communication skills is measured through the effectiveness of transferring messages to others. Commonly used interpersonal communication within an organization includes daily internal employee communication, client meetings, employee performance reviews and project discussions. In addition, online conversations today make a large portion of employees' interpersonal communication in the workplace.

Interpersonal communication in the workplace plays an important role in employee satisfaction, motivation, collaboration and business success. Interpersonal communication refers to the entire process and practice of exchanging ideas, information, and even emotional experiences that can be shared between people. It is a potent and vital force that isn't just all about words. It's an array of cues that come from the voice, body language, facial expressions, and gestures. Effective interpersonal communication is the bedrock upon which relationships in business (and beyond) are built. Good communication is the catalyst for action. When it's done right, it can truly turn ideas into action.

Strong interpersonal communication is a life skill that can enable you to:

- Connect with people and contacts more easily
- Maintain good relationships with others
- Provide leadership and reassurance to those around you
- Express your needs in an effective manner
- Give -- and get -- emotional support and empathy
- Have the emotional intelligence to understand how decisions will affect others
- Know how to "read a room" when you are speaking
- Give and receive the information you need for every task
- Stay grounded and true to your best self

6.3 Elements of Interpersonal Communication

There are certain elements involved in the process Interpersonal communication, they are as follows:

6.3.1 The Communicators

The communicators refer to the sender and the receiver. The sender is the person who sends the message and receiver is the person who receives the message. For the occurrence of Interpersonal communication there should be at least two individuals, one to send the message and other to receive the message.

6.3.2 The Message

It is the idea conveyed through speech, facial expression, body language, tone of voice, gestures and other verbal and non-verbal means. The non-verbal means have the ability to bear additional information such as the persons attitude and interests.

6.3.3 Noise

Noise refers to any sort of distortion causes to the message while it is sent. The noise causes differences in what is received from what is sent. The background sound of a jet while talking is a

kind of noise, the other kind of noise include the use of complicated jargon, inappropriate body language, inattention, disinterest, cultural differences, language difference etc...

6.3.4 Feedback

Feedback is the respond of the receiver, it comprises the message he sends back. Feedback enables the sender to know how accurately the message is being received and how it is being interpreted. The feedback includes respond for the intentional as well as unintentional message. The feedback can be even in the form of a gesture.

6.3.5 Context

How the message is being interpreted is mostly depend on the context he receives the message. The process of communication is influenced by the context it occurs. The emotional climate and expectations of the people, the place of occurrence, and social, political cultural and environmental conditions comprise context.

6.3.6 Channel

Channel is the means through which communication happen. The message is sent and received through the channel. It is also referred as the medium through which message transmitted. The speech and vision are the channels in a face to face communication whereas the cable or electromagnetic waves in a communication through telephone.

6.4 Various Types of Interpersonal Communication in the Workplace

6.4.1. Verbal

Whenever you talk or even make an audible sound (like “hmm” or “Ahh!” for example), you’re creating verbal communication. Beyond the content of what you’re saying and the context in which it’s being said, verbal communication also includes additional auditory factors like intonation. This refers to how your voice rises and falls in tone as you speak and can shade how the words are meant to be interpreted. For example, the phrase “Have a nice day” can take on a number of different meanings when you imagine it said in a friendly way, sarcastically, or even ominously.

6.4.2. Listening

Chances are that some point in your life you’ve been accused of “hearing but not listening” to what someone was saying to you. The distinction between the two concepts might have seemed nuanced at first until the message became clear: hearing is involuntary and effortless whereas listening is focused and intentional. Hearing is an automatic response that is the result of having working ears. Listening takes more effort. It’s purposeful and requires concentration to understand what the speaker is sharing.

6.4.3. Written Communication

When you convey a message via written symbols, you’re practicing written communication. From emails and text messages to more formal memoranda and reports, written communication is the cornerstone of most information sharing in business. When information that is complex or lengthy needs to be shared, it’s usually conveyed through written communication. To that end, written communication is often considered more legally valid than spoken words are. That’s why it often serves as an “official” mode of communication. Written communication can also include emoji, which can help convey more emotional information and context that can be hard to deduce from the words themselves.

6.4.4. Non-Verbal Communication

Getting meaning across without using words either written or spoken is the essence of non-verbal communication. This can be achieved through everything from facial expressions, to specific gestures (“jazz hands,” anyone?) to body language and certain postures. To get a sense of how much can be communicated through non-verbal communication, consider that mimes are able to

tell entire stories without uttering a word. Moreover, non-verbal communication often complements spoken communication. Gestures like 'air quotes' or shoulder shrugging add additional if not entirely different meanings to what's being said.

Some examples of interpersonal communication:

1. Phone Calls

In 1876, Alexander Graham Bell, one of the inventors of the telephone uttered the first words ever transmitted over the line. They were to his assistant and are as historic as they are mundane: "Mr. Watson, come here, I want to see you." Since then, trillions of words have been spoken into phones daily. How many calls have you made today?

2. Meetings

Whether they're conducted in person, (as in the pre-pandemic days) or on Zoom, meetings have long been a mainstay of the business experience. That said, like the modern saying, "This could have been an email," someone's time and attention in a group setting.

3. Presentations

The overreliance on "ye olde slide deck" may be fading out, but presentations remain a mainstay of the corporate conference room. And why not? A well-communicated presentation can be a rallying point for a project and galvanize the team together.

4. Emails and Texting

Some pundits like to bemoan the fact that, as a culture, we spend too much time interacting with screens rather than each other. The fact is, we're using the screens to interact with each other — usually through written communication.

6.5 Rationale of Interpersonal Communication

There are many reasons why they are so valued; even though most workplace business is now conducted through online communication channels, it is still necessary to possess verbal skills in order to work effectively with your colleagues and bosses. Therefore, interpersonal skills are crucial for business success. Let's now take a look into why interpersonal communication is crucial for your career development and productivity in the workplace.

6.5.1. Problem solving

Interpersonal communication skills are necessary because they allow people to discuss problems and weigh the pros and cons of alternatives before coming up with the final solution. For example, brainstorming exercises are situations in which interpersonal communication comes into play as it is very important that everyone feels respected and free to share their voice, ideas and views.

6.5.2. Alignment with business goals

Poor communication between employers and employees can harm the business in many ways. When managers and leaders are unable to clearly communicate tasks, workers can quickly become frustrated and disconnected with the business goals. Moreover, many employees say that their managers don't give them clear directions and goals for their work. Therefore, managers should be able to, with proper online and offline communication as well as the right internal communication tools, continuously align employees with the business strategy.

6.5.3. Trust

According to the American Psychological Association, a quarter of employees in the US do not trust their employers, and only about 50% of them believe that their bosses are open with them. Lack of trust and transparency are some of the most common causes of poor workplace communication. Interpersonal communication skills are crucial for improving trust and workplace communication, and all employees, especially business leaders, should therefore improve communication with their employees.

6.5.4. Change management

Good interpersonal communication is very important during change management efforts within organizations. Effective employee communication helps employees better understand the change, align with it and collaboratively work towards implementing the change successfully.

6.5.5. Company culture

Interpersonal relationships, especially when executed well, are important for an organizational culture to thrive. When employees possess good interpersonal communication skills, organizational culture becomes more synergic and positive. With bad interpersonal relationships, on the other hand, negativity, confusion, and conflicts become inevitable. This ultimately ruins the work environment, reduces employee productivity, and adversely affects the company's bottom line.

6.5.6. Employee recognition

Good interpersonal communication drives more employee recognition. When employees have good interpersonal relationships with each other and their managers, they are more likely to recognize each others' good work and give constructive feedback.

6.5.7. Workplace miscommunication

Managers who maintain professionalism, open workplace communication and a positive attitude are more likely to be seen as approachable by their employees. When employees feel like they can speak openly with decision-makers, workplace miscommunication, gossip and rumors are much less likely to happen.

6.5.8. Personal relationships

Interpersonal skills are extremely important for creating and maintaining meaningful personal relationships in the workplace. People with good interpersonal communication skills can, therefore, build healthy relationships with their colleagues and work much better as a team.

6.5.9. Effective management and leadership

The ability to foster interpersonal relationships, establish trust and communicate clearly are all crucial skills for an effective leader. When a manager has poor interpersonal communication skills, they can expect to irritate and confuse employees. In fact, there is a greater need for managers to work on their interpersonal skills than there is for the average employee.

6.5.10. Employee success

Good interpersonal communication skills are also necessary for managers to help their employees do their jobs successfully. Leaders need to be able to pass on the right skills to the employees that will enable them to perform their tasks and achieve business goals. Moreover, they should be the ones to teach their employees interpersonal communication skills.

6.5.11. Conflict management

Conflict is normal in the workplace, and we can't always expect from our employees to resolve conflicts in a calm and timely manner. When conflicts like this arise, interpersonal communication becomes crucial for resolving them. Conflict management cannot happen without effective interpersonal communication. In fact, all conflict management strategies that use communication to soften situations in stressful environments are much more successful.

6.5.12. Career development

As many employers are looking for workers with good communication skills, continuous improvements of interpersonal communication skills can bring career progressions for many employees. Moreover, in a survey conducted by Workforce Solutions Group, it was revealed that more than 60% of employers say that applicants are not demonstrating sufficient communication and interpersonal skills to be considered for jobs. In addition, the increasing prevalence of communication technologies means that employees and communicators now have to adapt to the new employee communication trends.

6.5.13. Remote work

This year, we have all witnessed the importance of communication in the workplace. With the emergence of remote work, interpersonal communication among peers, colleagues, managers and leaders has been disrupted. Yet, it is more important than ever before. In order to keep their cultures open and transparent, employers need to continue to drive engaging workplace conversations even when employees are physically dispersed.

6.5.14. Crisis management

In addition to remote work, many employers will remember 2020 as the year of crisis management. One of the characteristics of companies that manage crisis more successfully is the ability to drive interpersonal communication within the workplace. When employees are connected and have the ability to collaborate efficiently, it is much easier for organizations to communicate the impact of the crisis on both personal and company-wide levels.

6.6 Key Interpersonal Communication Skills

Effective interpersonal communication skills are required to form connections and establish relationships. There are many different types - we have described eleven of the most important skills:

6.6.1 Verbal communication

Verbal communication skills are important for the majority of occupations because they help you interact effectively and build rapport.

- Tailor your speech to the audience by, for example, avoiding technical terminology.
- Ask questions to show your interest in what is being said.
- Match what you're saying with your voice and your body language.
- Reflect on what someone has said by summarizing and paraphrasing.
- Actively listening.

6.6.2 Active listening

Active listening is listening beyond the words being spoken - understanding the message being communicated. During conversations, a lot of the time the "listener" is thinking about how they're going to respond rather than concentrating on what the speaker is saying. By really listening you can provide a more thoughtful answer that takes the speaker's thoughts and opinions into account. This will help people around you understand that you value and appreciate them.

To develop active listening you should practice the following:

1. Pay attention - give the speaker your complete attention rather than thinking about your response.
2. Show the speaker that you're listening and that you're interested - body language is especially helpful for this.
3. Clarify your understanding - you need to ensure that you understand what the speaker is saying without your judgments and beliefs getting in the way so ensure you reflect and ask questions.
4. Don't interrupt or redirect the conversation.
5. Provide a suitable response that is honest but polite.

6.6.3 Body language

The impression others form of you is roughly split by:

- Body (visuals) 55%
- Voice (sound) 38%
- Words (content) 7%

So body language is significantly used to understand what is being said. When communicating with others your aim is to display open body language, such as, a relaxed posture, maintaining eye contact, uncrossed arms, nodding your head, smiling etc. Closed body language should be avoided as you may be perceived as uninterested or even untrustworthy, for example, folding arms or legs, avoiding eye contact, shifting eyes, fidgeting etc.

6.6.4 Openness

Don't just speak with people who have similar views to your own, you should also speak to those who have opposing opinions. Show an interest in what they say with the aim of understanding how they think. This will help with your own development as it challenges you and people will admire you for this because it shows a willingness to learn from others even if you are in disagreement.

6.6.5 Negotiation skills

Negotiation is important in a variety of situations, for example, you may need it to resolve a conflict or create a contract. You must be able to come to mutual agreements that keep everyone satisfied even if there is compromise. Being able to negotiate leads to respect and people will trust you as they know you look out for everyone's best interests.

6.6.6 Decision making and problem-solving skills

Most jobs have elements of problem-solving - this is where you think of solutions to deal with a problem.

This type of creative thinking can help maintain harmony within a team. The general structure to problem-solving is:

- Identifying the problem
- Exploring all of the solutions
- Deciding on which solution to implement
- Implementing the solution
- Reviewing the outcome

2.6.7 Conflict resolution

It's likely that you'll need to resolve a conflict at some point. Active listening and problem-solving are useful for this as you'll need to hear from all sides objectively and you need to come to a positive resolution. Resolving conflict is not always a negative experience - it can be very constructive and provide you with an understanding of underlying problems, for example, perhaps a team member is having difficulties at home which is making them more irritable. By forming a plan with those involved, you can help them move forward and manage their difficulties. They may have never experienced this constructive help before your mediation.

6.6.8 Assertiveness

Assertiveness is when you confidently express your needs and opinions in a fair, honest and calm way whilst considering the needs and views of other people. People are more likely to like and respect you if you're assertive in your communication rather than passive or aggressive.

- Tell the other person how you feel.
- Listen to what the other person says and empathise.
- Speak at a normal conversational volume.
- Maintain eye contact.
- Avoid words that exaggerate, such as, "always" and "never".
- Use facts rather than judgments.

6.6.9 Positive attitude

People want to be around others that are friendly and have a positive outlook even when the company may be in a difficult situation. You don't have to be incredibly sociable but you must develop some type of positive rapport with your team so that the workplace is pleasant for everybody.

6.6.10 Teamwork

For a business to function effectively people must work well together in order to achieve a common goal. Some people struggle with teamwork because they believe that they know how to do the job better than anyone else and they do not trust others to do their roles. This can create conflict and hurt the overall effectiveness of the team. If this is something you find difficult assist your colleagues whenever you can

and ask your colleagues for their opinions and ideas - be enthusiastic when colleagues offer their own ideas.

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and ask your colleagues for their opinions and ideas - be enthusiastic when colleagues offer their own ideas.

6.6.18 Empathy

To be empathetic means that you are able to identify and understand others' emotions i.e. imagining yourself in someone else's position. Being empathetic shows your team that you care. For example, if a manager reacts angrily after finding out that an employee has been arriving to work late because their child is unwell, the team is likely to react negatively towards the manager. It would be more favourable for the manager to be understanding and agree on a plan of action with the employee, such as, the employee starting work earlier and finishing later. Employees and colleagues will respect and trust you more if you empathies with them and express compassion. Also, understanding how people feel will help you communicate your thoughts and ideas in a way that makes sense to others and it helps you understand others when they communicate.

6.7 How to Improve Interpersonal Communication in the Workplace

Here are some of the ways business professionals can improve interpersonal communication in the workplace.

- **Research and plan:** Gather facts and relevant data to plan for important conversations. This helps ensure clarity and accuracy.
- **Determine your audience:** Consider coworkers' personality and mindset before approaching a conversation. Find the right communication style for your specific situation. Some conversations lend themselves to face-to-face meetings, while others can be best accomplished through email.
- **Self-evaluation:** Understand your own strengths and weaknesses when it comes to communication. Ask for honest feedback from coworkers and managers as a learning opportunity to better inform future interactions.
- **Monitor expectations:** Keep assumptions and expectations to a minimum before engaging with a coworker. You never know for sure how someone will react, so be ready to adapt as the situation demands.

6.8 Summary

Interpersonal Communication came to being when men began to exchange ideas and thoughts to one another. Interpersonal Communication is a kind of communication in which people communicate their feeling, ideas, emotions and information face to face to each other. It can be in verbal or non-verbal form. Interpersonal communication is not only about what is said and what is received but also about how it is said, how the body language used, and what was the facial expression. In simple words the communication between two people is referred as Interpersonal communication. It is one of the basic means of communication. The Interpersonal communication skills can be improved by practice, Knowledge and feedback.

6.9 Key Words

Self-evaluation: Understand your own strengths and weaknesses when it comes to communication.

Empathy: empathetic means that you are able to identify and understand others' emotions

Assertiveness: is when you confidently express your needs and opinions in a fair, honest and calm way whilst considering the needs and views of other people.

6.10 Self-Assessment Questions

1. What is interpersonal communication? Explain the various elements in interpersonal communication.
2. Explain the importance/rational of interpersonal communication.
3. What are the various types of interpersonal communication skills.
4. Explain the interventions to improve interpersonal communication skills.

6.11 Further Readings

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5. The Interpersonal Communication - Joseph A. Devito, Pearson Publication, 2015

LESSON – 6

LISTENING

Learning Objectives

After studying this lesson, the students are able to understand.

- What is listening
- Types of listening skills,
- Barriers of effective listening.

Structure

7.1 Introduction

7.2 Types of effective listening

7.3 Types of listeners

7.4 Characteristics of Good and Effective Listener

7.5 Essentials of Effective Listening

7.6 Gateways to Organization Communication

7.7 Main Gateways to Effective Listening

7.8 Summary

7.9 Key Words

7.8 Self-Assessment Questions

7.9 Further Readings

7.1 Introduction

Listening is the conscious processing of the auditory stimuli that have been perceived through hearing. Listening differs from obeying. Parents may commonly conflate the two, by telling a disobedient child that he "didn't listen to me". However, a person who receives and understands information or an instruction, and then chooses not to comply with it or to agree to it, has listened to the speaker, even though the result is not what the speaker wanted.

7.2 Types of Listening:

7.2.1 Discriminative Listening:

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

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

are unable distinguish the subtle sounds that are required in that language. Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing. Listening is a visual as well as auditory act, as we communicate much through body language. We thus also need to be able to discriminate between muscle and skeletal movements that signify different meanings.

7.2.2 Comprehension Listening:

This listening is to make sense of the sounds. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying. The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning. In communication, some words are more important and some less so, and comprehension often benefits from extraction of key facts and items from a long spiel. Comprehension listening is also known as content listening, informative listening and full listening.

7.2.3. Critical Listening:

Critical listening is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval. This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

7.2.4. Biased Listening:

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

7.2.5. Evaluative Listening:

In evaluative listening, or *critical listening*, listener makes judgments about what the other person is saying. They seek to assess the truth of what is being said and also judge what they say against our values, assessing them as good or bad, worthy or unworthy. Evaluative listening is particularly pertinent when the other person is trying to persuade, perhaps to change the behavior and maybe even to change the beliefs. Within this, person also discriminates between subtleties of language and comprehends the inner meaning of what is said. Typically also we weigh up the pros and cons of an argument, determining whether it makes sense logically as well as whether it is helpful to us. Evaluative listening is also called critical, judgmental or interpretive listening.

7.2.6. Appreciative Listening:

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

7.2.7. Sympathetic Listening:

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

7.2.8. Empathetic Listening:

When we listen empathetically, we go beyond sympathy to seek a truer understanding of how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling. In order to get others to expose these deep parts of them to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

7.2.9. Therapeutic Listening

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way. This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

7.2.10. Dialogic Listening:

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

7.2.11. Relationship Listening:

Sometimes the most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring. Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you.

7.3 Types of Listeners:

1. Non-listeners

A non-listener doesn't intend to listen to the speaker, doesn't hear, and doesn't make an effort to pay attention. The non-listener would rather do all the talking. As a result, this person constantly interrupts the speaker and always attempts to have the last word.

2. Superficial listeners

A superficial listener hears what a speaker is saying but doesn't grasp the point they are making. A superficial listener listens only for the basic meaning of the spoken words and takes no notice of body language, voice tone, and other subtle forms of communication. Most often, these listeners are busy thinking about what they want to say next. Speaker might get the impression that they do understand what they are saying, which can lead to confusion and mistakes. People who listen superficially often search for an excuse to avoid conversation or difficult discussions.

3. Logical listeners

Logical listeners make an effort to hear what speaker is saying and to comprehend the meaning of the actual words. They don't understand the intent or the meaning behind the words spoken. Because they don't receive messages from vocal intonation, body language, or facial expressions, they miss important components of what a speaker is trying to communicate. Logical listeners need to concentrate more on the nonverbal communication accompanying speech.

4. Active listeners

Listening actively requires concentration and emotional effort. Active listeners won't judge speaker as they speak, but will try their best to understand what speaker is saying and why saying it. They'll respect your point of view. They'll listen for the intent and emotions behind the words so that they can better understand your line of thought.

7.4 Characteristics of Good and Effective Listener

Good and effective listener tries to give maximum amount of thought to the speaker's ideas being communicated, leaving a minimum amount of time for mental exercises to go off track. A good listener:

1. **Is attentive-** Good listener must pay attention to the key points. He should be alert. He should avoid any kind of distraction.
2. **Do not assume-** Good listener does not ignore the information he considers is unnecessary. He should always summarize the speaker's ideas so that there is no misunderstanding of thoughts of speakers. He avoids premature judgements about the speaker's message.
3. **Listen for feelings and facts-** Good listener deliberately listens for the feelings of the speaker. He concentrates totally on the facts. He evaluates the facts objectively. His listening is sympathetic, active and alert. He keenly observes the gestures, facial expression and body language of the speaker. In short, a good listener should be projective (i.e. one who tries to understand the views of the speaker) and empathic (i.e. one who concentrates not only on the surface meaning of the message but tries to probe the feelings and emotions of the speaker).
4. **Concentrate on the other speakers kindly and generously-** A good listener makes deliberate efforts to give a chance to other speakers also to express their thoughts and views. He tries to learn from every speaker. He evaluates the speaker's ideas in spare time. He focuses on the content of the speaker's message and not on the speaker's personality and looks.
5. **Opportunists-** A good listener tries to take benefit from the opportunities arising. He asks "What's in it for me?"

7.5 Essentials of Effective Listening

Effective listening is actively absorbing the information given to listener by a speaker, showing that person is listening and interested, and providing feedback to the speaker so that

he or she knows the message was received. Delivering verbal communication, like writing a newsletter, involves trying to choose the right words and nonverbal cues to convey a message that will be interpreted in the way that person intend. Effective listeners show speakers that they have been heard and understood.

1. ATTENTION:

Attention may be defined as the visual portion of concentration on the speaker. Through eye contact and other body language, we communicate to the speaker that we are paying close attention to his/her messages. All the time we are reading the verbal and nonverbal cues from the speaker, the speaker is reading ours. What messages are we sending out? If we lean forward a little and focus our eyes on the person, the message is we are paying close attention.

2. BODY LANGUAGE:

A lot of communication is non-verbal. Therefore, one needs to pay attention to the body language and that of the speaker while engaging in a conversation. Avoid fidgeting with things and hands, tapping foot or rearranging papers on desk, as these actions indicate the disinterest in the conversation. One need to use their eyes and ears in tandem and maintain eye contact while listening. An occasional nod of the head will indicate the acceptance and interest.

3. EYE CONTACT:

Eye contact is important when listening. If listener give the speaker the impression of not being interested and are distracted, they may never open up again. When someone is talking, focusing directly on their eyes so that they will know with certainty of absorbing every single word. Even if the topic is not interesting, respecting and truly listening to what the speaker has to say.

4. REASSURE THE SPEAKER:

Communicating and letting the conclusion of the conversation, known to the speaker is a good practice. Making it clear that listener is open to further discussion. In addition, reassuring the speaker of the intention to keep the discussion confidential.

5. DO NOT INTERRUPT

Not interrupting the speaker with what they feel or think about the "telling". Instead, wait for the other person to ask the opinion before breaking the flow of their discourse. Active listening requires the listener to shelve his or her own opinions temporarily and patiently await appropriate breaks in conversation. When the conversation breaks, provide a summary or an empathetic concurrence. If listeners interrupt the person too soon, then the speaker will be frustrated and won't fully absorb what listener is saying. This will cause miscommunication and distraction.

6. ANALYZE THE TONE:

Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help listeners to understand the emphasis of what is being said.

7. EFFECTIVE USE OF SILENCE:

For effective active or empathic listening use silence appropriately. Allow for comfortable silences to slow down the exchange. Give the person time to think as well as talk. Silence can also be very helpful in diffusing an unproductive interaction.

8. CLARIFICATION:

The process of bringing vague material into sharper focus.

1. To untangle unclear or wrong listener interpretation.
2. To get more information.
3. To help the speaker see other points of view.
4. To identify what was said.

EXAMPLE -I'm confused, let me try to state what I think you were trying to say. You've said so much, let me see if I've got it all.

7.6 Gateways to Organization Communication

In order to enhance the effectiveness of communication, we can focus on the following aspects:

1. **Plan the message:** Before we decide to communicate an idea/information/message, we need to plan it properly. The message should match the purpose and should be transmitted through the appropriate format.
2. **Use Proper language:** The language used for a message should be clear, lucid and appropriate. The density of words used should match with the level of maturity of the receivers.
3. **Don't be evaluative:** If we listen to somebody with preconceived notions, we won't be able to receive, process and interpret the message properly.
4. **Give proper Orientation:** All the employees should be given proper orientation regarding the objectives, policies, procedures, organization structure and work culture of an organization immediately after they are recruited. This helps in interpersonal communication as well as communication with the people at the higher and lower hierarchies.
5. **Be an active listener:** Active listening is an art which very few people can master. Many of us confuse listening with hearing. But listening demands more attention and interest than hearing, hence very important in communication.
6. **Have an unbiased attitude:** Any person with a biased mind will not be able to communicate properly with others. Hence it is necessary to train people to be unbiased through education, counseling and discussions to help them become good communicators.
7. **Respond don't re-act:** When we are dealing with a problematic situation or person, we must understand the facts properly and respond appropriately. If we react in a situation like this, our emotions and feelings take an upper hand and we end up as bad communicators. Our negative reaction to people in stressful situations will aggravate the situation and lead to total collapse of communication. We must respond mindfully rather than re-act emotionally. Though it requires self-knowledge and discipline, it allows us to be more effective in our communication.
8. **Promote congruence:** Communication will not be effective unless and until people are willing to communicate. This willingness to communicate needs to be inculcated among people to keep them intact.

9. **Use the grapevine:** The grapevine can be used to predict the responses of the employees regarding a particular issue. This is mainly useful for checking plans which are likely to be implemented in future. On the basis of the responses collected from people, appropriate decisions can be taken.
10. **Transmit the message in Installments:** If too much of information is sent within too short a period of time, it will not be digested by people. SO it is wise to send the information/message in chunks. This makes the transmission of the message more effective and facilitates feedback. Information overload results in miscommunication or a complete collapse of communication.
11. **Provide feedback:** In order to enhance the effectiveness of communication, feedback mechanism should be built into all communication networks so that necessary amendments can be made to enhance the quality of communication in future. Suggestions, clarifications, performance reports, surveys and emphatic listening are some of the feedback mechanism we use to ensure the success of communication.
12. **Overcome bypassing:** When we receive a message, we must respond it appropriately and immediately. Bypassing it will hamper the transmission of the message.
13. **Maintain semantic accuracy:** While using words with different connotations we must make it clear in its meaning by providing contextual clues. Semantic accuracy will improve the effectiveness of communication and will facilitate timely feedback.
14. **Add some eloquence:** While presenting the facts, we should be able to present them in a seamless manner so that there is eloquence and the listener does not have any problem in comprehending the logical link between the facts. This in turn will positively impact communication.
15. **Improve the ambience:** Improper ambience often mars the communication between two participants. If people fight in a meeting where a saint is giving a sermon on world peace, there is no necessity of his sermon. Similarly, if we are speaking in a crowded place with noises flowing in from all corners, we won't be able to drive anything into the minds of the audience. On the other hand, a calm atmosphere will be appropriate for such an act of communication.
16. **Use proper etiquette:** Social etiquettes play an important role in ensuring successful communication. A person may be a master of his/her subject, but his/her lack of etiquette may mar his/her chances of a promotion. Likewise, proper telephone etiquettes are also essential for making an act of communication successful.
17. **Watch your language:** We should opt for clear, positive language and sincerity to encourage shared understanding and earn the support of our group.

7.7 Main Gateways to Effective Listening

7.7.1 Effective Communication: Gateway # 1.

Interpersonal Trust: It is impossible to communicate effectively without interpersonal trust. A subordinate will not be able to communicate freely with his manager unless he trusts the latter. By being fair, open and receptive to new ideas, top managers can create a favorable atmosphere for developing interpersonal trust.

7.7.2 Effective Communication: Gateway # 2.

Effective Listening: Listening plays a crucial role when it comes to Oral communication. While a speaker communicates the intended message orally, the listener plays an equally crucial role to make the communication a successful one. Speaking and listening go hand in

hand. The success of a communicator lies mainly in the patience level of a receiver. While good listeners elicit the maximum value out of the speakers, bad listeners tend to spoil the very intension of oral communication.

The Art of Listening

Owing to the overflowing nature of information on a day to day basis and the limitations of the human memory, it becomes mandatory to improve listening skills in a conscious manner. It is a crucial skill set that adds immense value to communication. It can be of many types depending upon the purpose, context characteristics of the speaker and listener. It can be an internal or external activity.

Types of Listening

1. Pretending to Listen- As the very name suggests, many a times people pretend to listen to what is being communicated. They nod their head or show bodily gestures to create an impression that they listen very carefully. However, they are only pretending to listen and no real assimilation of information happens.
2. Selective Listening- It is usually in subjective in nature. Listener who belongs to this type takes in only what they want to assimilate. They relate what is communicated to their own life situations and personality. Selective listening reinforces one's own ideologies and tends to restrain people from learning new things as they assimilate what is communicated in an incomplete manner.
3. Emphatic Listening- This is one of the best way to listening. People who listen emphatically are passionate about what is being communicated. They strive hard to listen in a careful manner so they can understand the communicator in best possible way. Such listeners understand people more than they yearn themselves to be understood.
4. Attentive Listening – It involves keen understanding of the words communicated by the Speaker rather than understanding the speaker himself. This is the best way to listen and helps to reach the crux of what is being communicated in a perfect manner.
5. Intuitive Listening – It happens more internally than externally. This involves concentrating on the internal voice silencing the other distractions cropping up every now and then. Listening to the dialogues happening internally requires a lot of focus and high levels of control.
6. Deep Listening – This can also be termed as Inspired Listening. People involved in such type of communication, listen to each other passionately to understand and to be understood in a mutual manner. This way to listen is highly synergistic in nature and gets accelerated through the communication which actually happens between the minds and hearts of people involved.

The above list substantiates the different ways to listen prevalent in communication. However, many factors act as barriers to communication in a typical realistic environment.

Barriers to Effective Listening

- Hearing Problems can hinder effective comprehension of information
- Vague or boring information may cause the speaker to lose interest
- Information overload may lead to misunderstanding or misinterpretation by the speaker
- Listener with a superiority complex and self-centered attitude may choose to ignore ideas of others

- Negative perceptions due to cultural or background differences between the speaker and the listener may lead to selective listening
- Wrong assumptions on the part of sender or receiver may hinder effective listening.
- A person lacking listening skills does not listen in an effective manner and tends to spoil the very intention of oral communication.

Listening is not an easy task. It is as tough as speaking itself. Some important tips are provided below for training oneself to listen in an effective manner.

- Be physically and mentally present in the arena where the communication is happening. Being physically present while allowing the mind to wander around does not help to listen in a effective manner.
- Talking and listening do not get well with each other. Avoid talking when something is being communicated
- Ensure that you listen in a deep and attentive manner rather than in a partial or selective manner
- Ensure that negative bodily movements and thoughts are avoided in a conscious manner since these may act as hindrance to listen effectively
- Avoid judging or jumping to conclusions while the communication is still on and not completed.
- Getting out of any fixed mind sets and ideas that are preconceived about what is communicated will help in listening effectively
- Avoid interrupting the speaker till he finishes communicating what he intends to communicate
- Avoid getting distracted with other electronic or environmental factors which may hinder the effective listening process
- Make the communicator understand that you are interested in what he is communicating by nodding your head or questioning in regular intervals in a genuine manner. This will in turn help you to listen to what is communicated in an effective manner
- Make the communicator feel at ease through a smiling face and light body language. This will make the communicator speak in a fearless manner while the same will sustain your interest throughout the time period.

**Exhibit 1.3: Effective Communication
for Leadership**

To be effective leaders, managers must have a thorough understanding of the work, a charismatic personality, a style that commands respect and loyalty, a thirst for knowledge and learning, and a drive to excel. Since highly talented and successful employees look for advancement in their careers, managers should provide employees the opportunity for growth by developing their skills, job enrichment and job enlargement. In addition to these qualities, managers should be able to communicate effectively. In an organization, effective communication involves a variety of activities. Some of these are discussed below.

- ♦ Managers must understand their employees needs and concerns, their ambitions, and their perceptions of superiors, company rules and policies. They should also recognize their talent and ambition and provide them suitable avenues for growth.
- ♦ Managers should inform subordinates of the quality of their work-related performance and the way in which it can be improved. At the same time, managers should be empathetic and encourage subordinates to discuss their problems.
- ♦ Managers should set up task force groups to facilitate cross-functional thinking and encourage the exchange of ideas. Such communication helps managers and employees deal with problems and bottlenecks.
- ♦ Managers should communicate management policies, objectives and the philosophy of the organization on a regular basis. They should also obtain feedback from subordinates and encourage them to give their suggestions.
- ♦ The managers should follow an open door policy, i.e. the subordinates should have access to their superior. The managers should encourage subordinates to bring forth their problems, their ideas and suggestions, so that the organizational processes and functioning can be improved.
- ♦ Managers should update employees about organizational changes. They should be kept informed about the plans of the organization. This will help reaffirm the employees' faith in the organization.

As leaders, managers should help subordinates perform effectively. They can do this only if they know how to communicate effectively with their subordinates. Through effective communication, managers can delegate work to subordinates. Delegation of work helps people feel important and makes both the managers' and subordinates' work more productive and rewarding.

Effective listening helps managers improve their relationships with their subordinates. It also helps them give feedback and provide non-directive counseling.

7.7.3 Effective Communication: Gateway # 3.**Proper Feedback:**

Feedback enables the sender to assess the effect of a message transmitted to the receiver. Both giving and receiving feedback are important aspects of management. To be effective, the feedback provided by managers should be descriptive, specific, and directed towards changing specific behaviors. When receiving feedback, managers should be opening minded. They should be able to handle both positive as well as negative feedback. While receiving negative feedback, managers should ask for clarification and examples about points which seem ambiguous or unclear. They should also avoid acting defensively.

Receivers are not just passive absorbers of messages; they receive the message and respond to them. This response of a receiver to sender's message is called Feedback. Sometimes a feedback could be a non-verbal smiles, sighs etc. Sometimes it is oral, as when you react to a colleague's ideas with questions or comments. Feedback can also be written like - replying to

an e-mail, etc. Feedback is your audience's response; it enables you to evaluate the effectiveness of your message. If your audience doesn't understand what you mean, you can tell by the response and then refine the message accordingly.

Giving your audience a chance to provide feedback is crucial for maintaining an open communication climate. The manager must create an environment that encourages feedback. For example after explaining the job to the subordinated he must ask them whether they have understood it or not. He should ask questions like "Do you understand?", "Do you have any doubts?" etc. At the same time he must allow his subordinated to express their views also. Feedback is essential in communication so as to know whether the recipient has understood the message in the same terms as intended by the sender and whether he agrees to that message or not.

There are lot of ways in which company takes feedback from their employees, such as : Employee surveys, memos, emails, open-door policies, company news letter etc. Employees are not always willing to provide feedback. The organization has to work a lot to get the accurate feedback. The managers encourage feedback by asking specific questions, allowing their employees to express general views, etc. The organization should be receptive to their employee's feedback.

A manager should ensure that a feedback should:

Focus on a particular behaviour - It should be specific rather than being general. Impersonal - Feedback should be job related, the manager should not criticize anyone personally. Goal oriented - If we have something negative to say about the person, we should always direct it to the recipients' goal. Well timed - Feedback is most effective when there is a short gap between the recipients behaviour and the receipt of that feedback. Use "I" statements - Manager should make use of statements with the words like "I", "However" etc. For example instead of saying "You were absent from work yesterday", manager should say "I was annoyed when you missed your work yesterday". Ensure understanding - For feedback to be effective, the manager should make sure that the recipients understands the feedback properly. While giving negative feedback to the recipient, the manager should not mention the factors which are not in control of the recipient.

7.7.4 Effective Communication: Gateway # 4.

Non-Verbal Cues:

Another important prerequisite for effective communication is an awareness of and sensitivity to non-verbal cues in communication. The following pie charts (Figure 1.4), based on a research study, and reveal the significance of non-verbal communication. According to this graph, only 7 percent of a receiver's response is determined by the verbal content of a message, while 38 percent of the response is determined by the speaker's vocal characteristics (tone and tenor of the voice) and 55 percent of the response is determined by the speaker's facial expressions.

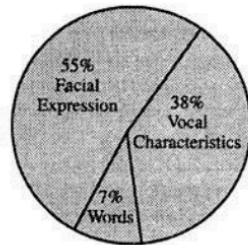


Figure 1.4: Impact of Non-verbal Communication on the Receiver

The above figure reveals the enormous impact of non-verbal communication on the receiver. Non-verbal cues include body posture, eye contact, distance from the receiver, voice inflection, rate of speech, gestures, emphasis of particular words, silence, etc. An awareness of non-verbal cues helps managers become sensitive to the needs of their subordinates. Such awareness helps managers assess the current state of their interpersonal relationships with subordinates and manage them effectively.

7.7.5 Effective Communication: Gateway 5.

Non-Directive Counseling:

In non-directive counseling, the manager helps the employee examine his own ideas, feelings and attitudes about a problem. Non-directive counseling can be done by holding an interview with the employee.

In a non-directive counseling interview, a manager should:

- (i) Be attentive and friendly
- (ii) Raise appropriate questions
- (iii) Be tactful and enable the employee to think through the problem clearly
- (iv) Create an atmosphere of privacy to ensure that the employee can communicate freely
- (v) Be a patient listener to help the employee to express his emotions freely
- (vi) Encourage the employee to do some introspection.

7.8 Summary

Listening is the conscious processing of the auditory stimuli that have been perceived through hearing. Listening differs from obeying. Parents may commonly conflate the two, by telling a disobedient child that he "didn't listen to me". However, a person who receives and understands information or an instruction, and then chooses not to comply with it or to agree to it, has listened to the speaker, even though the result is not what the speaker wanted.

7.9 Key Words

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

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

Listening is the conscious processing of the auditory stimuli that have been perceived through hearing.

7.10 Self-Assessment Questions

1. What is listening? Explain the various types of listening.
2. What are the various types of listeners?
3. What are the essentials of effective listening?
4. What are gateways of effective listening? And how would you overcome it.

7.11 Further Readings

1. The Essential HR Handbook, 10th Anniversary Edition: A Quick and Handy Resource for Any Manager or HR Professional - Sharon Armstrong and Barbara Mitchell, Weiser Publication, 2019.
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5. The Interpersonal Communication - Joseph A. Devito, Pearson Publication, 2015

LESSON – 7

NON-VERBAL COMMUNICATION

“ACTIONS SPEAK LOUDER THAN WORDS.”

Learning Objectives: After studying this lesson, the students are able to understand.

1. Define nonverbal communication.
2. Compare and contrast verbal communication and nonverbal communication.
3. Discuss the various forms of nonverbal communication.
4. Access examples of the functions of nonverbal communication.

Structure

8.1 Introduction

8.2 What is Non-Verbal Communication?

8.3 Difference between Verbal and Non-Verbal Communication

8.4 Importance of Nonverbal Communication

8.5 Categories of Non-Verbal Communication

8.6 The Impacts of Media and Technology on Nonverbal Messages

8.7 Advantages of Non-Verbal Communication

8.8 Disadvantages or Limitations of Non-Verbal Communication

8.9 Summary

8.10 Key Words

8.11 Self-Assessment Questions

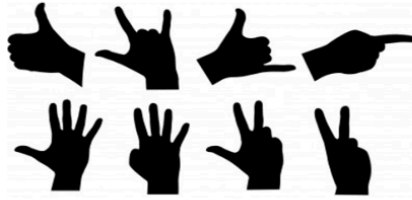
8.12 Further Readings

8.1 Introduction

In different societies people speak differently, not only because they speak different languages but because their ways of using language are different. These differences can be profound and systematic. Today's transnational flows of people, ideas, languages, and practices mean that we encounter these differences in contexts ranging from home, school, hospital, workplaces, to international business, tourism, diplomacy and humanitarian work. This drives the need to understand the way communication flows. The need to understand how people choose to interact with others stems from the languages they speak, and also from their histories, the values of the groups they identify with, their relations with their interactants, the goals of the interaction, the setting in which it takes place and the medium (digital, face-to-face, written). When we widely study communication styles and pattern, we come across certain substantial portion of our communication that is in nonverbal. Experts have found that every day we respond to thousands of nonverbal cues and behaviours including postures, facial expressions, eye gaze, gestures, and tone of voice.

8.2 Non-Verbal Communication

Scientific research on nonverbal communication and behaviour began with the 1872 publication of Charles Darwin's *The Expression of the Emotions in Man and Animals*. Since that time, abundant research has been conducted regarding types, effects, and expressions of unspoken communication and behaviour. While these signals are often so subtle that we are not consciously aware of them, research has identified several different types of nonverbal communication. While the key to success in both personal and professional relationships lie in our ability to communicate well, it's not the words that we use but our nonverbal cues or "body language" that speak the loudest. Body language is the use of physical behaviour, expressions, and mannerisms to communicate nonverbally, often done instinctively rather than consciously. Let us try to understand what exactly nonverbal communication is. **When messages or information is exchanged or communicated without using any spoken or written word is known as nonverbal communication.** It is usually understood as the process of communication through sending and receiving wordless messages.



8.3 Difference between Verbal and Non-Verbal Communication

Humans communicate in a variety of ways, both verbally and non-verbally. Primates and other animals have been communicating without the use of language since long before humans invented verbal communication. Some scientists believe that even today, most communication between humans is non-verbal. Both types of communication differ significantly between genders and across cultures.

Verbal communication is the use of words to convey a message. Some forms of verbal communication are written and oral communication.

Nonverbal communication is the use of body language to convey a message. One main form of nonverbal communication is body language.

Instead of written or oral words, it relies on various non-verbal cues like physical movements, tasks, colors, signs, symbols, signals charts, etc. to express feelings, attitudes or information. Although no word is used in non-verbal communication, it can effectively communicate many human feelings more accurately than verbal methods of communication.

Basis	Verbal communication	Non-verbal communication
1. Use of word	Verbal communication uses oral or written words.	Non-verbal communication not uses any oral or written words.
2. Types	Verbal communications two types: Oral and written.	Non-verbal communications may various types: visual, audio, audio-visual, silent etc.
3. Understand	Easy to understand.	Difficult to understand
4. Structured	Verbal communications highly structured.	Non-verbal communication lacks in formal structure.
5. Distortion of information	Less possibility of distortion of information.	High possibility of distortion of information.
6. Continuity	Verbal communication begins and ends with words.	Non-verbal communication continues until the purpose achieved.
7. Feedback	Verbal communication gives a less and delayed feedback.	Non-verbal communication gives a lot of feedback.

8.4 Importance of Nonverbal Communication

Nonverbal communication consists of the actions or attributes of human beings, together with the use of objects, sounds, time, and space that have socially shared significance and stimulate meaning in others.

Because nonverbal communication helps clarify the nature and meaning of verbal messages, it also fulfils major communicative functions.

- a) Nonverbal cues can add to, negate, accent, regulate, or replace verbal messages. As such, they are an integral part of the total communication package.
- b) Nonverbal behaviour also has message value, is ambiguous, is predominantly relational in nature, and provides clues to deception.

Nonverbal communication can play five roles:

- **Repetition:** It repeats and often strengthens the message you're making verbally.
- **Contradiction:** It can contradict the message you're trying to convey, thus indicating to your listener that you may not be telling the truth.
- **Substitution:** It can substitute for a verbal message. For example, your facial expression often conveys a far more vivid message than words ever can.
- **Complementing:** It may add to or complement your verbal message. As a boss, if you pat an employee on the back in addition to giving praise, it can increase the impact of your message.
- **Accenting:** It may accent or underline a verbal message. Pounding the table, for example, can underline the importance of your message.

Source: *The Importance of Effective Communication*, Edward G. Wertheim, Ph.D.

8.5 Categories of Non-Verbal Communication

Nonverbal communication is expressed through non-linguistic means. It is the actions or attributes of humans, including their appearance, use of objects, sound, time, smell, and space, that have socially shared significance and stimulate meaning in others. It includes visual/kinesic cues such as facial expressions, eye movements, gestures, and body orientation; vocal/paralinguistic cues such as volume, pitch, rate, and inflection; proxemic cues such as space and distance; olfactory or smell cues; cues provided via artifactual communication and appearance; cues sent via color; and chronemic or time cues.

To improve our ability to read another person, we explore eight nonverbal message categories including.

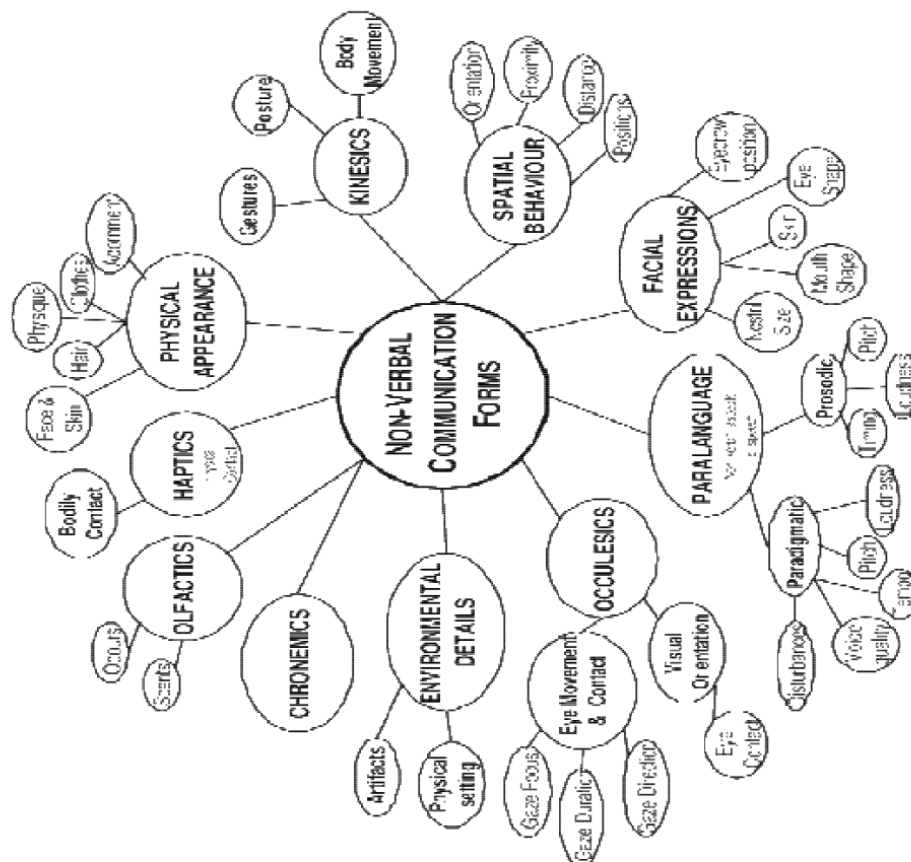
8.5.1 CHRONEMICS:

The study of how humans use time to communicate. The use of time in communication is chronemics, which speaks about the personality of the sender / receiver like punctuality, the speed of speech, etc.

Chronemics is the study of how we use time to communicate. Some of us are preoccupied with time, while others regularly waste it. Some of us are typically early, while others are chronically late. Some of us approach life with a sense of urgency, while others prefer a more leisurely pace. Some of us are early birds, functioning best in the morning, while others, night owls, perform best at night.

8.5.2 PARALANGUAGE:

Paralinguistic refers to vocal communication that is separate from actual language. According to Lasikar and Pettit, "paralanguage involves how we say something." The word 'para' means 'like.' Thus, paralanguage means like language. Paralanguage also includes such vocal characteristics as rate (speed of speaking), pitch (highness or lowness of tone), inflection, volume (loudness) and quality (pleasing or unpleasant sound).



- a) **Vocal characterizers** (laugh, cry, yell, moan, whine, belch and yawn). These send different message in different cultures (Japan- giggling indicates embarrassment; India- belch indicates satisfaction)
- b) **Vocal qualifiers** (volume, pitch, rhythm, tempo, and tone). Loudness indicates strength in Arabic cultures and softness indicates weakness; indicates confidence and authority to the Germans; indicates impoliteness to the Thai; indicates loss of control to the Japanese. (Generally, one learns not to “shout” in Asia for nearly any reason). Gender-based as well women tend to speak higher and more softly than men.

c) **Vocal segregates** (UN-huh, shh, uh, ooh, mmmh, hummm, eh mah, lah). Segregates indicate formality, acceptance, assent, uncertainty.

8.5.3 HAPTICS: The use of touch in communication is the expression of feelings and emotions. Haptics, or touch, is usually involved in our closest relationships. We use touch for different purposes: to communicate attitude or affect, to encourage affiliation, and to exert control or power.³² To demonstrate our concern for others, we often touch them. For example, Women tend to use touch to convey care, concern, and nurturance. Men, on the other hand, are more likely to use touch to assert power or control over others.

8.5.4 KINESICS: Kinesics is the study of body motion, including expressions, gestures, eye movement, posture, and rate of walk.

8.5.5 FACE: The face is an important communicator. It is commonly said that the face is the index of the mind. It expresses the type of emotions or feelings such as joy, love, interest, sorrow, anger, annoyance, confusion, enthusiasm, fear, hatred surprise, and uncertainty. The face and eyes are the most expressive means of body communication. It can facilitate or hamper feedback.



8.5.6 EYE CONTACT: It is the most powerful form of non-verbal communication. It builds emotional relationship between listener and speaker. Eye contact indicates looking, staring and blinking etc. which is important in nonverbal behaviours. Looking at another person can indicate a range of emotions, including hostility, attention, interest, and attraction, defines power and status and has a central role in managing impressions of others.

8.5.7 GESTURE: Gestures refers to visible bodily actions communicate particular messages which include movement of the hands, face, eyes, head or other parts of the body. Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Culture-specific gestures that can be used as replacement for words, such as the hand wave used in western cultures for "hello" and "goodbye".

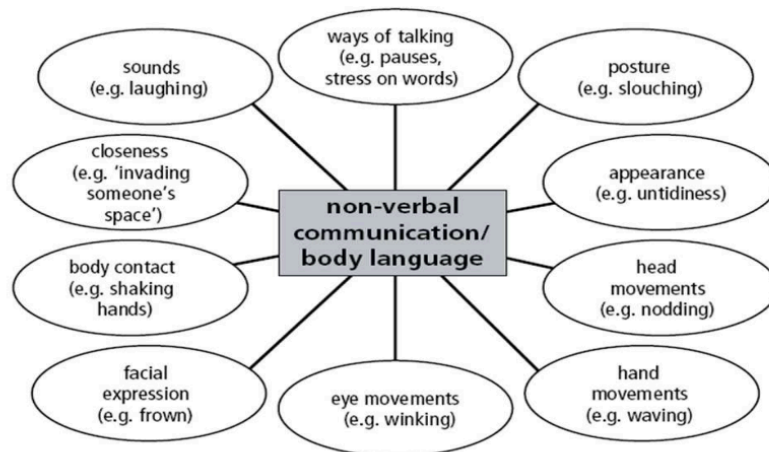
8.5.8 POSTURE: Posture indicates the position in which we hold the body when standing or sitting. It can help to communicate non-verbally. Consider the following actions and note cultural differences:

- Bowing not done criticized or affected in US; shows rank in Japan.
- Slouching rude in most Northern European areas.
- Hands in pocket-disrespectful in Turkey.
- Sitting with legs crossed-offensive in Ghana, Turkey.
- Showing soles of feet-offensive in Thailand, Saudi Arabia.

8.5.9 BODY MOVEMENT: Used to understand what people are communicating with their gestures and posture. Body language is another widely recognized form of non-verbal communication. Body movements can convey meanings and messages. Body language may take two forms of unconscious movements and consciously controlled movements.

For example;

- When a person is bored, he may gaze around the room rather than look at the speaker or he may shift positions frequently.
- When a person is nervous, he may bite his nails or mash hair. These are usually made unconsciously. On the other hand, leaning forward toward the speaker to express interest is the case of conscious body movements.



8.5.10 PROXEMICS: The distance/ space maintained by a person while communicating with others, communicates about the relationship of the person with others like intimate, personal, social and public.

8.5.11 ARTIFACTS: The appearance of a person speaks about his personality, i.e. by way of clothing, carrying jewellery, lifestyle, etc. This kind of communication is known as artefactual communication. Artefactual communication and appearance influence our reactions. In the early stages of a relationship, what we wear and how we look affect first impressions and may even lead to our being accepted or rejected. In addition, the clothing and jewellery we wear can cause others to form judgments regarding our success, character, power, and competence. Typically, we respond more positively to those we perceive to be well dressed than to those whose attire we find questionable or unacceptable.

4.5.12 SILENCE- AN UNDEFINED AND POWERFUL NON-VERBAL TOOL Silence is another form of non-verbal communication which expresses the positive or negative meanings of particular messages. In a classroom, silence indicates that students are listening carefully and attentively.

8.6 The Impacts of Media and Technology on Nonverbal Messages.

Media and technology frequently participate in the legitimating of stereotypes. When interacting online, some individuals use emoticons to try to replace the nonverbal cues that would be present in face-to-face interaction.

8.7 Advantages of Non-Verbal Communication:

1. **Complementary:** Non-verbal cues complement a verbal message by adding to its meaning. You can pat someone you offended at the back as you say sorry to him or her.
2. **Easy presentation:** Information can be easily presented in non-verbal communication through using visual, audio-visual and silent means of non-verbal communication.
3. **Substituting:** Non-verbal message may substitute for the verbal message especially if it is blocked by noise, interruption, long distance etc. for example; gestures-finger to lips to indicate need for quiet, facial expressions- a nod instead of a yes.
4. **Accenting:** Often used to accent a verbal message. Verbal tone indicates the actual meaning of the specific words.
5. **Repeat:** Used to repeat the verbal message (e.g. point in a direction while stating directions.)
6. **Help to illiterate people:** This type of communication use gestures, facial expressions, eye contact, proximity, touching etc. and without using any spoken or written word. So, it is very much helpful for illiterate people.
7. **Help to handicapped people:** Non-verbal cues of communication greatly help in handicapped people especially to deaf people. Deaf people exchange message through the movements of hands, fingers, eyeball etc.
8. **Attractive presentation:** Non-verbal communication is based on visual, picture, graph, sign etc. that can be seen very much attractive.
9. **Reducing wastage of time:** The message of non-verbal communication reached the receiver very fast. For this reason it reduces the wastage of valuable time of the communicator.
10. **Quick expression of message:** Non-verbal cues of communication like sign and symbol can also communicate some messages very quickly than written or oral messages.

8.8 Disadvantages Or Limitations of Non-Verbal Communication:

Despite of advantages of non-verbal communication, it is not free from its limitations or disadvantages which are:

1. **Vague and imprecise:** Non-verbal communication is quite vague and imprecise. Since in this communication, there is no use of words or language which expresses

clear meaning to the receiver. No dictionary can accurately classify them. Their meaning varies not only by culture and context but by the degree of intention.

2. **Continuous:** It is possible to stop talking in **verbal communication**, but it is generally not possible to stop nonverbal cues. Also, spoken language has a structure that makes it easier to tell when a subject has changed, for instance, or to analyze its grammar. Nonverbal does not lend itself to this kind of analysis.
3. **Multi-channel:** while watching someone's eyes, you may miss something significant in a hand gesture. Everything is happening at once and therefore it may be confusing to try to keep up with everything. Most of us simply do not do so, at least not consciously.
4. **Culture-bound:** Non-verbal communication is learnt in childhood, passed on to you by your parents and others with whom you associate. A few other gestures seem to be universal. Evidence suggests that humans of all cultures smile when happy and frown when unhappy. However, most nonverbal symbols seem to be even further disconnected from any "essential meaning" than verbal symbols. Gestures seen as positive in one culture (Like the thumbs-up gesture in the USA) may be seen as obscene in another culture.
5. **Long conversations are not possible:** In non-verbal communication, long conversation and necessary explanations are not possible. No party can discuss the particular issues of the messages.
6. **Difficult to understand:** Difficult to understand and requires a lot of repetitions in **non-verbal communication**. Since it uses gestures, facial expressions eye contact, touch etc. for communicating with others which may not be understandable for the simple and foolish people.
7. **Not everybody prefers:** Everybody does not prefer to communicate through non-verbal communication with others. Sometimes it cannot create an impression upon people or listeners. It is less influential and cannot be used everywhere. It cannot be used as a public tool for communication.
8. **Lack of formality:** Non-verbal communication does not follow any rules, formality or structure like other communication. Most of the cases people unconsciously and habitually engaged in non-verbal communication by moving the various parts of the body.
9. **Costly:** In some cases non-verbal communication involves huge cost. For example, neon sign, power point presentation, cinema etc are very much costly compared to others form of communication.
10. **Distortion of information:** Since it uses gestures, facial expressions, eye contact, touch, sign, sound, paralanguage etc. for communicating with others, there is a great possibility in distortion of information in non-verbal communication.

Case Study

Karan entered the conference room. He couldn't put his finger on what was up, but things just didn't feel right to him as he observed the people already present in the room. At the head of the impressive mahogany table sat his company president. Senior vice presidents sat to the

president's right and left, and several managers—including Karan's immediate supervisor—lined the table's sides.

There was one seat open. As Karan approached, he couldn't help but feel uneasy. Sure, the people at the table were drinking coffee, smiling, checking their smart phones, consulting their tablets, texting, and chatting among themselves. As Karan took his seat, not one person looked up or said a word to him. Karan asked himself why he was feeling uncomfortable. Was it because the president had not yet acknowledged Karan's presence? Was it because no one had greeted him except maybe his immediate supervisor, who Karan thought had acknowledged him with a perfunctory hello by nodding her head? Whatever it was, Karan felt like an outsider.

Then the president looked up—and made eye contact directly with Karan. Everyone else stopped whatever he or she was doing and looked Karan's way too. The president called the meeting to order, explaining that there was but a single agenda item—Karan.

Karan's heart sank. How could he have missed it? Had there been other cues besides the lack of eye contact that he had overlooked? Was this going to be the end of his career? Here they were, he told himself, about to fire him, and he had had no clue that any problem existed before now.

At that moment, the president reached under the table and brought out a bottle of champagne. Karan, he announced, was being promoted and would now be senior vice president in charge of his entire division. Slowly, a smile appeared on Karan's face, and Karan rose to shake hands with all assembled, including his soon-to-be former supervisor.

Answer these questions:

1. Have there been times when you have felt just as uncomfortable as Karan did on entering a room but could not identify what caused you to feel that way?
2. What steps can we take to ensure that we pick up and do not misread nonverbal cues?

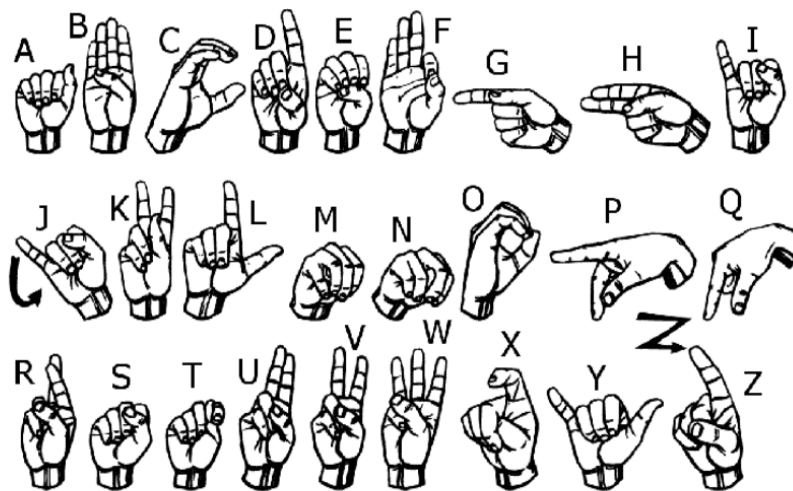
NONVERBAL COMMUNICATION – PRACTICE EXAMPLES

Want to brush up on your skills? Review this list of nonverbal skills and work on any areas where you think you could improve.

- Avoid slouching. Sit with your back straight up against the chair or lean slightly forward to convey engagement.
- Steer clear of smiles or laughter when messages are serious.
- Display some animation with your hands and facial expressions to project a dynamic presence. (But avoid talking with your hands excessively, which can appear unprofessional and unpolished.)
- Don't bring your phone, a drink, or anything else that could distract you during an interview or meeting.
- Eliminate fidgeting and shaking of limbs.
- Establish frequent but not continuous or piercing eye contact with interviewers.
- Focus on the conversation.
- In a group interview, shift eye contact to the various speakers.
- Introduce yourself with a smile and a firm handshake. Be sure that your palms are dry.
- Keep your hands away from your face and hair.

- Listen carefully, and do not interrupt.
- Maintain open arms—folded arms can convey defensiveness.
- Modulate your vocal tone to express excitement and punctuate key points.
- Nod to demonstrate understanding.
- Observe the reaction of others to your statements.
- Read the nonverbal signals of others. Provide clarification if they look confused, and wrap up if they have heard enough.
- Refrain from forced laughter in response to humor.
- Avoid looking at the clock, your phone, or displaying any other signs of disinterest.
- Respect the amount of personal space preferred by your communication partners.
- Rotate eye contact with various speakers in group interviewing or networking situations.
- Shake hands firmly without excessive force.
- Show that you're interested in what the interviewer is telling you.
- Smile to indicate that you are amused or pleased with the conversation.
- Stay calm even when you're nervous.
- Steer clear of monotone delivery.
- Wait until the person is done talking to respond.

Hand Language



Summary

Nonverbal communication plays an important role in how we convey meaning and information to others, as well as how we interpret the actions of those around us. The important thing to remember when looking at such nonverbal behaviours is to consider the actions in groups. What a person actually says along with his or her expressions, appearance, and tone of voice might tell you a great deal about what that person is really trying to say.

8.9 Summary

Nonverbal communication consists of the actions or attributes of human beings, together with the use of objects, sounds, time, and space that have socially shared significance and stimulate meaning in others. Because nonverbal communication helps clarify the nature and meaning of verbal messages, it also fulfils major communicative functions.

8.10 Key Words

Nonverbal communication consists of the actions or attributes of human beings, together with the use of objects, sounds, time, and space that have socially shared significance and stimulate meaning in others.

Paralinguistic refers to vocal communication that is separate from actual language.

HAPTICS: The use of touch in communication is the expression of feelings and emotions

KINESICS: Kinesics is the study of body motion, including expressions, gestures, eye movement, posture, and rate of walk

GESTURE: Gestures refers to visible bodily actions communicate particular messages which include movement of the hands, face, eyes, head or other parts of the body.

8.11 Self-Assessment Questions

8.12

1. What do you mean by non-verbal communication?
2. Why non-verbal communication important?
3. Distinguish between mobile and non-verbal communication?
4. Elaborate on the various categories of non-communication.
5. State the advantages of non-verbal communication.
6. Discuss the disadvantages of non-verbal communication.

8.12 Further Readings

1. The Essential HR Handbook, 10th Anniversary Edition: A Quick and Handy Resource for Any Manager or HR Professional - Sharon Armstrong and Barbara Mitchell, Weiser Publication, 2019.
2. Human Resources Strategies: Balancing Stability and Agility in Times of Digitization -Armin Trost , Springer, 2020.
3. Communication - C S Rayudu, Himalayan Publishing House, 2010
4. Business Communications - Thomas Means, South- Western Educational Pub 2003-02-11,
5. The Interpersonal Communication - Joseph A. Devito, Pearson Publication, 2015

LESSON – 8

EFFECTIVE COMMUNICATION AND COMMUNICATION BARRIERS

Learning Objectives

After studying this lesson, the students are able to understand.

1. Understand the need for effective communication
2. Study the various communication barriers.

Persuasion is at the heart of business communication

Structure

5.1 Introduction

5.2 The Characteristics of Effective Communication

5.3 Barriers to Communication

5.4 Types of Barriers

5.5 Organizational Barriers

5.6 Individual Barriers

5.7 Semantic or Language Barriers

5.8 Other Barriers

5.9 Summary

5.10 Key Words

5.11 Self-Assessment Questions

5.12 Further Readings

5.1 Introduction

Effective communication is significant in the workplace, family, and dealing with friends. Communication is vital to not only exceed information and facts but to build and strengthen relationships. Communication should be brief and straightforward to communicate ideas, feelings, thoughts, and emotions in a clear and understandable manner. We require communicating with many people for personal and professional purpose. But while communicating we may face many hurdles or problems. Sometimes the message is not passed properly or gets lost. There are chances of misunderstanding between the sender or the receiver. Sometimes language used in the communication is not understood properly. This results into Communication breakdown or communication failure. There are many reasons behind the problems in the communication process.

5.2 The Characteristics of Effective Communication

Several researchers have stressed the importance of communicating one's feelings effectively. This is as important to a social structure as breathing is to life. Hence, we have to understand the various properties or characteristics that must qualify our communicating activities and processes. A varied set of skills are thus essential.

1. Clear

The primary character of any spoken or written form of transmission of information should be to state the message clearly. There are several ways to do it. For example, the sentences should be short and simple. We should prefer the active voice over the passive voice. If we have to convey several messages then it is convenient to state it in separate bulleted points.

2. Concise

Time is an essential parameter in communications. The normal attention span is just a few minutes long. If you present your message in a clear and beautiful manner which is very long, the crux of the report or the message may be lost altogether. Long and lengthy communicate is boring and avoided by most. So to summarize this point, effective communication has to be concise.

3. Concrete

Whatever message or information or data is present in your communicate, it should be well-footed. Your arguments should have data that suitably backs it up. A tangible argument is always easy to understand.

4. Coherent

Suppose you are telling a story. What if you start from the middle part? Or what if you state the end in the beginning? Of course, the whole point of narrating a story would become vain. Similarly, when you are presenting your communiqué, you need to be coherent. You need to understand what goes where and what comes when. The key to a coherent write-up is a well-planned, logical and sequential presentation of the information. The main ideas should be differentiable and they should follow each other in a way that is derivative of some rules.

5. Courteous

We know that all business communications should have some degree of formal flavor. The presenter should try his best to be honest, respectful, considerate, open and polite with the receiver of the information. The message when supplemented with proper care and kindness will definitely find an audience. A rude presenter will have no audience even if the message he delivers is perfectly effective and important. Offensive words can put off certain factions of people. You should take ample care to not be racist or misogynist or any other bad influence on the audience. Even while using humor you should be very careful that you are not being inconsiderate or cruel to anyone.

6. Listening For Understanding

Communication doesn't only mean presenting or generating information. It also means to receive it. In fact, an effective communication channel must have a transducer and a receiver. Half of the faculty for the process is thus a receiver. For the purpose of effective communication, a receiver should have certain qualifiers. He should be able to detect the message which may be hidden deep within the chatter or gibberish. The good listener

observes not only what a person speaks of but also the non-verbal cues. This is what helps in the complete and full understanding of the transmission. A good listener will have some qualities. He would be emotionally intelligent and mature, objective in approach and practical. His understanding of the message should not be influenced by his own personal judgments of either the topic or the presenter. A good listener should be able to filter through all of these limitations and reach the actual message that the presenter is relaying before them.

7. Focus And Attention

Multitasking is the name of the game these days. However, while receiving or transmitting information; a certain level of focus is essential. Suppose you are in a star communication channel and are relaying information to multiple sources. You are replying to emails, sending emails, and answering phones. Any misplaced communication could be disastrous. Also, while receiving information, if you lose focus, you may miss the important parts of the message altogether. Hence, we say that focus and attention are very crucial for effective communication.

8. Emotional Awareness and Control

This is the last but certainly the most important aspect of effective communication. Emotions will guide you through any situation of life. Whether you accept a message with the intention it is relaying with or not, depends on the emotional maturity and your emotional intelligence. Both while relaying information or while receiving it, you have to take extreme care in keeping yourself in an emotionally stable state.

5.3 Barriers to Communication

Communication barriers refer to factors that affect the effectiveness of the communication process. These factors create an obstruction in the flow of information between sender and receiver during communication. Barriers in communication lead to misunderstanding of message among sender and receiver. It becomes difficult to interpret the message correctly leading to a complete failure of communication due to these barriers. Barriers may arise at any stage of the communication process and distort the message. Both sender and receiver should be well aware of the communication barriers and take steps to overcome them so that a concise and clear message can be delivered. Effective communication is one which avoids and reduces the effect of these communication barriers.

Definition of the Barrier to Communication: 'Any obstacle or problem in the process of communication which hinders/obstructs the process of Communication is called Barrier.'
A communication barrier is anything that prevents us from receiving and understanding the messages others use to convey their information, ideas and thoughts.

According to Dr. Suruj Kumar Debnath, defined, "Barriers to communication mean obstacles to the process of communication."

In the opinion of Louise E. Boone and Others, "Communication barriers are the problems that arise at every stage of the communication process and have the potential to create misunderstanding and confusion."

According to C. B. Mamoria, "Communication, when it is impeded and does not reach the receiver is often somewhat ineffective and the impediments are known as barriers."



Barriers are part of process of Communication. Whenever we are communicating we encode and decode. We use various channels for passing messages. At any level or at any moment or stage there can be problems in communication process. Sometimes the sender may not use proper language that the receiver will understand. Receiver may not be able to Decode properly. There can be lot of noise in the surrounding which can disturb us. It rarely happens that barriers do not arise in the communication process. Many times barriers arise in the minds of the sender and receiver. The intended messages are not sent to the receivers.

5.4 TYPES OF BARRIERS

Barriers to communication arise from a variety of sources such as complex organizational structure, use of ambiguous words, perceptual differences of sender and receiver, status difference etc.

Traditionally

Theo Haimann has classified the main barriers to communication into four major groups. These are:

- Barriers caused by organizational structure.
- Barriers caused by status or positions.
- Barriers caused by language.
- Barriers resulting from the general inclination to resist change.

McFarland has classified *communication barriers* into the following four groups:

- Unsound objectives
- Organizational blocks
- Semantic blocks
- Human relations problems

Ricky W. Griffin has classified the communication barriers into two broad groups such as

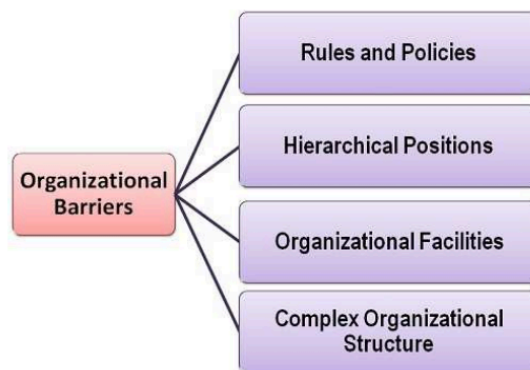
- Individual barriers and
- Organizational barriers.



To simplify the barriers to communication in the following four categories:

1. Organizational barriers
2. Individual barriers
3. Semantic barrier
4. Other barriers

These four types of communication barriers are shown in the following diagram:



1. ORGANIZATIONAL BARRIERS

The Organizational Barriers refers to the hindrances in the flow of information among the employees that might result in a commercial failure of an organization.

The major Organizational Barriers are listed below:

1. **Organizational Rules and Policies:** Often, organizations have the rule with respect to what message, medium, and mode of communication should be selected. And due to the stringent rules, the employees escape themselves from sending any message. Similarly, the organizational policy defines the relationship between the employees and the way they shall communicate with each other maintaining their levels of position in the organization. Such as, if the company policy is that all the communication should be done in writing, then even for a small message the medium used should be written. This leads to delay in the transmission of the message and hence the decision making gets delayed.

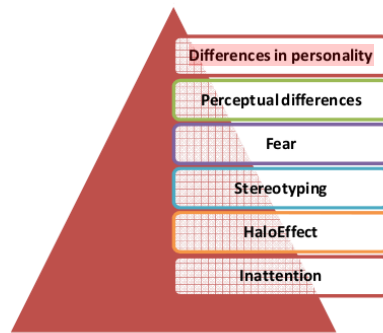
2. **Status or Hierarchical Positions in the Organization:** In every organization, the employees are divided into several categories on the basis of their levels of the organization. The people occupying the upper echelons of the hierarchy are superior to the ones occupying the lower levels, and thus, the communication among them would be formal. This formal communication may often act as a barrier to the effective communication. Such as the lower level employee might be reluctant in sending a message to his superior because of a fear in his mind of sending the faulty or wrong message.
3. **Organizational Facilities:** The organizational facilities mean the telephone, stationery, translator, etc., which is being provided to employees to facilitate the communication. When these facilities are adequately offered to the employees, then the communication is said to be timely, accurate and according to the need. Whereas, in the absence of such facilities, the communication may get adversely affected.
4. **Complex Organizational Structure:** The communication gets affected if there are a greater number of management levels in the organization. With more levels, the communication gets delayed and might change before reaching the intended receiver. Thus, communication is the key factor in the success of any firm, and the communication is said to be effective when the employees interact with each other in such a way that it results in the overall improvement of the self as well as the organization.

The Common barriers that generate from within the organization are

- **Negative organizational climate:** The main aspect of organizational climate that acts as communication barrier is the negative attitude of top management. Negative attitude of top management discourages communication initiative of the employees.
- **Absence of communication policy:** Well-designed communication policy encourages communication in the organization. In the absence of such policies, employees fail to hesitate to communicate.
- **Excessive authority layers:** Excessive authority layers acts as a severe impediment to successful communication. In the case of excessive authority impediment to successful communication. In the case of excessive authority layers, information reaches to its final destination passing through several hierarchical levels. As a result, information may be distorted or lost. Excessive authority layers also cause a delay in communication.
- **Distortion, filtering and editing:** When a message is transmitted through translations, interpretations, explanations and simplifications, some part of it gets distorted or lost. The accuracy of the message is lost and the transmission becomes imperfect as the message goes through the filters of translations and simplifications. The upward communication also tends to be distorted and filtered. The negative effects of the informal channel like grapevine are due to distortions and filtering. The message in grapevine receives fresh additions with every repetition until it gets worst. Thus, often the original information communicated through formal and informal channels gets lost or distorted to a large extent and very little of it is retained.

5.6 INDIVIDUAL BARRIERS

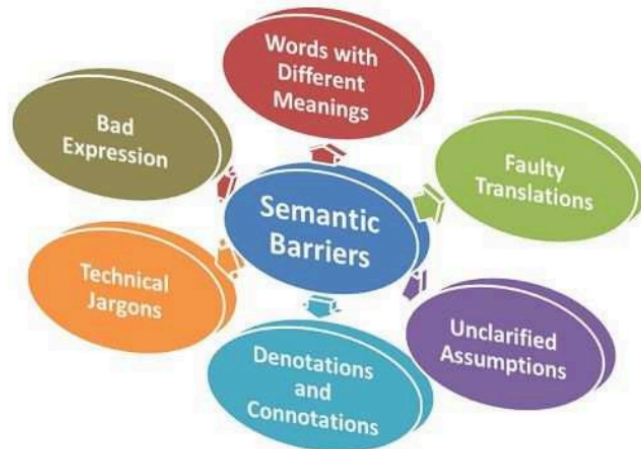
Barriers created by the sender and receiver are known as individual barriers. Such barriers include the following:



- **Differences in personality:** Personality is the set of attributes that define a person. Every person holds a distinct personality. This individual nature of personality acts as a barrier to communication.
- **Perceptual differences:** Perception is the unique way in which people respond or interpret an object. The difference in perception is a very common problem in effective communication. It for example, a subscriber of BTB's land phone in Bangladesh may positively react to the government's move to privatize BTB expecting a better service. But an employee of BTB might view this as a step to cut jobs and retrench existing employees.
- **Fear:** Fear of reprisal or attack, fear of criticism for knowing very little, etc. may create a problem in communication.
- **Stereotyping:** Stereotyping is generalizing about a class of people or events that is widely held by a given culture. In case of stereotyping, people develop communication statements and mindsets about others. This orientation exposes itself in such statements and mindsets. For example, "All used car salesmen are dishonest," or "All foreign recruiting agents are liars." Such all-inclusive perceptions not only are seldom correct but they also block mental activity that is necessary for successful communication.
- **Halo Effect:** The halo effect is the tendency to use a general impression based on one or a few characteristics to judge other characteristics of that same individual. For example, a manager might identify one trait of an employee, such as an excellent attendance record, and perceive that the employee's productivity and quality of work must also be outstanding.
- **Inattention:** Sometimes communication does not reach due to the inattention of the receiver. Such inattention may result from busyness, lack of interest about subject, suffering from disease or family problem etc.

5.7 SEMANTIC OR LANGUAGE BARRIER

The **Semantic Barriers** refers to the misunderstanding between the sender and receiver arising due to the different meanings of words, and other symbols used in the communication. The semantic barriers usually arise when the information is not in the simple language and contains those words or symbols that have multiple meanings. Following are the main language barriers:



1. **Bad Expression:** The message is not formulated properly and the language used is so difficult that it could be misinterpreted by the recipient. The message is said to be badly expressed if the wrong words are chosen, the sentences are not sequenced properly, and there is a frequent repetition of words or sentences. The badly expressed messages consume a lot of time as it requires corrections and clarifications and also the impact of the message gets reduced.
2. **Symbols, or Words with Different Meanings:** There are several words that carry different meanings and often, people get confused with these words and interpret these differently due to the difference in their educational and social backgrounds. Such as, the word "Crane" has different meaning as shown in the sentences below:
 - **The bird sanctuary is full of cranes.**
 - **The builder used a crane to lift heavy steel rods.**
 - **The girl has to crane her neck to watch the movie.**
3. **Faulty Translation:** Sometimes, the sender translates the message as per his level of understanding irrespective of the recipient's comprehension level. For example, a manager collected information from his superiors and subordinates and translated the same information to all his employees, according to the understanding level of the superiors, and this led to the misinterpretation of the message. Thus, it is required to mold the message according to the understanding levels of the employees to have an intended response.
4. **Unclearified Assumptions:** Sometimes the sender creates assumptions about certain things which he feels the receiver must know about it and focus only on the subject matter. But in the case of a special message, if the assumptions are vague and unknown to the receiver then the communication might get adversely affected.
5. **Denotations and Connotations:** The denotation means the literal meaning of the word, it just shows the name of the object and does not imply any negative or positive

qualities. The denotation barriers arise due to the sender and receiver using a different definition and meaning of the word used in the message. Such as word crane is used in the context of bird species but it is interpreted as a vehicle that lifts the objects.

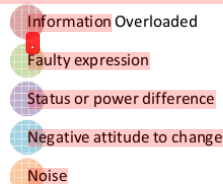
Whereas the implied meaning of the word is called connotation that arouses personal reactions and qualitative judgments. The connotation barriers arise when the people use words that hold different meanings in different abstract situations, contexts, feelings, etc. For example, the word beautiful and confidence has a positive connotation, but can have any of the meaning depending on the context in which it is used.

6. **Technical jargons:** Often people working in the technical groups such as engineers, production managers, IT managers, etc. use the technical jargons in their communication which is quite difficult for the layman to understand. Thus, the use of technical jargons in communication can act as a barrier.

Thus, semantic barriers lead to misunderstanding of the information and the objective of communication, i.e. for which it was intended, gets disrupted.

5.8 OTHER BARRIERS

The following factors also act as the barrier to effective communication:



- **Information Overload:** Information overload may also be a problem of effective communication. Information overload is the situation when a person is given too much information at a time.
- **Faulty expression:** Faulty expression of message fails to convey exact meaning to the receiver. It happens due to lack of clarity, use of vague terms, badly expressed information, an improper organization of ideas, etc.
- **Status or power difference:** Communication problem may arise when people of different power or status try to communicate with each other. For example, the manager of a company may neglect suggestion from his subordinates simply because of difference in their status. This under treatment of people makes the communication ineffective.
- **Negative attitudes to change:** Some people always resist any kind of change in the organization. They think that 'old is good, and are fearful about the changes. Therefore, they create problems in communication through inattention, false interpretation, rumor, resistance and non-cooperation.
- **Noise:** It interferes with the transmission of the signals. It also refers to the 'unwanted' signals of messages, which interferes and disturb the reception of the wanted signals. This disturbance is usually in the form of sounds, but it need not be always the sounds. It can be in visual, audio-visual, written, physical or psychological

form also. There are many people who communicate with a little signal and much noise. In fact, they communicate extraneous matters, which may diminish the interest in the receivers or may even annoy them. Anyway, they tell the receiver something more than they are required to communicate. Their extraneous distracting signal can be the result of their wandering minds-it can be because they try to communicate something more about themselves.

Technical or physical noise refers to loud noise of the machines or blaring noise of the stereo and such other noises, which makes it difficult for any listener to receive the 'wanted' message. Visual noise can be experienced when a committee member arrives late at the meeting hall and all the committee members are distracted by his arrival. Poor telephone connection which interrupts conversations, smudged typescripts and bad handwriting are some examples of the technical noise.

CASE STUDY

Effective Communication as a Motivator One common complaint employees' voice about supervisors is inconsistent messages – meaning one supervisor tells them one thing and another tells them something different. Imagine you are the supervisor/manager for each of the employees described below. As you read their case, give consideration to how you might help communicate with the employee to remedy the conflict. Answer the critical thinking questions at the end of the case then compare your answers to the Notes to Supplement Answers section.

Barry is a 27-year-old who is a foodservice manager at a casual dining restaurant. Barry is responsible for supervising and managing all employees in the back of the house. Employees working in the back of the house range in age from 16 years old to 55 years old. In addition, the employees come from diverse cultural and ethnic backgrounds. For many, English is not their primary language. Barry is ServSafe® certified and tries his best to keep up with food safety issues in the kitchen but he admits it's not easy. Employees receive "on the job training" about food safety basics (for example, appropriate hygiene and handwashing, time/temperature, and cleaning and sanitizing).

But with high turnover of employees, training is often rushed and some new employees are put right into the job without training if it is a busy day. Eventually, most employees get some kind of food safety training. The owners of the restaurant are supportive of Barry in his food safety efforts because they know if a food safety outbreak were ever linked to their restaurant; it would likely put them out of business. Still, the owners note there are additional costs for training and making sure food is handled safely.

One day Barry comes to work and is rather upset even before he steps into the restaurant. Things haven't been going well at home and he was lucky to rummage through some of the dirty laundry and find a relatively clean outfit to wear for work. He admits he needs a haircut and a good hand scrubbing, especially after working on his car last evening. When he walks into the kitchen he notices several trays of uncooked meat sitting out in the kitchen area. It appears these have been sitting at room temperature for quite some time. Barry is frustrated and doesn't know what to do. He feels like he is beating his head against a brick wall when it comes to getting employees to practice food safety. Barry has taken many efforts to get employees to be safe in how they handle food. He has huge signs posted all over the kitchen with these words: KEEP HOT FOOD HOT AND COLD FOOD COLD and WASH YOUR HANDS ALWAYS AND OFTEN. All employees are given a thermometer

when they start so that they can temp food. Hand sinks, soap, and paper towels are available for employees so that they are encouraged to wash their hands frequently

Questions:

1. What are the communication challenges and barriers Barry faces?
2. What solutions might Barry consider in addressing each of these challenges and barriers?
3. What Standard Operating Procedures (SOPs) would be helpful for Barry to implement and enforce?
4. What is some ways Barry might use effective communication as a motivator for employees to follow safe food handling practices?

5.9 Summary

Effective communication is significant in the workplace, family, and dealing with friends. Communication is vital to not only exceed information and facts but to build and strengthen relationships. Communication should be brief and straightforward to communicate ideas, feelings, thoughts, and emotions in a clear and understandable manner. Communication barriers refer to factors that affect the effectiveness of the communication process. These factors create an obstruction in the flow of information between sender and receiver during communication. Barriers in communication lead to misunderstanding of message among sender and receiver. It becomes difficult to interpret the message correctly leading to a complete failure of communication due to these barriers.

5.10 Key Terms

- **Information Overload:** Information overload may also be a problem of effective communication. Information overload is the situation when a person is given too much information at a time.
- **Faulty expression:** Faulty expression of message fails to convey exact meaning to the receiver. It happens due to lack of clarity, use of vague terms, badly expressed information, an improper organization of ideas, etc.
- **Status or power difference:** Communication problem may arise when people of different power or status try to communicate with each other. For example, the manager of a company may neglect suggestion from his subordinates simply because of difference in their status. This under treatment of people makes the communication ineffective.
- **Negative attitudes to change:** Some people always resist any kind of change in the organization. They think that 'old is good, and are fearful about the changes. Therefore, they create problems in communication through inattention, false interpretation, rumor, resistance and non-cooperation.
- **Noise:** It interferes with the transmission of the signals. It also refers to the 'unwanted' signals of messages, which interferes and disturb the reception of the wanted signals. This disturbance is usually in the form of sounds, but it need not be always the sounds.

5.11 Self-Assessment Questions

1. Effectiveness of a manager depends on his ability to communicate effectively. Explain how?
2. What is meant by communication barrier?
3. List the communication barriers.
4. Explain any three organizational barriers to effective communication.
5. Explain any three personal barriers to effective communication.
6. There are some barriers in communication which are concerned with the state of mind of both the sender and the receiver. State any three such barriers
7. What are Semantic or Language Barriers? Why do they occur?
8. Explain Distortion and filtering as a barrier to communication.

5.12 Further Readings

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LESSON-9

SPOKEN / ORAL COMMUNICATION

Learning Objectives

- To Study the Face to face communication
- To Understand the Formal and Informal Communication
- To Learn the Advantages and Disadvantages of Oral Communication

Structure

- 9.0 Introduction
- 9.1 Face to Face Communication
- 9.2 Electronic Media communication
- 9.3 Formal and Informal Communication
 - 9.3.1 Advantages of Oral Communication
 - 9.3.2 Disadvantages
- 9.4 How to make oral Communication effective
- 9.5 Summary
- 9.6 Key words
- 9.7 Self Assessment questions
- 9.8 Further Readings

9.0 Introduction

Spoken communication is a speech-based process. It is also known as vocal communication where the language makes a channel through which communication process operated in the form of conversation of speech. Under the system of oral communication, sender and the receiver will be in direct contact with each other and communication will be a personal talk. It may be:

9.1 Face - to - Face Communication: It is a direct oral communication between two individuals either in physical presence or connected by telephone. There are different types of face to face communication. They are:

1. **Conversation:** Conversation may be defined as oral informal exchange of information. It takes place between two in general and among a few in a small group and is a common mode of oral communication adopted to exchange information, feelings etc. by

individuals in routine, social and professional life. It is the most dynamic and powerful communication.

As it is between two person the distance gape is usually minimum. Continuous transmission feedback takes turns alternatively. This is the most commonly practiced by people who encounter each other with a purpose or accidentally meet or to fulfil a social need of human beings. It is specifically adopted for interviews, conferences, small group meetings, and informal get-together. The investigators who wish to elicit the information in detail from individuals' probe into an enquiry, use this type of communication. This method assures perfect communication, because of the facility of instant feedback and opportunity for the sender of the information to alter/ adjust or modify the message as per needs. It is effective due to the use of supportive media such as body language, paralanguage and symbols along with language. Of all the modes of communication this type helps to build healthy and strong human relations.

As a business person or professional in work place or in social life man has to adopt conversation on different occasions to build healthy human relations. But to make it effective the communicator has to adopt certain principles such as:

1. Adopt 'your' attitude in communication and avoid my attitude.
2. Select a topic in which both the speaker and the listener are interested. For a successful a. communication an important aspect is to talk about the things that interest others, not about those that are of interest to us alone.
3. Avoid arguments. Because arguments kill the enthusiasm of conversation and argument can never convince or change the other person.
4. Do not make a sensitive issue as topic which may hurt any of the communicators.
5. Be courteous, cheerful and pleasant. Smile, eye contact, addressing the person with name gives a comfortable feeling to the other persons.
6. Adopt simple, direct and common language. Never use unknown language of the listener.
7. Don't be a speaker continuously. You should be active listener also to make conversation effective and complete.
8. Avoid unpleasant mannerisms, words, phrases and topics.
9. Self-evaluation helps to improve our conversational skills.

2. Telephonic Conversation: Telephone conversation is another type of face-to-face communication between people who are physically away and are connected by a telephone link. To make telephone conversation effective and pleasant the following hints may help us:

1. Follow the rules, hints and suggestions given in every telephone directory.
2. Modulate voice according to need.
3. Clarity is the most important principle to be adopted in telephone conversation.
4. Don't prolong the discussion when the other person called on phone, because he has to a. bear the expenditure.
5. Be pleasant, courteous and time conscious. But don't show that you are in a hurry to a. complete the conversation.

3. Interview: Interview is a conversation between selected persons in a given time period conducted for a specific purpose. It is a preplanned conversation. Interview is between one person, the invitee to answer and a panel or interviewers to raise questions to test the qualities

they require in the applicant. Interview demands direct interaction of a group with an individual. Employer to recruit suitable personnel adopts interviews methods.

4. Investigations and Survey: This type of interview is similar to job interview with a difference that the interviewer is a single person, the investigator who requires the information from the interviewee, the informant. It is also a preplanned systematic conversation for a purpose.

5. Instructions: Giving directions to the subordinates and clarifying their doubts is also a type of conversation. It may be written or oral. But oral instructions are common in work environment. It is not a static procedure like interview but it has a specific purpose of getting work done through specific group of people.

6. Dictation: Dictation is another type of face-to-face communication adopted in large institutions and organizations where the superior dictates terms, work, letters etc. to the subordinates usually the steno. Dictating may be written or oral. To dictate work is a professional skill that can be developed by work experience.

One Way Communication: One way communication is a type of oral communication without immediate feedback facility. It facilitates communicator to transmit message without instant response from the receiver. For example in a public speech, where the communicator addresses a gathering on a specific topic with a pre-determined objective cannot get concrete response. Feedback will be possible only in extreme cases. No individual opinion will be transmitted through feedback, unless audience is highly motivated and the speaker is extremely efficient. In general one way communication cannot make any impression on the individual receiver. But this is a simple and easy method to communicate to a large group. Time is saved to a very large extent compared to the other modes of communication. This method is adopted when a particular news or concept is to be publicized quickly to large number and to inspire mass group towards an object.

9.2 Electronic Media Communication:

Telephone, TV and radio can be categorized under this type of communication. Of these telephone is direct conversation as in face-to-face type, between two individuals. But sender and the receiver are separated by the distance gap. It is only audio type of communication, where expression and body language is not involved except audio non-verbal expressions. It is not very effective communication, because frequently disturbed by foreign sounds in the lines. Clarity is not assured totally in the conversation. It is expensive and is not available to all because it requires function of a system and instruments to operate.

TV and Radio are one way communication modes where programmes are broad cast to the target group. Feed back is not promised to the transmitter. Unless audience takes the trouble of informing to the programmers through a post card or letter or phone, feed back is not given to them.

9.3 Formal and informal oral communication:

In a broader sense, oral communication may be formal and informal. Informal oral communication arises out of social needs. It is a natural instinct of man to break the silence and reduce communication gap between two persons through informal communication. For example: to greet, say Hallo, Hai, how are you oh! Very nice to see you etc. are natural, informal conversation which people in a group experience in daily life. Importance to the content of

message or communication is not very insignificant in this process. Both the transmitter and the receiver attaches less weightage to the content of message. It is not important for them to be attentive towards conversation. They are not particular about accurate feedback. But the most significant advantage is that it generates human relations and builds very strong societies and communities. It promotes interpersonal relations. Because of this particular advantage, in business organizations and large size institutions, the management encourages informal oral communication to improve interpersonal relations among employees, which is essential for reducing conflicts.

Formal communication is confined to an organization or institution or a group with specific targets. It is usually in the form of meetings, conferences, group discussions, interviews etc. This type of communication is designed with specific objective. Therefore importance is given to the content of the message. Both the receiver and the communicator attach weightage to the process. They will be attentive and involve in the communication sincerely. This method is used to achieve certain pre-determined goals and pre-set results, such as to motivate specific group of employees towards a new job, to convince a selected strata by the administrators, to educate a group on a particular issue and so on. Business executives, managers, government officials, political leaders etc. use this technique. This type of communication attaches less importance to human relations.

9.3.1 Advantages of oral communication:

1. Oral communication forms a strong base to build human relations. It offers an opportunity to make the person feel that 'he is an important person' in the communication process. It provokes human feelings of intimacy, which builds strong bond between two individuals. A direct talk between two leaders brings peaceful relation between two countries, which cannot be established by war.
2. Instant feedback is assured in oral communication, which is essential for uninterrupted flow of the process. Feedback facilitates clarification of doubts simultaneously and makes the communication effective.
3. Due to its speed, it economizes the time to pass message from sender to the listener. This is the reason that in organizational context, news from top management reaches the target group more quickly than formal notice or circular.
4. Information through oral communication is easier to grasp, decode, understand and interpret than other modes of communication.
5. Oral communication does not require expenditure towards stationery and maintenance to the communicator. It is the cheapest mode of communication. It saves money to the communicator.
6. Oral communication is convenient to alter the channel, topic, tone of voice, language etc as per the changing needs of communication. There is ample scope to make the Information clear to the listener, if the receiver is not able to interpret it in the expected way.
7. Oral communication is effective, because the sender of the information uses speech, body language, gesture, and symbols to make information reach the destiny as per his expectations. The receiver also uses all these supports to acknowledge the reception of the message.
8. Speech is the most powerful instrument to convince the listener. Ten pages of written communication may not be able to motivate the receiver but 10 minutes talk motivates the receivers in the expected way. Due to this advantage, in business context, when the management takes certain crucial decisions, they involve employees' representatives and

personally talk to them. Speech/talk, particularly face-to-face is the most powerful means to convince, direct and control the other persons. ex. Counseling.

9. Oral communication helps the sender of the message to edit unimportant and unnecessary information from the conversation instantly and can stress on important part of communication by highlighting its need in repeating it.
10. Oral communication works like a strong means to control and convince groups or mass in times of need or emergency. Strong and convincing speeches of the leaders is primarily responsible to revolutions, movements or agitation. The best example for the power of speech is that: The powerful and inspiring speeches of our leaders, Gandhiji, Nehru Sardar Patel, Subash Chandra Bose etc. during our National Movement motivated lakhs of Indians to sacrifice their wealth, profession and life for the freedom of India.
11. Oral communication is more reliable in certain situations, particularly to express opinion, than other modern means. In the context of marketing or purchasing, a consumer believes the opinion expressed by co-consumer than the attractive advertisements. Due to the psychology of oral communication business executives developed a doctrine that "A satisfied customer is our ambassador"

9.3.2 Disadvantages:

1. Oral communication has no recorded base for future references as is in written communication. Due to this drawback, it has no legal status as evidence. It is also easy for the communicator to escape future problems by denying his oral statement and also adds that his words are misunderstood. Therefore oral communication cannot lend itself for evidences.
2. Oral communication cannot be effective without the total involvement of both the sender and the receiver, which is not possible, every time. When they are not attentive or sincere the purpose cannot be achieved and the process is not complete and communication is not effective.
3. The facility of modification, alteration sometimes creates a problem that the speaker may deviate from the actual content of the message and confuses the listener by talking unnecessary matter. It leads to waste of precious time/ man-hours of both the speaker and the listener, without much benefit and outcome of the conversation. It is a common problem with public speeches and personal conversation/discussions.
4. Oral communication fails to provide timely agreement between two or more because it offers a facility of conversation followed by discussion in the form of instant feed back. Through oral communication quick decisions can never be possible.
5. Oral communication requires supportive and suitable body language, paralanguage, good rapport and suitable external environment. Absence of any of these leads to ineffective communication or total failure of communication. Communication is ineffective when one of the communicators are not able to show any expression or feelings.
6. The effectiveness of oral communication depends on the attitude of communicator of the message and the receiver. If the sender is not interested in the message, it fails to reach the receiver effectively. If the receiver is reluctant towards communication, the purpose of communication is not achieved, because he fails to give suitable feed back.
7. Oral communication has no capacity to register in the memory of the receiver for a long time. Human mind cannot retain and store the oral message exactly for a long period. Receiver can't recollect the message and reproduce without loss of words or content.

Therefore in times of emergency, oral communication fails to serve for which it was intended.

8. During oral message if the words and body language do not match, it leads to misunderstandings between the sender and the receiver. For example, if the communicator declares a fact in low voice, the receiver may not believe it, rather he may raise doubts about the total information communicated, or when a person shares a serious matter with smile, listener doesn't believe it.
9. Oral communication fails to assign responsibility of the consequences to sender or the receiver.
10. Success of oral communication depends on active listening which is a common failure among listeners. Partial listening or selective listening leads to wrong decoding and misunderstanding the message and results into a problem.
11. Talking is the easiest art; therefore the sender or the receiver cannot control the temptation of talking too much. It leads to emotional arguments, or errors may roll into the conversation, which disturbs the cordial relations between sender and the receiver.

9.4 How to make oral communication effective:

Success of oral communication depends on four principles, which are very significant contributors for effective communication. They are active listening, empathy and feedback.

1. Active Listening:

It is fair to say that listening is one of the most difficult things in the world to do. Hearing, listening and active listening are three related terms but differ in the degree of intensity. As per dictionary meaning, hearing is the sense that involves the perception of the sound. Hearing is receiving the communication/ sound. Hearing does not require the involvement of the receiver. Listening is attentive hearing, which assures some degree of involvement by the receiver in the communication process. Dictionary meaning says that listening is to pay attention to... Active listening is total involvement of the receiver of the communication in the process and pays attention only to the communicator. Thus active listening is the advanced status of listening which is superior to hearing in the context of communication process. (Active listening > listening > Hearing)

Active listening involves the receiver in the conversation who continuously interacts and stimulates the sender through suitable and timely feed back in the form of asking questions, nodding head, expressing his reaction through facial feelings supporting the conversation by adding his words and facilitating the sender to share more freely. Active listening transforms communication into effective communication.

In this context Abram.T.Collier expressed that "Listening may be partial listening where the listener pretends that he is listening by nodding head, but he does not pay attention to conversation or to the person who is sending the message. Another listening is superficial listening in which listener listens selectively some parts of the conversation".

Active listening should not interrupt the flow of communication and facilitate the speaker to say more and help him to ventilate the total feelings, message and information.

Psychologists and communication experts are worried about the facility of listening available to the persons, in these busy days. One of the troubles of the modern age is that we

have forgotten the art of listening and it became a rare commodity." In the most advanced countries people are buying listeners in the form of counselling due to non-availability of someone who listens to them. If not, they don't have trust on those who are ready to listen to them.

Active listener should be a person with patience, balanced emotional behaviour and should be a person with neutral attitude towards the communicator and his message. He should offer motivating feed back to the sender of the message. He should be able to create trust in the mind of the person who is talking to him and create comfortable environment for free delivery of message. An attentive listener boosts the speaker; an inattentive listener deflates it." Thus active listening is the most essential element for oral communication.

1. Empathy:

Empathy is the ability to assume oneself (the listener) in another conditions(speaker) and understand his feelings. It is feeling along with the communicator's feelings and expressions and experiencing the same conditions. Empathy is the advanced stage to the sympathy in communication. To sympathize in simple means showing or expressing pity over the other person's feelings. Sympathy helps to build relations at the early stage of conversation. If once the relation is established and sympathy is continued, it exerts negative impact on the speaker. Prolonged sympathy breaks the relation. Sympathy cannot achieve concrete outcomes of the conversation. Therefore, the listener must adopt empathy to make the conversation effective. *For example:* When a teenage child communicates his/her problem to the parent, for whom this is a simple problem or sometimes a nonsense. Because of long years of experience in life it is natural for elders to feel that these problems are nonsense. But if the same attitude is shown or if he/she listens like parent, communication gap will be created between parent and child. Parent should listen with teenage attitude to understand their problem. This is the reason for youth to search for peer groups to share their problems than parents, unless parents are empathetic towards their feelings.

2. Feed Back:

When a message is received by the receiver and is able to decode it accurately, it influences him and provokes him to give response, called feedback. Absence of feedback is a proof of failure of oral communication. Feedback is necessary to make the communication process complete. In oral communication feedback is essential particularly for the sender to know whether he is on right track of conversation or not. Feedback in oral conversation will be in the form of questions for clarification, nodding head, encouraging smile, adding words to conversation helping communicator to complete sentences or expressing feelings. But feedback should not disturb the speaker. Listener should allow the speaker to complete what he wishes to convey.

9.6 Summary

The sender and the receiver are the two sides of oral communication. As sender, what are the different methods for making oral communication effectively are described in other section of chapter but as the receiver oral evaluation may include both positive comments and areas for improvement. Like feedback on any assignment, it is helpful to offer constructive criticism without personally attacking the character of the speaker

9.7 Key words

Oral communication- Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication.

Face to Face communication- It is a direct oral communication between two individuals either in physical presence or connected by telephone.

Active listening- Active listening is the ability to focus completely on a speaker, understand their message, comprehend the information and respond thoughtfully.

Interview- a formal meeting at which a person who is interested in getting a job or other position is asked questions to learn how well the person would be able to do it.

Telephonic Conversation: Telephone conversation is another type of face-to-face communication between people who are physically away and are connected by a telephone link.

9.8 Self Assessment Questions

1. How do you define oral communication? Explain with the help of examples.
2. What are the advantages of oral communication?
3. What are the limitations of oral communication?
4. How do you make your oral communication more effective?
5. What is effective listening?
6. Briefly discuss the significance of listening in communication.
7. Discuss the process of listening.
8. Mention advantages of listening.

9.9 Further Readings

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LESSON 10

ART OF LISTENING

Learning objectives

- To discuss the importance of listening
- To Highlight the principles of good listening
- To study the Good Listening for improved communication

Structure

10.0 Introduction

10.1 Good Listening for improved communication

10.2 Do you know the other side of coin

10.3 Meaning, Nature Importance of Listening

10.4 How to been active listener

10.5 Why people are poor listeners

10.6 Difference Between Hearing and listening

10.7 Principles of good Listening

10.8 Summary

10.9 Key words

10.10 Self Assessment Questions

10.11 Further Reading

10.0 Introduction

1. "Nature gave person two ears but only one tongue Which is a gentle hint that they should listen more than they talk.
2. Listening requires two ears, one for meaning and one for feeling.
3. Decision-makers who do not listen have less information for making sound decisions.
To listen actively to another human being may be the greatest gift you can give a person.

The power to listen is a remarkably sensitive skill, perhaps are greatest tallenst of the human race. It is certainly a skill that makes inter personal communication truly effective and rewarding for all concern.

Robert Frost says: "Half the world is composed of people who have something to say and can't, and the other half who have nothing to say and keep on saying it."

There are four communication skills:

1. Reading
2. Writing
3. Speaking
4. Listening

The Art of Listening - Its's not an easy talk".

"No one really listens to anyone else."

"Try it for a while, and you'll see why."

A poor listener can destroy the speaker's desire to talk or his confidence in his ability to communicate.

An interested listener can sway the direction of the "talk." Watching some speak is a real opportunity to understand that person. Go on listening, however, prosaic or dull the speech may be. You may get at least one point from him - really valuable.

10.1 GOOD LISTENING FOR IMPROVED COMMUNICATION

The Art of Listening:

Listening is a very difficult thing to do. A cardinal mistake is to be so anxious to say what we want to say, that we are not really listening to what is being said. Very often when we are speaking to someone, we notice that he is not really listening. He is just waiting for us to finish so that he can say his piece. If neither person is listening to the other, there is a complete breakdown in communication. "We hear ourselves say something, the other person heard us say something, but interpreted what he heard in the light of his own experience and what we said in the light of our experience."

There is the simplest test of effective communication. When a serious impasse is reached in a dispute or an argument, the opponents in the argument should pause and then each in turn should try and repeat exactly the point of view of the other person. It will soon be discovered where the breakdown of communication really is.

Summing:

If a company wishes to communicate with its public, staff, customers, shareholders, government, and the public at large, it must create an acceptable attitude in the mind of its public by planning and creating a favorable reputation. A favorable reputation will help establish an acceptable environment, in which acceptable communication can take place.

Rules:

1. Perceive your power as a "listener."
2. A poor listener can destroy the speaker's desire to talk or his confidence in his ability to communicate.
3. An interested listener can sway the direction of his talk.
4. Ask questions: do not ask questions just to be polite but rather to clarify what is going on.
5. Reflect feelings that will show you understand what is spoken.
6. Do not be swayed by personal attitudes. Some of the biggest barriers to effective listening are the personal attitudes and prejudices that destroy what we hear.

7. Do not react subjectively. When you hear of government offices, you may immediately think of bureaucratic inefficiencies, for example. It is a subjective reaction that clouds the issue and damages the power of an otherwise perspective listener.
8. "Listen, or thy tongue will keep the deaf."

Not, Not, Not Listening! Somehow No One Listening:

One of the major problems in the communication process is lack of or ineffective or inactive listening. Everyone is involved in listening, but every one is not listening to as seriously as required.

1. Somehow everyone is not listening!
2. Supervisors complain that subordinates do not listen!
3. Subordinates complain that their bosses do not listen!
4. Parents complain that their children do not listen!
5. Children complain that their parents do not listen!
6. Teachers complain that students do not listen!
7. Students complain that teachers do not listen!
8. Somehow everyone is not listening.

Not listening to a speaker may lead to adverse consequences and make interpersonal communication truly ineffective and unproductive.

What do you hear most people complain about? Not Being listened to:"

"I can't talk to my parents, they never listen."

"I can't talk to my son, he just won't listen."

"I am quitting this job,

My boss never listens to anything I say,

It's as if I did not exist."

Managers and subordinates often complain about not listening or being poor listeners which results from various kinds of communication barriers, in addition to the educational system in which there is no lesson on "*how to listen*."

Workers are known to remark quite often that:

"The boss does not listen to me."

"No good feedback comes from the boss."

10.2 DO YOU KNOW THE OTHER SIDE OF THE COIN?

Effective speech is only one side of the coin of communication process. Communication process does not complete by mere transmission of messages. It is only one side of the coin. What about the other side of the coin? The other side of the coin is listening, and the skills for effective listening. Truly speaking, listening is the most neglected part and skill of communication process. But, actually, most people think that they are good listeners, just as they think they are good speakers. Both are different. An effective speaker need not always necessarily be an effective listener. Both speaking and listening have their own special features and specialized skills.

"The problem is not one of getting men to talk. The problem is one of getting leaders to listen." A good listener's mind is alert. His style of observation, his facial expressions and sitting postures usually reflect this fact. He may further show his interest by putting questions and comments. Putting questions, seeking clarifications, clearing doubts and other responses would encourage the speaker to speak effectively and express ideas fully.

Be a Good Listener :

The most subtle way to make a man feel important is to listen. Unless a salesman listens, he won't know which of the many features of his product to emphasize. It is very discouraging to tell a prospect all about our new state-of-the-art instrument only to have him say "I do not believe in buying the new products - come back after you have it in the 'field for two years."

Definitions and Views on Listening:

K. Davis: "Listening is a conscious, positive act, requiring will power. He is not a simple, passive exposure to sound."

In a two-way communication, listening is the weak link. Many employees wear "listening ear-muffs."

Holy Bible: "Listen to counsel and receive instruction, That you may be wise in your latter days." "Cease listening to instructions, my son, And you will stray from the words of Knowledge."

M. T. Myers and G.E. Myers: Active listening is "to listen to a person without passing judgment on what is being said, and to mirror back what has been said to indicate that you understood what feelings the speaker was putting across."

Wendell Johnson: Wendell Johnson, a leading authority on communications, has said: "Our lives would be no longer and richer if we were to spend greater share of them in the tranquil hush of thoughtful listening. We are a noisy lot; and of what gets said among us, far more goes unheard and unhealed than seems possible. We have yet to learn on a grand scale how to use the wonders of speaking and listening in our own best interests and for the good of all our fellows. It is the finest art still to be mastered by men."

Rogers: Rogers states that listening reflects a whole orientation to life and people. This orientation implies that to listen is to have the creative power to imagine how it would make sense to say what the other person is saying.

Leland Brown: Listening is an activity that can be turned on and off consciously and unconsciously. It starts with the receiver's becoming aware that they should listen and become attentive to what is being said.

M. V. Rodrigues: Listening is a process of receiving, interpreting and reacting to the messages received from the communication sender.

10.3 MEANING, NATURE AND IMPORTANCE OF LISTENING:

The purpose of this topic is to present principles and techniques that will enable us to improve the art of listening skills. The following brief description will help us to improve our own listening abilities.

Listening is an art, a fine art. The art of listening is very difficult thing in reality. It has far great importance. A manager spends approximately 50 per cent of the day in communication. H. Nelson and other estimate that most of us spend nearly 60 per cent of our workday in listening.

A patient and attentive listening is a compliment to a speaker. Listener is the kingpin in the entire process of communication to whom actually the message is meant to understand, interpret correctly and to act accordingly. Hence listening is one of the most difficult aspects of communication.

It has been happening that most of us are listening with no better than 35 to 55 per cent efficiency. Listening is a very hard task. In corporate management, managers are not good listeners. Nichols has estimated that when people listen to a ten minute talk, they operate at only 25 per cent efficiency. The process is really unfortunate but listening to the speaker's talk is one of the most important duty. It is the best method to learn about or evaluate the people.

There can be no mutual understanding without listening which is but the core of communication: In day-to-day life, most of us are involved in listening. We generally think of communication, particularly in the case of verbal communication, in terms of transmitting ideas, facts, opinions, exchange of information, expressing feelings honestly or being sincere or persuasive. But it is not so. Effective communication depends on having special talent, patience in listening. Effective and true communication is greatly dependent on the receptive side. The purpose of communications to make others listen, understand and act accordingly.

There occurs misunderstanding when listening is not good and effective. in an organization where group activities are involved, clear listening is necessary when information's transmitted. Poor listening may lead to gaps, conflicts, and resentment while in a family communication, gaps are bridged, conflicts disappear but in formal group activities, it is not so. Effective listening requires patience, presence of mind, interest and attitude. It is not an inborn trait or quality, but a skill to be acquired by practice, experience and training. The main reasons for poor listening are lack of clarity, jargon, lack of unity, speed, distractions etc.

One has to pay sufficient attention to listening and to listening comprehensively. The Royal Bank of Canada, Monthly Letter 1979, states that it has been estimated that the listening efficiency of people working in industry is less than fifty per cent, meaning that only about half of the oral messages passed around in the course of the day are fully understood.

Oral communication whether by word of mouth or oral or oral mechanical media. play a key role in all organizations and ways of life. The Monthly Letter also marks that senior officers of major North American Corporations spend up to 80 per cent of their working time having meetings, discussions, face to face conversations or talking over telephone. And, at the same time, listening is the most important function.

Listening is a process involving awareness, reception and perception. A common mistake is to anxious to say what we want to say, that we are not really listening to what is being said. It commonly happens when we are talking to someone. we observe that he is not really listening but only hearing. It appears that the listener is just waiting for the speaker to complete his speech

so that the listening work is over or he can say his piece. Alternatively, if neither person is listening to the other, there is a complete breakdown in communication.

10.4 HOW TO BE AN ACTIVE LISTENER:

A listener receives message, decodes and interprets them. Business communications comprise purposive interchanges of opinions, ideas, reactions information and the like to fulfil the goals of an organization.

Communication - a combination of oral, written, visual and non-verbal- used by the managers for conveying the information and influencing the workers. Influencing also involves motivating and persuading. In a progressive organization, feedback from workers receives equal weightage and importance.

Ineffective listening comes from hearing only with our ears and not with our minds. Managers often complain about workers being poor listeners. Poor listening results from various kinds of communication barriers, in addition to the faulty educational system in which there is no lesson on how to listen.

Are Managers Poor Listeners?

In many cases, managers are known to be poor, and ineffective listeners. Reasons are many such as they are faced with two extra barriers that impede listening. They are:

1. Managers, because of the authority pattern in an organization, are used to give orders (workers as listeners are the subordinates). When they are expected to listen, and experience a feeling of being demoted or other punishments. Listening hurts their ego.
2. Listening requires managers to reverse the usual role of authority and initiative. Hence, they try to turn a deaf ear, thinking they are battling the threat of erosion of authority.

In an interesting survey conducted in the US in 1991 by the Council for National Register of Health Service Providers of Psychology, consumers were asked to score (on a scale of 1 to 0) a variety of health professionals on their willingness to listen.

The results are that health professionals scored relatively high because of their job entailed listening to people's feelings and problems.

- Psychologists - 8.4
- Clinical Psychologists - 7.5
- Family Practitioners - 7.4
- Pediatricians and physical therapists - 2.9

The willingness to listen or not can have tremendous implications on job performance.

One survey revealed that partially "human factors" were the cause of 8 out of 10 commercial airline accidents. A major cause was the inability to listen.

Studies conducted by communication experts show that bosses (managers and above) are terrible listeners. They are found listening to their own voices rather than to the grievances

and problems of their juniors. Workers are known to remark quite often: "The boss does not listen to me" or "No good feedback comes from the boss".

Who is a Good Listener?

This question was posed by a communication teacher. Here are the attributes people felt a person with good listening habits should have:

1. He looks at me while I am speaking.
2. He seeks clarifications by asking questions.
3. He repeats some of the things I said.
4. He does not rush me.
5. He has poise and is emotionally controlled.
6. He reacts responsibly with a nod, a frown or a smile.
7. He does not interrupt.
8. He pays close attention.
9. He keeps on the subject until I have finished my thoughts.

Modifying the Listening Style:

There are four stages best understood as overlapping steps involving varying intervals of time, depending on the individual and such factors as personal motivation, learning experience and feedback. They are:

1. **Awareness:** Developing heightened awareness of one's listening habits, along with the desire to change.
2. **Internalizing:** Its action springs from a decision to modify one's listening behavior and acquire more effective listening skills.
3. **Practicing:** This is marked by the regular practice of effective listening skills, aided by self-evaluation and feedback from others.
4. **Integrating:** Habitual and unconscious use of effective listening skills, accompanied by life-long improvement in listening.

10.5 WHY PEOPLE ARE POOR LISTENERS?

Some studies on communication indicate that 75 per cent or more of communications are verbal both of speaking and listening, and only 25 per cent are written both writing and reading. On the other hand, only 15 per cent of the information retained in our memories is received through our ears. The other 85 per cent is received through the eyes from the written words, or from the things we see. It is, however, a difficult task to measure precisely.

Studies also reveal that the time spent on communication activities by an average person is broken down as follows:

- Listening 45--per cent
- Speaking 30 per cent
- Reading 16 per cent
- Writing 9 per cent

These figures show that people engage in a wide variety of occupation spent more time in listening to other people. Thus the importance of listening has been greatly and widely recognized in recent years, particularly by those people who are involved in public relations, and a wide variety of occupations day in and day out. In educational institutions, emphasis is given more to training in the skills of writing. This is followed by reading and speaking. The least training they receive is on how to be an effective listener.

Despite the great time one spends in listening, the average person does not listen carefully.

In several of the large companies in the west, considerable weightage is given to a person's skill and ability to listen attentively before he is recruited for a job. The reason: an important responsibility of workers and officers in a business is to listen carefully and intelligently to those with whom they interact. Each day many hours are spent in listening to the instructions of the seniors, customer's orders, views and problems of the staff, discussions on duties and functions and other business-related matters. Better and effective listening habits do contribute towards enhancing chances of business success. A "high listening index" gets you a better rating for securing job in the US and West European Countries. Training and practice can help improve listening skills.

10.6 DIFFERENCE BETWEEN HEARING AND LISTENING:

Many people take it for granted that they are effective listeners. One must make a distinction between listening and hearing. Often most people get confused with picking up sound vibrations, whereas listening is concerned with making a sense or meaning out of what people hear. On the other hand hearing is physical and listening is a mental process. The basic principle of effective listening is that unless the listener pays attention, has concentration, and is seriously concerned with the subject, interpreting and remembering the sound stimuli, he cannot understand the message of the speech.

Listening is the use of hearing when one is listening, it does not mean just hearing. It is a process of understanding of what is heard. Listening skills require the use of ears, brain, eyes to understand non-variable cues, with such additional insights like perception, attitudes, participation etc. Listening is with the mind and hearing is with the ears.

Thus there is a clear distinction between hearing and the listening process. A speech is meant to be heard by the listeners instantly and clearly, as such it should be in a style to catch the ears and the eyes. Hearing is passive, while listening is active. Hearing involves just receiving sound signals or the message in the ears, but listening involves not just receiving stimulate into the ears but into the conscious thought, which requires efforts on the part of the listeners. So listening is a process of making evolution and judgment of the thought, while hearing is only a simple reception of sound.

Ineffective listening comes from hearing only with the ears, and effective listening comes from listening only with the mind and not with the ears. Listening is more than hearing, but there

can be no effective listening without hearing. Hence effective listening is a coin with two faces, one is hearing and another is listening.

10.7 PRINCIPLES FOR GOOD LISTENING

Listen Patiently:

The speaker is entitled to be heard, even if you feel his approach is wrong. A guide to the listener is to indicate simple acceptance by nodding, lighting your pipe or, perhaps interjecting an occasional 'um-hm' or 'I See.'

Understanding Speaker's Feeling:

Better to understand the feeling of the speaker expressing his impulses. It is also equally necessary to understand his intellectual account. Effective listening demand careful attention because most of the people have difficulty in talking clearly about that feelings.

Restatement and Summary:

Restate the person's feeling, briefly but accurately. At this stage, you simply serve as a minor and encourage the other person to continue talking. Occasionally, make summary responses such as "you think you are in a dead end of job, or you feel the manager is playing the favorites", but in doing so, keep your tone neutral and try not to lead the person to your pet conclusions.

Time for Discussion:

It is a good principle to allow time for discussion to continue without interruption. It is also advisable to separate the conversation from mere official communication. In other words, do not make the conversation any more authoritative.

Common Cliches:

Try to listen for what is not said - evasions for pertinent or perhaps too-ready agreement with common cliches. The omission of this type may be a clue to gather some ore facts from the person.

Avoid Expressing Views:

The sound principles for effective listening try to limit the expression of your views because these may encourage or repress what the other person says.

Less Explanation:

In effective communication, better results can be achieved by giving less emphasis to explaining and more emphasis to listening.

Rapport: It is a good principle to establish good rapport with the sender.

10.8 Summary

Listening is a very important aspect of oral communication. If there is any lacking or fault in listening, it might cause failure to communication process. So, people should be well aware of faults in listening so as to improve the overall communication ability. People in business spend more time in obtaining information then transmitting it. Listening is the most important way to receive information: information regarding order of employers, instruction, rules and regulation, customer trend etc, are obtained through listening. But in listening, people generally forget 75% of the message after few days.

10.9 key words

Listening- Listening is the ability to accurately receive and interpret messages in the communication process

Active listening- The way to improve your listening skills is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, the complete message being communicated.

Poor Listener- Interrupt the speaker, Have a wandering mind and/or gaze, Don't give eye contact, Show no enthusiasm or interest in the speaker.

Good Listener- Pay attention to the person who is speaking, Keep eye contact. Use positive body language, facial expressions and verbal signals, Show interest by nodding or by smiling at appropriate times.

10.10 Self Assessment Questions

1. Define Listening? Briefly explain the Meaning Nature and Importance of Listening
2. Differentiate between the Hearing and Listening skills
3. Outline the Principles of Good Listening

10.11 Further Readings

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LESSON- 11

THE LISTENING PROCESS

Learning objectives

- To Study the Hearing and listening
- To learn the types of listening
- To Understand the listening with a purpose

Structure

11.0 Introduction

11.1 Hearing and Listening

11.2 Types of Listening

11.3 listening with a purpose

11.4 Summary

11.5 Key words

11.6 Self Assessment questions

11.7 Further Readings

11.0 Introduction

"You are not listening to me," says the teacher. "Sir, I am listening to you," the student replies. "No, you are not," the teacher emphatically says. The problem is simple. The student is not able to focus 100 cent per on what the teacher is speaking, and the teacher is able to sense it. It is important to be a good listener and to be perceived as one.

Listening is a process of receiving and interpreting the spoken word. It involves recognizing what is said and comprehending the matter, that is, understanding the main and subsidiary points as well as the links between the different parts of speech. This means that effective listening involves not only recognizing unit boundaries phonologically, but also the recognition of false starts, pauses, hesitations, stress, intonation and rhythm patterns. While receiving and interpreting the spoken word, the listener is concerned with four factors, that is, sensing, message decoding or interpreting, evaluating and response.

Listening begins with physical hearing of the message and taking note of it. Sensing is, thus, the first step of the listening process. You hear sounds and concentrate on them in order to receive the message you recognise unit boundaries phonologically as it is important for you to recognise phonological differences. Once you are able to recognise the sound patterns, you have to decode and interpret the message.

Decoding or interpreting in listening refers to the process of changing the coded message into information. It involves understanding the spoken language. Although interpretation of a verbal message may be influenced by your social, cultural, educational, professional, and

intellectual frames of reference, verbal messages use a common language code, which can be easily decoded because if the message cannot be decoded or understood, communication fails. For example, if you do not understand French, you can not decode a message encoded in French. The process of message decoding in listening also involves the recognition of false starts, pauses, hesitations, stress, intonation, and rhythm patterns.

After the message has been decoded and interpreted, its significance is evaluated and appropriate conclusions are drawn from it. In order to evaluate a verbal message correctly, facts have to be separated from opinions, relevant information from irrelevant information, examples from ideas, and explicit information from implicit information. The intention and attitude of the speaker also have to be analyzed and understood. When we listen, we have to construct a parallel message based on the sound clues received from the speaker. We should be aware of our own prejudices and biases so that we avoid making wrong conclusions.

Response is the action or reaction of the listener to the message. It is the last stage of listening. If the message has been analysed, interpreted, and evaluated correctly, the response will be appropriate. The response makes the communication more effective as it clarifies the message and helps the speaker to know whether the message has been understood or not.

11.1 HEARING AND LISTENING

A clear distinction should be made between listening and hearing. Hearing happens automatically as it is an involuntary physical act. It does not require the conscious involvement of the listener. When you move on a railway platform, you hear several voices. You do not listen to them. Suddenly there is an announcement on the public speaker and we listen to it. When we listen, we pay conscious attention to what is being said.

Table : 11.1 Differences between Listening and Hearing

Listening	Hearing
Voluntary	Involuntary
Requires conscious efforts	Happens automatically
Active process	Passive process
The listener plays a very active part	The listener plays a passive part
A two-way interactive process engaging the speaker and the listener.	A one-way process

11.2 TYPES OF LISTENING

Listening may be classified into the following six types on the basis of purpose and output:

1. Superficial listening
2. Appreciative listening
3. Focused listening
4. Evaluative listening
5. Attentive listening
6. Empathetic listening

1. Superficial Listening

In this type of listening the listener has little awareness of the content of what is being said. The output in this type of listening is zero because the listener tends to ignore the message, and is not able to concentrate on the theme, main points, and supporting details of the message.

2. Appreciative Listening

The main purpose of appreciative listening is to get enjoyment and pleasure. Examples include listening to recordings of songs, entertaining stories, jokes, anecdotes, and so on. The output may be taking part in the entertainment process. For example, a music lover may listen to the latest hit, pick up the chorus and tune, and try to sing along.

3. Focused Listening

Focused listening involves listening for specific information. The main purpose is to get some specific information that might be used to take a decision. This is the most common type of listening that we practice in non-formal oral communicative situations. Examples include listening to the radio, watching and listening to television programmes, listening to railway and airport announcements, and so on.

4. Evaluative Listening

Evaluative listening involves evaluation of the oral message or commentary and developing a line of thought. The listener interprets and analyses what he or she listens to in order to understand both the explicit as well as implicit meaning of the oral message. It may also involve matching topics against one's own interests, and making mental notes of the important points. Thus, the main purpose of evaluative listening is to evaluate the content of the oral message to select appropriate information. The output could be an oral response, or summarizing and recalling information at a later stage. Examples include listening to structured talks, classroom lecture, workshops, seminars, and so forth.

5. Attentive Listening

Attentive listening demands the complete attention of the listener. It is basically active and intelligent listening in situations such as group discussions, meetings, job interviews, and so on. The listener pays attention to all parts of the message, that is, the central idea, main points, supporting details, examples, and illustrations. There is no 'selective dismissal' of any part of the oral message. As attentive listening is interactive and productive, facilitating proper interaction and more effective listener-speaker relationships, it requires conscious effort on the part of the listener and demands concentration, involvement, and responsibility. Some other examples of attentive listening include listening to administrative instructions, formal conversational interaction, suggestions, requests, important telephone calls, and so on.

6. Empathetic Listening

Empathetic listening is listening not only to what the speaker is saying but also to how he/she is saying, that is, his/her feelings, emotions, and state of mind. The listener has to understand and respond to the affective signals that the speaker might make, and has to be alert to the speaker's implied meaning, intention, and attitude. Moreover, he/she has to understand and interpret non-verbal clues and the body language of the speaker.

11.3 LISTENING WITH A PURPOSE

The above description of different types of listening clearly indicates that the most important thing to settle initially is simply why a particular oral message is being listened to. Listening to classical music is quite different from listening to a lecture. People may listen for relaxation or entertainment, for getting information, for solving problems, or for discussion at a

later stage. They listen to different kinds of oral messages for different purposes. Is it serious listening or light listening? What matters most is the overall purpose of listening.

Although the basic purpose of listening is to receive information from various sources, there can be different purposes in listening. One may listen to:

1. Get An Introductory Idea Of An Oral Message,
2. Understand The Main Points Of A Lecture,
3. Discover The Speaker's Ideas During A Conversation,
4. Understand Differing Viewpoints In Order To Contribute To A Discussion,
5. Aim A Broad Understanding Of The Subject Matter Of A Seminar,
6. Obtain Specific Information,
7. Understand New Changes and Developments In A Particular Field,
8. Broaden One's Outlook and Understanding, Or
9. Seek Evidence For One's Own Point Of view.

In order to achieve the above reading purposes, one needs to understand the differences between effective and ineffective listening. Study

Table 11.2 To understand these differences:

Effective Listening	Ineffective Listening
The listener is aware of a clear specific purpose of listening and he/she is motivated to listen.	The listener has no clear purpose and he/she has no motivation to listen to the speaker.
The listener understands the language of the speaker.	The listener finds it difficult to understand the language of the speaker.
The content of the oral message is accessible to the listener because of his/her familiarity with the content.	The content is unfamiliar and far removed from the listener's knowledge and experience.
The listener pays attention to a person's speech and concentrates on the theme, main points, and supporting details of the message.	The listener does not pay attention to a person's speech and is not able to concentrate on the theme, main points, supporting details of the message.
As the listener concentrates on the important parts of the message, he/she thinks ahead, hypothesises, and predicts.	The listener does not think ahead as he/she pays the same amount of attention to all parts of the message.
The listener asks questions for clarifications to	The listener does not question the speaker

ensure that he/she has understood the speaker.	regardless of whether he/she has heard accurately or not.
The listener has and uses background information to help understand the lecture or speech.	The listener does not have or does not use background information.
The listener interprets and analyses while he/she listens.	The listener does not interpret and analyse while he/she listens.
The listener is able to use different strategies for different kinds of oral discourses.	The listener is not able to use different strategies for different kinds of oral discourses.

11.4 Summary

Getting a desired job is not an easy task. It requires a person to be excellent, especially in terms of communication abilities. Communication abilities can be classified into five categories that is reading, writing, speaking, listening and observing. If a candidate is a good reader of not only text books and reference books but also of newspapers and magazines, this would help him developing confidence level at the time of interview. Writing skills are necessary for preparing an appropriate Biodata and covering letter, so that a better initial impression could be created. No doubt, conversational skill right at the time of interview is equally countable towards success of the candidate. Listening abilities on the other could prove to be fruitful especially when the interviewer is making a comment or asking a question.

11.5 Key words

Effective listening- The listener is aware of a clear specific purpose of listening and he/she is motivated to listen

Ineffective listening- The listener has no clear purpose and he/she has no motivation to listen to the speaker.

Superficial Listening- In this type of listening the listener has little awareness of the content of what is being said

Appreciative Listening- The main purpose of appreciative listening is to get enjoyment and pleasure.

Empathetic listening -Empathetic listening is listening not only to what the speaker is saying but also to how he/she is saying, that is, his/her feelings, emotions, and state of mind

Attentive Listening- Attentive listening demands the complete attention of the listener. It is basically active and intelligent listening in situations such as group discussions, meetings, job interviews, and so on

Evaluative listening- Evaluative listening involves evaluation of the oral message or commentary and developing a line of thought.

11.6 Self Assessment Questions

1. What are the different steps involved in the Process of listening?
2. How is hearing different from listening?
3. What are the different types of listening?
4. Explain the differences between effective and ineffective listening.

11.7 Further Readings

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LESSON 12

PRESENTATION SKILLS

Learning objectives

- To study the importance of the presentation skills
- To Discuss the Planning and Preparation of Presentation skills
- To Organize the presentation

Structure

12.0 Introduction

12.1 Importance of Presentation skills

12.2 Planning the Presentation skills

12.3 Preparing for Presentation

12.4 Plan visual aids

12.5 Organizing your Presentation

12.6 Summary

12.7 Key words

12.8 Self Assessment Questions

12.9 Further Readings

12.0 Introduction

An oral presentation is a form of oral communication. It is a participative two-way communication process characterized by the formal and structured presentation of a message using visual aids. It is purposeful and goal-oriented, and communicates a message to an audience in a way that brings about the desired change in their understanding or opinion. It is flexible, changing, as well as complex and varied. Thus, an oral presentation is:

- **Purposeful:** The presentation will be made with a definite purpose.
- **Interactive:** It involves both the speaker as well as the listeners.
- **Formal:** It is a formal situation.
- **Audience oriented:** The topic will have to be dealt with from the listeners' perspective.

There are several forms of oral presentation, such as seminars, workshops, symposia, student presentations, industry conferences, product launches, press conferences, team presentations, annual general meetings, departmental presentations, and company profile

presentations. Whatever may be the form of presentation, they all seek to achieve certain objectives. These objectives may range from exploring a new area of information to introducing a new product by a company.

Oral presentations differ from other forms of oral communication such as speeches and debates. Although speeches and presentations share several common features, there is a thin dividing line between the two. Speeches are intended to celebrate an occasion, to felicitate a person, to welcome or bid farewell to someone, or to inaugurate a function, while oral presentations raise a particular issue for discussion.

12.1 Importance of Presentation Skills

We may not all be professional public speakers but we may have to make a presentation at some point of time or the other. Whether one is a student, a professional engineer, an academician, or a business executive, one may have to make oral presentations in front of one's colleagues or professional peers. A professional student may be required to make presentations in the form of progress reports, student seminars, research presentations, and so on. Professionals in different fields, including scientists and engineers, have also to make oral reports, present seminars, deliver project presentations, or present a proposal orally. Similarly, business executives may have to introduce a new product that their company has launched, to present a new sales plan that they want others to know about, or they may just have a brilliant idea that they would like to share with their colleagues.

Thus, of the many skills that contribute to professional success, none is more important than the ability to communicate orally in front of a group of people. Business people rank oral presentation skill among the most important factors responsible for their success. Oral presentation is a tool of professional and business interaction. In fact, in some organizations, institutions, or universities, recruitment is made on the basis of a selection process, which involves oral presentation in the form of seminar presentation, short lectures, business presentations or some other form of oral presentation.

A good presentation can do wonders for a person; it may help in getting a lucrative job offer from the company he/she always wanted to join, he/she may get a big business deal or the promotion he/she had been waiting for. The list is long. On the other hand, a poor presentation of ideas not only reduces the professional image of the person presenting it, but may result in major business or personal loss.

Therefore, the ability to deliver an effective presentation is essential for all of us. We should know how to present our ideas in a persuasive way, how to make our audience interested in our presentation, how to use appropriate visuals during our presentation, and how to reflect confidence while speaking. A person making a presentation should have the ability to begin his presentation in an effective way, develop his/her ideas logically and conclude his/her presentation with something memorable. He/she needs to understand the basic elements of an effective presentation—the 4 Ps, that is, Plan, Prepare, Practice, and Perform.

12.2 PLANNING THE PRESENTATION

An oral presentation is the formal, structured, and systematic presentation of a message to an audience and it involves conveying a lot of information in a limited time. It should, therefore, be planned well in advance so that the material is delivered effectively. Planning the presentation is, thus, the most important element. It helps the presenter

- Know the audience;
- Stimulate the interest of the audience;
- Be sensitive to the needs and expectations of the audience;
- Strike up interaction with his/her immediate audience in as many ways as possible;
- Know his/her purpose;
- Analyse the occasion;
- Fit the material to the time at his/her disposal; and
- Select and narrow a topic for his/her presentation.

Planning an oral presentation, thus, involves purpose identification, audience analysis, analysing the occasion, and the process of selecting and narrowing the topic of presentation. The following suggestion will help in planning well:

1. Define the Purpose

Planning a presentation should start by defining its purpose. What is the purpose of this presentation? This is the most important question that needs to be answered in order to make a presentation focused, with clear objectives. A general purpose as well as a specific purpose should be identified. General purposes include:

- To inform-to share information.
- To persuade-to change behaviour, attitude, belief, values, and so on.
- To demonstrate-to help listeners know how to do something.

Identifying the specific purpose of a presentation involves identifying an observable measurable actions that the audience should be able to take, and using one idea that matches audience needs. Knowledge, expectations, and interests. It should focus on audience behaviour and restate the speech topic.

Study the following examples:

At the end of my presentation, the audience will be able to describe three advantages of using HP Precision Scan LT software.

(Informative presentation)

At the end of my presentation, the audience will believe that the HP PrecisionScan LT is the scanning software.

(Persuasive presentation)

At the end of my presentation, the audience will be able to use HP PrecisionScan LT software
(Demonstrative presentation)

2. Analyse the Audience

The desired results cannot be achieved from a presentation unless the person making the presentation knows his/her audience well. Audience analysis is an integral part of the process of oral presentation it includes identifying audience characteristics, analysing audience needs and expectations, and identifying factors for getting and maintaining audience attention.

Lenny Laskowski, an international professional speaker and an expert on presentation skills, has used the word A-U-O-I-E-N-C-E as an acronym, and has defined some general audience analysis categories that all surveys should include. The 'acronym' is reproduced below:

A_u_dience -Who are the members? How many will be at the event?

U_nderstanding-What is their knowledge about the topic / will be addressing?

D_emographics-What are their age, sex, educational background, and so forth?

I_nterest-Why will they be at this event? Who asked them to be there?

E_nvironment-Where I will stand when I speak? Will everyone be able to see me?

N_eeds-What are the listener's needs? What are my needs as a speaker? What are the needs of the person who wants me to speak?

C_ustomised-How can I custom fit my message to this audience?

E_xpectations-What do the listeners expect to learn from me?

3. Identify Audience Characteristics

In order to know the audience, the presenter needs to identify their basic characteristics. He/she should try to gather as much background information about his/her listeners as he/she can-their age, gender, social, economic and educational background, religion, political affiliations, profession, attitudes (likes and dislikes), beliefs (true and false), and values (good and bad). If these audience characteristics are identified, he/she will be much better equipped to plan and prepare his/her presentation effectively.

4. Analyse Audience Needs and Expectations

Those who will attend and listen to the presentation have their needs and expectations. They will be there for a reason. If the presenter wants them to listen to him/her, he/she has to understand and respond to their needs and expectations. For this he/she should ask the following questions:

- a. Why will they listen to me?
- b. Who asked them to be there?
- c. Is their attendance compulsory?
- d. What are their interests?
- e. What ideas or experience do I have that the audience may like to hear?
- f. What are their needs?
- g. What do they expect?
- h. How do my objectives meet audience needs?

Answers to these questions will help him/her make appropriate modification in his/her presentation to suit his/her audience. The presentation must be audience oriented, dealing with the topic from their perspective. The presenter may not change his/her ideas and facts for his/her audience but he/she may change the way he/she conveys them. He/she may tell them what he/she wants to tell but in a way that to them.

5. Recognise Factors for Getting and Maintaining Audience Attention

Once the characteristics, needs, and expectations of the audience have been identified, factors that meet the needs of the listeners should be determined. Listeners will be more interested in the presentation if it meets their requirements. As a result, they will listen more attentively, understand what is said, and remember the key points of the presentation. The presenter needs to consider the following specific questions in this context:

- A. How can I relate my presentation to the needs and expectations of my audience?
- B. What should I do to ensure that my audience remembers my main points?
- C. What style will appeal to my audience?
- D. What are the changes that I should make?
- E. Have I incorporated ways of encouraging my listeners to give feedback and share information that will make my presentation more effective?
- F. Have I planned strategies for dealing with listeners' communication apprehensions?
- G. How will I handle hostile listeners or those who are disruptive?

Moreover, more informed decisions can be made about how to best adapt to the varying moods of listeners and how to tap their curiosity, interest, and motivation. Perhaps the best rule to remember in identifying factors for getting and keeping audience attention is to remain flexible. A blend of methods and alternatives to accommodate listeners' perceptions may be the best approach to audience analysis.

2. Analyze the Occasion

The occasion on which the presentation is to be made should be analyzed in order to understand the nature of the event or communicative situation. Several aspects of the event like its background, the people involved, the organizations or associations linked to the event, and so on need to be considered. Here are some relevant questions.

- 1. Is my presentation part of a larger event like a national/international seminar with a central theme, or just an internal conference where I am supposed to present my views on a particular topic?
- 2. Am I familiar with the procedures of the event?
- 3. Who are the sponsors?
- 4. Who are the other speakers?
- 5. What is the venue?
- 6. What is the duration of my presentation?

In fact, thinking through the answers to some of these questions ahead of time may ensure that the presentation is effective.

3. Choose a Suitable Title

Generally, a title has to be chosen for the presentation. The title gives the audience the first glimpse of the presentation and they form their first impressions. Therefore, it is essential that the title is appropriate and conveys the essence of the message. A vague, misleading, and fussy title may confuse the audience.

The process of choosing a title may begin by first identifying a topic. The choice of the topic depends on the occasion, the audience, the type, and purpose of the presentation. A list of topics may be compiled, including potential topics like social, economic, political, technological and environmental problems (for example, poverty, unemployment, overpopulation, corruption, crime, inflation, AIDS epidemic, and so on.); ideas regarding society, education, business and economy, government, technological systems, and so forth, and reactions to debatable issues (for example, universal civil code, Article 370, politics and religion, and abortion). When all the possible topics have been noted, the choices can be evaluated and an appropriate topic may be chosen.

After a suitable topic has been selected for the presentation, it should be narrowed down as per the focus of the presentation in order to phrase a clear, complete, specific, and focused title. In this process, the nature of the general and specific purposes of the presentation as well as audience expectations and rhetorical sensitivity may be considered. For example, if the selected topic is 'pollution', it may be narrowed to any of the following:

- Vehicular pollution hazards in New Delhi (local focus)
- Pollution of the Ganges (national focus)
- CFC's and ozone depletion (international focus)

12.3 PREPARING THE PRESENTATION

Once the presentation has been planned, it is time to begin preparing for it. Preparing well is the key to success. Making an oral presentation whether a seminar presentation, an oral report, a project presentation or a business presentation is easier when it is prepared in a systematic manner. Being prepared the presenter.

- a. deal with speech anxiety effectively;
- b. develop the required confidence;
- c. seek precise and relevant examples and illustrations; and
- d. check for accuracy, redundancies, and cliches.

Preparing for a presentation involves developing the central idea and main points, gathering relevant supporting material, and planning visual aids.

1. Develop the central Idea

The central idea of the presentation is its core idea or thesis statement. It should be a complete declarative sentence that captures the essence of the message. The following are the characteristics of a central idea:

- a. It restates the presentation topic.
- b. It is a simple audience-centered idea.

- c. It is a one-sentence summary of the presentation.
- d. It focuses on the content of the speech.
- e. It uses specific language.

2. Develop the Main Ideas

Develop the main ideas for the presentation. The presenter may make a logical division of the central idea establish reasons for the idea being true, or support the central idea with a series of steps. Choosing one of the techniques will largely depend on the topic of the presentation as well as its objectives. Study the following examples:

Logical division of the central idea.

Example: Central idea: Unemployment in India

Logical divisions: A. Types B. Causes C. Solutions.

Establishing reasons for the central idea being true.

Example: Central idea: Education in India needs to be restructured.

Establishing reasons: A. Reason 1 B. Reason 2 C. Reason 3

Supporting the central idea with a series of steps.

Example: Central idea: Indo-Pak Relations can be improved.

Series of steps: A. Strategy 1 B. Strategy 2 C. Strategy 3

Gather supporting material

One of the most difficult aspects of preparing a presentation is gathering relevant supporting information. Information that will be used in the presentation should be carefully selected. This will depend on the scope and length of the presentation.

While gathering supporting information a systematic approach should be adopted. First, the presenter should gather all his/her thoughts on the subject and then recall related information from his/her personal knowledge and experience. Thereafter, several research resources such as the Internet, library resources, personal interviews, and discussion with experts, colleagues, and special interest groups should be consulted. A list of material to be included in your presentation should be made. The supporting material gathered may include facts, examples, definitions, quotations, and so on.

An outline of the collected material is developed, and reworked until it is in good order. After that the first draft is written and revised as required. It is important to check for accuracy, redundancies, and cliches. The style of the presentation should be informal, preferably using everyday language and avoiding technical terms and statistics.

12.4 PLAN VISUAL AIDS

Using appropriate visual aids will increase the effectiveness of presentations. Good visuals may serve the following purposes:

They Serve as Speech Notes: Visual aids may be used as notes to emphasise and clarify the main points of the presentation. Each visual aid may contain a main idea. Effective titles may be used to convey the main message of the visual aid.

They Give Confidence: Using good visuals might increase the presenter's self-confidence because they refresh his/her memory, establish his/her credibility, and show that he/she has planned is well-prepared, and is professional.

They Help Focus on the Theme of the Presentation: Visuals help the presenter to focus the theme of the presentation and concentrate on the objectives of his/her presentation. He/she may use effective visuals to highlight the central idea of his/her presentation.

They Increase Audience Interest: Interesting and relevant visual aids make the audience more interested in what is being said. They may force even a hostile and demotivated audience to pay attention.

They Give Clarity and Precision: Visuals make the presentation easy to understand and remember. Any of the following types of visual aids may be used.

A. Three-Dimensional VisualAids

- (a) Objects
- (b) Models
- (c) People

B. Two-Dimensional Visual Aids

- (a) Drawings
- (b) Photographs
- (c) Slides
- (d) Maps
- (e) Graphs
- (f) Charts
- (g) Overhead transparencies
- (h) Computer generated presentations
- (i) Chalkboard

The following suggestions will help in planning and using visual aids effectively:

1. Relevant visual aids must be chosen. The visual aids should match the message. Using a visual that does not match with what is being said is distracting and may confuse the audience.
2. The presenter must be familiar with his/her visual aids and rehearse his/her presentation with using the visual aids.
3. Computer software programs such as PowerPoint and Corel Presentations may be used to enhance the effectiveness of the presentation. However, special care must be taken while designing electronic presentations or multimedia presentations because making the presentation overly dependent on electronic visuals may create certain handicaps.
4. Handouts may be distributed, that is, charts, presentation abstracts, summaries, brochures, pamphlets, outlines, and so on, in order to complement the presentation.
5. While using overhead transparencies, eye contact should be maintained with the audience.
6. Visual aids must be introduced before actually showing them.

12.5 ORGANISING YOUR PRESENTATION

After the central idea as well as the main ideas have been developed, relevant supporting material has been gathered, and appropriate visual aids have been planned, the message has to be organised and structured. Good organisation is essential for effective presentation. The key to good organisation is the repetition of the main ideas of your message. Just remember the three Ts:

Tell the audience what you are going to tell.

Tell it.

Tell them what you have told.

Divide the presentation into three distinct parts: the introduction, body, and conclusion.

INTRODUCTION

The opening of the presentation should convince the audience to listen to it. It has five functions:

1. Get the audience's attention
2. Introduce the subject
3. Give the audience a reason to listen
4. Establish the credibility
5. Preview the main ideas

Get Audience Attention

The speaker needs to get the attention of his/her audience and hold it the end of his/her talk. Listeners form their first impression of the presentation quickly, and first impressions matter. Therefore, the opening should capture their attention. Audience attention may be captured in several ways. These techniques include using any one of the following:

1. **Startling Statement/Statistics:** Say something surprising or unexpected, or give statistics that surprises the audience.
2. **Anecdote:** Tell a short entertaining account of an event, a short story.
3. **Questions:** Ask some interesting questions. The question should be rhetorical with an obvious answer.
4. **Quotations:** Start the presentation with a relevant quotation that throws light on the central idea of the presentation.
5. **Humour:** Start the presentation with a humorous reference.
6. **Introduce the Subject** A statement of the central idea should be included in the introduction. In simple and direct language the audience has to know what the presentation is about.
7. **Give the Audience a Reason to Listen** Audience attention should be drawn to the topic of the presentation by showing them how the topic affects them directly. Giving relevant statistics can motivate the audience.
8. **Establish the Credibility** The speaker's credibility should be established early in a speech. He/she should be able to convince the audience that he/she is worth listening to.

The speaker should be well prepared, appear confident, and strike a rapport with the audience by narrating personal experiences relevant to the topic.

9. **Preview the Main Ideas** The audience should be told what they are going to listen to. The preview to the presentation should be given towards the end of the introduction. The preview should include a statement of the central idea and mention the main points of the presentation.

Remember the acronym

KISS

(KEEP IT SIMPLE AND SHORT)

Your audience will understand a simple message easily.

SHORT

Your audience may concentrate better if your message is short.

Body

The body contains the main content of the presentation. Most people fail to make an effective presentation simply because they try to convey so much information and include so many ideas. The speaker may be tempted to include so many points in his/her presentation but it is advisable to focus on a few main ideas, two to four. Each main point should be supported by appropriate details but not excessive data. This will spoil the presentation because it may confuse the audience. In short, the mantra is to use a few points with relevant supporting details. The speaker should concentrate on each main point and use appropriate transitions to indicate a change of point as the audience may not be able to differentiate between the main points and minor points. He/she should ensure that his/her information is accurate complete, and relevant.

As the body of the presentation is structured, the speaker should choose the sequence he/she will follow from among any of the following organizational patterns:

- a. Sequential
- b. General to specific
- c. Specific to general
- d. More important to less important
- e. Less important to more important
- f. Categorical
- g. Problem and solution
- h. Contrast and comparison

In developing the sequence of a presentation, transitions between sections, illustrations that will be used, and points of emphasis should also be decided.

12.6 Summary

The conclusion of your presentation should accomplish the following four specific objectives:

1. Summarise the presentation
2. Reemphasise the central idea
3. Focus on a goal
4. Motivate the audience to respond
5. Provide closure

1. **Summarise Your Presentation:** The conclusion gives the speaker the last chance to present his/her key ideas. The main ideas should be repeated.
2. **Re emphasise:** the Central Idea The central idea of the presentation should be restated in a memorable way.
3. **Focus on a Goal:** The speaker should focus on the specific objective of the presentation and concentrate on what he/she wants his audience to do, think, change, remember, and so on.
4. **Motivate the Audience to Respond:** The audience should be motivated to give feedback. They may be encouraged to ask questions.
5. **Provide Closure:** Verbal techniques may be used to let the audience know that the speech has ended. Appropriate words and phrases such as "in conclusion", "lastly", "finally", and "as my last point" be used. The speaker may thank the audience for their patient listening. Nonverbal cues may also be used to signal closure.

12.7 Key words

Presentation- Presenting information clearly and effectively is a key skill in getting your message across

Visual aids- Visual aids are items of a visual manner, such as graphs, photographs, video clips etc used in addition to spoken information. ... Summarize information

Audience attention- a group of spectators or listeners, esp. at a public event such as a concert or play

12.8 Self-assessment questions

1. Nature and importance of oral presentations.
2. Audience analysis.
3. Visual aids in presentations.
4. Organizing an oral presentation.
5. What are the essential elements in the introduction, body and conclusion of oral presentation skills?

12.9 Further Readings

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6. M.Ashraf Rizvi(2021), Effective Technical Communication Mc.Graw Hill, 2021

LESSON – 13

INTRODUCTION TO EFFECTIVE MEETINGS

Learning Objectives

- To study the purpose of the meetings.
- To learn how to prepare the agenda and conduct the meetings effectively.
- To understand meetings usages.

STRUCTURE

13.0 Introduction

13.1 Guidelines to Conducting Effective Meetings

13.2 Evaluations of Meeting Process

13.3 Steps to Make Staff Meetings More Effective

13.4 What to do during a meeting

13.5 What to do after a meeting

13.6 Keys for Leading Effective Meetings Planning

13.7 Summary

13.8 Keywords

13.9 Self – Assessment questions

13.10 Further readings

13.0 INTRODUCTION TO EFFECTIVE MEETINGS

13.0.1 Introduction

The human resource department supports an organization's goals by recruiting, hiring, training and managing employees to fill roles in the company. Professionals working in the human resource department conduct and lead meetings with prospective employees, current workers and management staff to create strategic plans and meet the needs of the company.

One of the most important aspects of **human resources meetings** is the platform they provide for attendees to reflect on their own performance, as well as their peers' work, during the past week. Fostering a culture of feedback within the team, the **meeting** provides a place for dialogue about performance.

13.0.2 Effective Meeting Management

Effective meetings are an essential tool for achieving and delivering overall business objectives. However, meetings can, and often do, fail to deliver for many reasons: poor planning, lack of clear outcomes, poor communication, lack of respect amongst attendee are just a few.

To ensure a meeting is effective and achieves the intended goals and objectives, it is important to get the fundamentals right; this includes thorough planning and effectively managing the meeting from beginning to the end.

This course will provide delegates with a framework and a process to effectively plan a meeting and follow it through to conclusion.

13.0.3 Programme Objectives

The course will achieve the following objectives:

- Initiate, plan and define the meeting's purpose
- Develop skills to manage and conduct productive meetings
- Develop and use meeting ground rules
- Use the "Meeting Advantage Planner" to schedule follow-through
- Review the meeting for improvements

13.0.4 Method And Approach

This programme will involve the use of slides, handout material, work manual with all instructor notes and slides, examples of best practice and appropriate video/DVD material. The use of flip-charts, syndicate workshops and reporting back sessions will encourage a fully participative and enjoyable event. Delegates will be encouraged to participate actively in relating previous work experiences.

13.1 Guidelines to Conducting Effective Meetings

13.1.2 Planning Effective Meetings

Meeting management tends to be a set of skills often overlooked by leaders and managers. The following information is a rather "Cadillac" version of meeting management suggestions. The reader might pick which suggestions best fits the particular culture of their own organization. Keep in mind that meetings are very expensive activities when one considers the cost of labor for the meeting and how much can or cannot get done in them. So take meeting management very seriously.

13.1.3 Selecting Participants

- The decision about who is to attend depends on what you want to accomplish in the meeting. This may seem too obvious to state, but it's surprising how many meetings occur without the right people there.
- Don't depend on your own judgment about who should come. Ask several other people for their opinion as well.
- If possible, call each person to tell them about the meeting, its overall purpose and why their attendance is important.
- Follow-up your call with a meeting notice, including the purpose of the meeting, where it will be held and when, the list of participants and whom to contact if they have questions.
- Send out a copy of the proposed agenda along with the meeting notice.

- Ask participants if they'll commit to the agenda.
- Keep the agenda posted at all times.
- Don't overly design meetings; be willing to adapt the meeting agenda if members are making progress in the planning process.
- Think about how you label an event, so people come in with that mindset; it may pay to have a short dialogue around the label to develop a common mindset among attendees, particularly if they include representatives from various cultures.

13.1.4 Opening Meetings

1. Always start on time; these respects those who showed up on time and reminds late-comers that the scheduling is serious.
 - a. Welcome attendees and thank them for their time.
2. Review the agenda at the beginning of each meeting, giving participants a chance to understand all proposed major topics, change them and accept them.
 - a. Note that a meeting recorder if used will take minutes and provide them back to each participant shortly after the meeting.
 - b. Model the kind of energy and participant needed by meeting participants.
 - c. Clarify your role(s) in the meeting.

13.1.5 Establishing Ground Rules for Meetings

- You don't need to develop new ground rules each time you have a meeting, surely. However, it pays to have a few basic ground rules that can be used for most of your meetings. These ground rules cultivate the basic ingredients needed for a successful meeting.
 - Four powerful ground rules are: participate, get focus, maintain momentum and reach closure. (You may want a ground rule about confidentiality.)
 - List your primary ground rules on the agenda.
 - If you have new attendees who are not used to your meetings, you might review *each* ground rule.
 - Keep the ground rules posted at all time.

13.1.6 Time Management

- One of the most difficult facilitation tasks is time management -- time seems to run out before tasks are completed. Therefore, the biggest challenge is keeping momentum to keep the process moving.
- You might ask attendees to help you keep track of the time.
- If the planned time on the agenda is getting out of hand, present it to the group and ask for their input as to a resolution.

13.2 Evaluations of Meeting Process

- It's amazing how often people will complain about a meeting being a complete waste of time -- but they only say so after the meeting. Get their feedback during the meeting when you can improve the meeting process right away. Evaluating a meeting only at the end of the meeting is usually too late to do anything about participants' feedback

Evaluating the Overall Meeting

- Leave 5-10 minutes at the end of the meeting to evaluate the meeting; don't skip this portion of the meeting.
- Have each member rank the meeting from 1-5, with 5 as the highest, and have each member explain their ranking
- Have the chief executive rank the meeting last.

Closing Meetings

- Always end meetings on time and attempt to end on a positive note.
- At the end of a meeting, review actions and assignments, and set the time for the next meeting and ask each person if they can make it or not (to get their commitment)
- Clarify that meeting minutes and/or actions will be reported back to members in at most a week (this helps to keep momentum going).

1. Determine the frequency of staff meetings

- Factors which can influence the frequency of meetings include:
 - Number of employees
 - Location of employees
 - Workload
 - Time involvement
- Our recommendation is to hold all-employee staff meetings at least once every 6 months, or more frequently, if possible.

Select meeting topics

- Select topics that impact as many employees as possible, or which would be of interest to the widest cross-section of employees.
- Some recommended topics to incorporate into your staff meetings include:
 - **Sharing company goal updates** – If goals or targets for the company have been set, update employees on their status. This will let employees know if the company is on-track or off-track, and will give employees an indication of what the priorities are for the company in the near-term.
 - **Sharing noteworthy news** – Use the meeting to highlight good news and major developments, such as a new client, new project or new proposal that you are working on.
 - **Giving praise and recognition** – Share successes achieved. Praise outstanding employees, project teams and achievements, or share positive feedback provided by clients. Recognizing a job well done is a boost to morale.
 - **Inviting employee updates** – Include time for employees to update each other about their current projects, priorities, successes and work challenges. It is an opportunity for employees to share best practices with one another. Employees will feel more positive when their ideas are sought and their opinions are valued.

4. Prepare agenda ahead of time

- Prepare an agenda for your staff meeting in advance.
- Include in the agenda:
 - Purpose of the meeting
 - Expected duration of the meeting
 - How much time will be allocated to each agenda topic
 - Decisions that will need to be made by the end of the meeting
- Share the agenda with your staff so that they can prepare appropriately for the meeting.

- An agenda will ensure that you and your staff stay focused during the meeting and make the best use of the time allotted.

5. Schedule the meeting

- If you plan to have regular, on-going meetings, schedule them in advance. A possible option is to pick the same time, each time, for the meeting. For example, the first Tuesday of each month at 10 a.m.
- If you are holding a one-off meeting, provide as much advanced notice to employees as possible so that they can make any arrangements that are necessary.

6. Conduct the meeting

- Welcome employees to the meeting.
- Share the agenda and the time you are allotting for the meeting.
- Ensure you stick with the agenda as close as possible.
- If there is an employee participation component, be sure to be supportive and encouraging.
- Have someone take minutes or notes of the meeting, and of any decisions made so that they can be followed-up on.
- Leave enough time for questions and answers at the end of the meeting.

7. Seek feedback on improving staff meetings

- Ask employees what can be done to improve the staff meetings.
- It is easy for meetings to get stale – your employees will have feedback on how to make the meetings more engaging.

Conducting an effective staff meeting is a developed skill. Here are 5 common staff meeting mistakes to avoid:

1. Meetings with no useful purpose. Don't have meetings for the sake of having meetings. Ensure the meeting is relevant to the participants and serves a productive purpose.

2. Disciplining staff in public. A staff meeting is not the place to discipline or criticize an employee or department. Handle disciplinary discussions in private with only the person or department affected in attendance. Criticizing or punishing an employee or department in front of other staff causes unnecessary embarrassment and discomfort and will lower staff morale.

3. Repetitive meetings. While a standing, regular agenda may be helpful, each staff meeting does not need to be the same as the next. Change the agenda to suit the latest developments. Vary the topics. Change the meeting facilitator. Incorporate different speakers. Variety in your meetings will generate greater interest and make them worthwhile to attend.

4. Losing track of time. Make sure to respect your employees' time by starting and ending on time. Have someone keep track of time or to bring the meeting back on track if the discussion gets off-topic.

5. Avoiding bad news. Staff meetings should be used to convey bad news as well as good. If there are major challenges the company is facing, be sure to let your employees know. Use the staff meeting as an opportunity to share the news, to dispel any rumours, and to get staff feedback on how to turn the situation around.

What to do before a meeting

A large part of what makes a meeting successful occurs in the preparation phase. Although it may vary by committee, department or unit, there are seven key responsibilities expected of chairs or team leaders before a meeting takes place. Each is explained in detail below.

1. Clarify purpose and aims

A clearly stated purpose or aim describes the key decisions that must be made or actions that must occur at the meeting. The purpose of a meeting should be stated at the top of the meeting agenda.

Some **example purpose statements** might look something like:

- Share best practices in graduate recruitment and identify opportunities to recruit collaboratively
- Identify priority goals for next year
- Examine and update admission criteria
- Decide how to get feedback from faculty, staff and students

Everything else on the agenda including topics, times, and presenters are the activities that, taken together, will accomplish the aims. A weekly or monthly staff meeting may not require meeting aims beyond the agenda items.

2. Create an agenda

An agenda is a framework that guides and supports the meeting. Agendas are like roadmaps, blueprints, flight plans, and recipes. An agenda helps focus the group's work toward achieving desired outcomes. Good agenda items provide focus and structure for a meeting.

Some **example agenda items** might look something like:

- Report on fall enrolments
- Identify members for ad hoc space committee
- Generate list of possible solutions for the xyz problem with pros and cons of each.

3. Schedule the meeting

Scheduling a meeting involves much more than just making a list of attendees. It requires identifying key people who *must* attend and either finding times that work for them or notifying them of the meeting's time and location. Once an optimal date and time are agreed upon, a meeting location can be selected. (Choice meeting locations sometimes dictate meeting dates.)

Other scheduling activities might include some of the following:

- Create a scheduling grid
- Create an electronic mailing list at the start
- Keep a sample E-mail handy to use as a double-check
- Draft the final meeting notification early on, with date, time and location added later.

P.J. Barnes, from the University's Office of Quality Improvement schedules multiple meetings every week involving the chancellor and provost, vice chancellors, associate vice chancellors, deans, directors, chairs, and other campus leaders. P.J. has a system for these hard-to-schedule meetings.

4. Post and send out agenda

An agenda should be sent to participants ahead of time to help them prepare to participate. There are legal requirements for posting meeting notices. All campus committees created by rule or official act are subject to certain Wisconsin open meeting laws.

For departmental and standing committee meetings you should do the following:

1. Provide at least 24-hour advance notice of a meeting via a central bulletin board. (Newspaper announcements not required.) In limited cases, 2 hours advance notice would be allowed.
2. Allow public access including newspaper reporters and others (E.g. anyone in the department could attend the open portion of the of the Executive Committee meeting).
3. Allow committees to go into closed sessions (members only) to deliberate on personnel matters, although votes must be taken in open session.

E-mail voting is not allowable under the current law, nor are electronic discussions. Open meeting laws do not apply to advisory committees or *ad hoc* task groups.

5. Circulate supporting information

You should always circulate supporting materials to participants in advance of the meeting. However, deciding how much information to send in advance can present a conundrum. Some people won't look at anything prior to the meeting and some will conscientiously read all the supporting information they can. Here are some things to consider when deciding what and how much to send out ahead of time.

DO	DON'T
1. Do provide enough information before the meeting so people arrive with a general familiarity and framework of the issues to be discussed.	1. Don't assume that everyone wants or needs his or her own copy of large reports. Two people can often easily share a copy in a meeting. This can save paper and staff time resources.
2. Do provide web site URL's instead of paper documents where possible.	2. Don't send documents/materials without some explanation of how they relate to the agenda (if this is not clear from the agenda)
3. Do extract information in a succinct outline or summary whenever possible to make it unnecessary for members to read long or ponderous documents.	3. Don't send anything that is so complex or technical that it requires someone to interpret it. Hand that out at the meeting (or parts of it) and explain what it means.

6. Make room arrangements

Ensure that room arrangements (including refreshments) are made. Room arrangements can make a big difference in how well a meeting goes or doesn't go. Most important is that participants can see and hear each other.

Although a "U" shape arrangement or open square is ideal for smaller groups of 20 or less, it is not usually a good choice for larger groups. The yawning hole in the middle makes communication difficult. A herring bone arrangement of tables is usually better for these larger groups.

7. Arrange for recorder

The recorder takes notes on paper, laptop or on flip charts. Meeting notes should be distributed as soon after the meeting as possible. The longer the lag, the less confidence the members have that their investment will result in action.

For groups that meet regularly, the recorder is responsible for keeping previous meeting notes and agendas in one place where they can be referenced later such as from a notebook or shared network drive, etc

13.4 What to do during a meeting

1. Start meeting on time

Start the meeting promptly on schedule and do not wait for others to arrive. A large amount of professional time is wasted by leaders who wait for more people to arrive before starting a meeting. It may require a change in the culture, but once people know that you start your meetings on time, they will arrive on time.

2. Ensure quorum

For committees and groups using Robert's Rules of Order to guide their procedures, ensuring that a quorum is present is the chair's responsibility.

Under Robert's Rules of Order, a quorum is the number of members entitled to vote who must be present in order that business can be legally transacted. The quorum is usually the majority of the members unless a different quorum is decided upon.

If a quorum is not present, any business transacted is null and void except for procedures such as calling the meeting to order, announcing absence of a quorum and entertaining a motion to adjourn, recess, or take measures to gather a quorum.

Some departments or offices find themselves waiting to start a meeting until a quorum has been achieved. This makes it all the more important for members to arrive on time.

3. Review agenda

Always briefly review the agenda including the aims and purposes as the meeting gets started. This helps participants focus their attention and understand what will be required of them. Many of us attend meetings one after the other, so it's helpful when the chair provides this "advance organizer".

In reviewing the agenda, the chair should make it clear what decisions must be made or actions must be taken.

4. Keep discussion focused

Focus on agenda items. Even if these items are clearly listed and emphasized, creative, intelligent and committed people may stray from the topic.

To get a runaway meeting back on track, the chair can say, "We are getting off topic and need to move back to XYZ." Then he or she repeats the topic, issues or question again.

Some groups maintain a "parking lot" on a separate piece of paper for important issues that come up but are not directly related to the discussion. The "parking lot" can be consulted for agenda planning for succeeding meetings.

Encourage participation

Effective meetings are participatory and good leaders try to get everyone involved. Some ways to encourage full participation include:

- Begin the meeting with a question that everyone can answer and go round-robin. The question should be stated on the agenda and might be something like, "What are your hopes for this committee's work?"
- When asking for solutions/ideas, go round-robin at least once so everyone has a chance to offer an opinion
- On a flip chart or projected from a laptop, keep a list of ideas/opinions being generated so people can see their ideas in front of the group

When **brainstorming**, ensure that ideas/suggestions are not critiqued as they are offered. Get all the ideas on the table before critiquing. Waiting to critique will generally increase the amount of participation.

6. Help group come to decisions

A group reaches **consensus** when it finally agrees on a choice and each group member can say:

- "I believe that others understand my point of view"
- "I believe I understand others' points of view"
- "Whether or not I prefer this decision, I support it (and will not undermine it) because it was arrived at openly and fairly and is the best solution for this committee or group at this time."

Be clear before the discussion begins how the final decision will be made--if vote will be taken or if decision will be made by consensus and/or **prioritization** of options.

7. Summarize decisions

When a group seems to have come to a consensus or decision, restate and summarize what the final decision(s) is. This helps to ensure that all members hear the same thing. Clarification at this point can prevent problems later.

8. Agree on action plan

An action plan outlines the specifics that must be done. Not every goal needs an action plan, but for goals that involve more than one person, it's usually helpful to be specific about who will do what by when. See a sample action plan.

Every goal should have a point person-an individual charged with ensuring that the goal is moving forward. The point person is not expected to complete the goal personally but to connect the people involved, make progress reports, and seek assistance or resources needed to keep the goal moving forward.

9. Draft agenda for next meeting

Ask for agenda items for the next meeting from the floor or ask a small group of 2 or 3 members to work on creating agendas. People are more likely to participate in a meeting if they have had some input into building the agenda

Even if every item suggested cannot be dealt with in a meeting, look for ways to provide information via handouts, E-mail, or creating connections with others.

10. Evaluate meeting

Before the meeting adjourns, try to do a brief evaluation. Ask some informal questions such as, "Do you feel like we accomplished what we needed to today? Did everyone participate?" The meeting leader can ask the questions with group members answering in turn, round-robin style, or the questions can be asked for anyone to answer.

Brief paper surveys are another option and the group results should be aggregated and shared. Focus on any weak spots identified in the evaluation at the next meetings.

13.5 What to do after a meeting

Don't assume that ideas discussed during a meeting will be put into action or even remembered. To ensure follow-through and accountability a meeting leader needs to do three key tasks after the meeting ends. These are discussed in detail below.

Distribute minutes

Ensure that minutes are produced and promptly distributed to all attendees including guests. Meeting minutes don't need to include everything everyone said. They do need to include following:

- Date, time location
- Attendees
- Key points raised and decisions made
- Motions and voting results if votes taken
- Who is responsible for what follow-up action and by when
- Name of the Recorder

Most word processing software includes templates for agendas and minutes.

Archive meeting documents

All meeting documents including the agenda, minutes and supporting documents should be kept together and archived.

These records can be checked when questions arise about past decisions or actions. It is discouraging to committee or group members to rehash prior discussions or decisions because of poor record keeping.

Check on action

Often people need a gentle nudge to remind them about completing action items. Leaders need to check to ensure that action is taking place as agreed. The check can be an E-mail or phone call to the point person or a meeting devoted to checking on progress. Not checking may send a message that not much action is really expected.

Tip: Every goal and action item needs a "point person." This person is responsible for reminding everyone of action items connecting people to their work and following up with colleagues to make sure the work has been completed. The point person also reports on results.

13.6 Keys for Leading Effective Meetings Planning

1. Define the task
2. Define the desired outcome
3. Complete the agenda
4. Establish sequence of meeting activities
5. Determine who should attend, roles, and ground rules
6. Decide meeting time
7. Determine meeting logistics
8. Notify participants
9. Set up the meeting room

13.7 Summary

Summarize the meeting's accomplishments. Compare accomplishments with your desired outcomes and identify any unfinished business. Finalize action plan.

13.8 Keywords

Effective Meeting Management : Planning and organizing well-structured meetings where members of the team can accomplish more in less time

Conducting Effective Meetings : Brings a thoughtfully selected group of people together for a specific purpose, provides a forum for open discussion, and delivers a tangible result: a decision, a plan, a list of great ideas to pursue, a shared understanding of the work ahead.

13.9 Self - Assessment Questions:

1. What is the most important thing we need to discuss today?
2. What are your most significant accomplishments since we last met?
3. What are the most important things you will focus on before we meet next?

13.10 Further Readings

1. Meeting the Challenge of Human Resource Management A Communication Perspective Edited By Vernon D. Miller, Michael E. Gordon Copyright Year 2014.
2. Human Resource Management Paperback – 25 March 2010, McGraw Hill Education, K. Aswathappa.
3. Strategic Management: An Integrated Approach, by Charles W.L. Hill (Author), Gareth R. Jones, 1 January 2012.

LESSON - 14

MEETING AGENDA

Learning Objectives

- To swotting the basis of the agenda
- To determine the importance of Agenda
- To acknowledge an effective agenda meeting

Structure

14.0 Meeting Agenda

14.1 How to Develop an Effective Meeting Agenda

14.2 What to Include on Your Meeting Agenda

14.3 Purpose of an agenda

14.4 Agenda impact on a meeting

14.5 Proven Keys for Effective Meeting Management

14.6 How to prevent participants from multitasking at meetings?

14.7 Summary

14.8 Keywords

14.9 Self – Assessment questions

14.10 Further readings

14.0 Meeting Agenda

An agenda is a list of meeting activities in the order in which they are to be taken up, beginning with the call to order and ending with adjournment. It may also contain a listing of an order of business. Agenda means things to be done. It is usually sent along with the notice of the meeting.

A meeting agenda is a list of topics or activities you want to cover during your meeting. The main purpose of the agenda is to give participants a clear outline of what should happen in the meeting, who will lead each task and how long each step should take. Having this information before and during the meeting should ensure that it proceeds efficiently and productively.

Definition

Created before a meeting begins, an agenda is a list of meeting activities and discussions that will be covered in your meeting. They are laid out in order, often as a list or set of bullet points.

An effective meeting agenda might be a very basic list of topics, but it can also be a more complex document. Exactly how much detail to include depends on the type of meeting you are having, and how organized you want to be.

A quick one-topic huddle may require no agenda at all, whereas an All-Hands meeting should be carefully planned to maximize the team's time together.

Agendas are notably different from meeting notes, which typically begin with the agenda, but are filled in with more information about what took place during the meeting.

An agenda is more than just a list of things to do. An agenda is a meeting program designed to allow all relevant topics to be dealt with in good order and in good time.

1. Identify the meeting's goals.
2. Ask participants for input.
3. List the questions you want to address.
4. Identify the purpose of each task.
5. Estimate the amount of time to spend on each topic.
6. Identify who leads each topic.
7. End each meeting with a review.

1. Identify the meeting's goal

When you start with your goal, you can make sure the purpose of the meeting is clear and every task you want to cover is related to your objective. Make sure to set an achievable goal to keep your meeting as focused as possible. For example, a meeting goal to approve the company's monthly advertising budget is more attainable than a goal to improve spending overall.

2. Ask participants for input

If you want to keep your participants engaged during the meeting, ask for their input beforehand so you can be sure the meeting fulfills their needs. You can ask them to suggest what topics they would like covered or what questions they have. Once you have a list of ideas from the participants, you can review them and decide which items you'll ultimately include.

3. List the questions you want to address

Once you know your meeting's objective and have some ideas about the topics you want to cover, list the questions you need to answer during the meeting. Some meeting agendas simply list a topic as a phrase, for example: "rental equipment." However, you can clarify each agenda item's purpose by phrasing discussion points as questions. For example, you could write, "*Under what conditions should we consider renting equipment instead of buying it?*" These prompts can ensure you are inviting discussion and gathering all of the information you need for each agenda topic.

4. Identify the purpose of each task

Every task you complete during your meeting should have a purpose. Typically, the three main purposes are to share information, seek input or make a decision. As you're going through your agenda, make note of the purpose of each task. This step will help meeting participants know when you want their input and when it's time to make a decision.

5. Estimate the amount of time to spend on each topic

Next, estimate how much time you plan to spend on each task. This part of the agenda ensures you have enough time to cover all of the topics you have planned for your meeting. It also helps participants adjust their comments and questions to fit within the timeframe.

You can optimize your timeframe by giving more time to items you anticipate taking longer to discuss or scheduling items of higher importance earlier in the discussion to ensure vital topics are covered. If you have many people coming to your meeting, you may even limit time on certain topics to streamline the conversation, encourage a quick decision if needed and keep the meeting on schedule.

6. Identify who leads each topic

Occasionally, someone other than the meeting leader will lead the discussion on the topic. If you plan on having other people mediate topics during your meeting, you can identify them under their respective

topic. This step helps keep the meeting running smoothly and ensures that everyone is prepared for their responsibilities.

7. End each meeting with a review

Leaving time to end each meeting with a review can help participants better understand what decisions they made and what information they discussed so they can take any necessary steps after the meeting. During this review, you and your meeting participants should also consider what went well during the meeting and what needs improvement. By taking a few minutes to consider these questions, you can make sure your next meeting is even more effective.

14.1 How to Develop an Effective Meeting Agenda

A meeting agenda is a list of items that participants hope to accomplish at a meeting. The agenda should be distributed in advance of a meeting, minimally 24 hours in advance so that participants have the opportunity to prepare for the meeting. Preferably, if possible, the agenda should be available several days before the meeting. The more time your colleagues have available to prepare for a meeting, the more likely they will attend prepared to participate effectively.

Developing a Meeting Agenda

The first step in developing an agenda is to identify whether other employees are needed to help you plan the meeting. Then, decide what you hope to accomplish by holding the meeting, and establish doable goals for your meeting. The goals you set will establish the framework for an effective meeting plan. Make certain that you have not planned more than is reasonably achievable within the timeframe of your meeting.

Decisions to Make

After determining your overall goal, you or your team need to make certain decisions. In addition to the purpose or goal of the meeting, also include with your agenda:

- A date, time, and location for the meeting
- Participants needed in the meeting
- Items for discussion
- The amount of time that you anticipate the group will need to discuss each item
- Pre-work for the meeting. This will include any reading, documentation, data, meeting minutes from a prior meeting, or any other preparation that will make your actual meeting successful. Relevant documents should be attached to the meeting notice and agenda when you distribute them to invited participants.

Identifying Participants

Once you have decided that a meeting is necessary to accomplish your goal, you need to develop a list of participants. Not every employee can or should participate in every meeting, but inviting the right participants will enhance your likelihood of success. Determine your participants by asking yourself some questions:

- Who must own the solution the group develops?
- Who owns the process the group is discussing?
- Who needs to know the information you are distributing?
- Who can provide data and facts to guide decision making?
- Who has experience or expertise to share with the group?
- Who must support the implementation of any solutions or tasks?
- Who must provide permission or resources to accomplish the meeting outcome?

- Who might oppose the implementation of any solutions or direction?

Agendas for Regularly Scheduled Meetings

Not every meeting needs a custom developed agenda. Most employees have regularly scheduled meetings for their departments or workgroups. You also have teams and projects in which you participate.

An ongoing project may not require a newly developed agenda for every meeting, but your team will be well served by adopting a standard approach to your meeting. The regularly scheduled employee meeting is divided into three segments for which each has standard agenda items:

Informational items

Write out any agenda items that are informational for every meeting. For example, the manager updates the group on the outcomes of the senior management meeting.

Action items

Place on the agenda any items that you expect the group will want to review at every regularly scheduled meeting. For example, performance to budget for the time period and the identification of cost savings and continuous improvements the group plans to achieve.

Forward planning

Place on the agenda any items that the group wants to plan for or prepare for in advance. For example, the short-term goals for the next month or the need for coworker assistance on upcoming assignments.

If you follow these guidelines when you develop your meeting agenda, you enhance the probability that your meeting will be more productive.

14.2 What to Include on Your Meeting Agenda

An agenda for a regularly scheduled meeting can help produce the results you seek by including some basic items:

- Warm-up and greetings. Consider a brief ice breaker depending on how frequently the group meets. Even in an online meeting, participants may be well served by an icebreaker.
- Review the meeting's purpose, agenda, and expected outcomes and product.
- Review, correct (if necessary), and approve the minutes of the prior meeting.
- Provide appropriate departmental and company information that the team needs.
- Review progress on action items, action plans, and commitments. Review group progress on goals.
- Discuss and make decisions about the agenda items for this meeting.
- Identify next steps.
- Identify the purpose, outcome, and agenda for the next meeting.
- At the end of the meeting, the note taker should review the commitments made by people during the meeting.
- Identify any assistance needed from people not in the group and assign participants to make contact.
- Determine who outside of the meeting participants needs to know what and decide how you will accomplish the communication.
- Distribute minutes within 24 hours of the meeting or immediately if the note taker took them electronically.

14.3 Purpose of an agenda

An agenda is usually the first advice attendees get of a planned meeting. An agenda communicates important information about the meeting and what attendees have to do. Such advance notice is a basic courtesy.

An agenda also helps to ensure that a meeting is run efficiently and is a productive use of time. An agenda provides a guide to deal with the order of business—so that discussion stays on agreed topics—and to manage the time allocated for each topic.

Who prepares an agenda?

An agenda for a meeting is drawn up and distributed by the meeting facilitator, usually the chairperson. The facilitator often has an administrative officer to help with this task. Usually, the facilitator consults other attendees when preparing the agenda content.

What's involved in preparing an agenda?

The agenda may include a report on action items from a previous meeting. Action items are actions that attendees agreed to (or were asked to) undertake at the previous meeting.

Agendas are given to attendees before a meeting in enough time to allow them to prepare for it. Preparation may include compiling notes, collecting documents, conducting research and planning what will be said. Agendas can be distributed in printed or electronic format.

All agendas should list:

1. Location and date
2. Start time of meeting
3. End time of meeting
4. Attendees (including chairperson and note taker)
5. Topics
6. Topic detail (result required)
7. Time allocated to each topic
8. Names of attendee who will lead discussion on each topic.

14.4 Agenda impact on a meeting

An agenda helps to ensure that a meeting efficiently achieves its aims. An agenda does this by:

- acting as a guide for discussion
- ensuring that attendees do not speak out of turn, or for too long
- providing a checklist to ensure that all topics are discussed
- enabling the meeting note taker to more easily record minutes.

What would happen if there were no agenda?

Without an agenda, a meeting may be disorganised and time-wasting. If attendees are not sure what they are meant to talk about—or for how long—discussions may lack control. There may be personal attacks and hostility. These inefficiencies may mean that a meeting achieves very little or nothing.

What terms are used in preparing and using an agenda?

- **Action items** – actions that an attendee agreed to undertake at a previous meeting (or is directed to undertake)
- **Attendee** – a person who participates in a meeting (in person or via electronic media)

- **Chairperson** – a person who controls a meeting and decides who can speak and when
- **Meeting** – a discussion, often in a formal setting, between two or more people about an agreed topic (or topics)
- **Minutes** – the official notes kept about what happened during a meeting, especially of any decisions, agreements or action to be taken.

Meeting agenda in Advance

Early agenda creation has multiple benefits — from narrowing down meeting goals, which helps identify who needs to be in the room — to estimating a realistic meeting length for the discussion topics included. Outlining a meeting before sending out invites increases the likelihood that attendees will arrive prepared, since they'll know what's on the agenda.

Here are a few other key things to keep in mind for creating an effective meeting agenda:

Make the agenda in advance so you can share it.

In most circumstances, it's not productive to spring meeting goals and discussion topics on your attendees the day of the meeting.

That might work for weekly meetings with low-stakes decision making objectives. But, a wiser approach is to get into the habit of sharing well thought-out meeting agendas with room for attendees to suggest changes. Agendas are more powerful when shared, and when attendees can contribute to them.

What's more, building an agenda in advance gives the meeting leader plenty of time to organize thoughts and goals, and make sure that nothing important is missing from the agenda on meeting day.

Not sure where to start? Check out some of these sample meeting agenda templates for inspiration.

Decide on a formal or informal agenda.

Those weekly low-stakes internal meetings probably require a different agenda style than, say, a meeting with a new potential partner.

Identify meeting goals, and state them clearly.

Before diving into creating an effective meeting agenda, be sure to have a clear idea of what the meeting is trying to achieve. Making a clear goal statement (or a few) not only helps invitees anticipate what they'll need to do to arrive prepared, but also help with guiding the creation of the agenda.

There is an easy way to help attendees arrive prepared. In the agenda, include any questions which need to be answered during the meeting.

One more word of advice on meeting goals: if they seem to be focused only on information sharing, seriously consider whether a meeting is necessary. If the information can be shared in a less resource-demanding format, that may be a better option.

Meetings require many people to find a shared time to come together during work hours, which can negatively affect productivity if the meeting purpose doesn't justify the effort. Better meeting ideas are ones which require collaboration, such as customer meetings, post-mortems, on boarding, or one-on-ones.

Follow the agenda and fill in notes along the way.

If agenda items have been properly arranged, it should be relatively easy to move down the agenda as the meeting progresses.

Allocated times and participants noted at each phase should also help keep the meeting on task, ensuring that each agenda item receives attention and (hopefully) resolution. Another benefit of well-written agendas is the ability to use them to make the most of note taking. Writing notes directly into meeting items has multiple benefits. It puts the meeting notes in context both for the note taker and anyone who will be reviewing the notes later, especially people who were not in attendance at the meeting.

Filling meeting notes in on the agenda also clears up which meeting goals have been met and which still require action. Assigning team members to action items and noting due dates in the meeting notes keeps critical information in one, easy-to-navigate place: the agenda everyone has access to.

14.5 Proven Keys for Effective Meeting Management

1. Have a Clear Objective

Is the meeting needed to generate new ideas, to gather information, or to make decisions? Or perhaps it is a combination of the above?

If you're unsure what you're trying to accomplish, you can be sure it won't happen. The number one factor for a successful meeting is having a clear goal and a concrete agenda.

Entrepreneur and influencer Neil Patel says he refuses to have a meeting simply for the sake of having a meeting. "No purpose, no meeting."

He starts every meeting by stating the ultimate goal for that meeting. "Meetings aren't social gatherings. Instead, they are goal-oriented business events. I'm not against hanging out with people, but there are better times to do this than during a business meeting," he says. Start with the goal, and you'll finish with success.

2. Meet Outside the Office

When tired faces, low energy, and lack of ideas start to appear at meetings, it's a sign that it's time to take the meeting outside. An off-site session is perfect for avoiding meeting fatigue.

Organisation staff be to the nearby cafe, to the park or even a bar. Sometimes a change of scenery is all that's needed for bringing energy and good ideas.

After the meeting, follow up on your team if they enjoyed the change of pace and found it constructive.

If not, try something else – it's never a complete waste of time!

3. Be Prepared

The key to successful meeting management is in the preparation. Before the meeting starts, provide all participants with an agenda.

The agenda should include:

- a list of topics to be covered
- a brief description of the meeting's objectives
- a list of people attending the meeting
- who will address each topic
- the time and location of the meeting
- any background information participants need to know about the subject

4. Invite Less People

Ask yourself ruthlessly: Do all these people really need to attend the meeting? Most of the time, a brief summary by email will work just as well.

If you can reduce a half-hour meeting's attendee list by just two people whose presence isn't essential, that's an hour of productive time returned to the company.

The purpose of meetings is to make decisions, not to simply share information. It's easy to view the meeting as a waste of time when attendees don't feel the discussed topic is relevant to them.

5. Don't Be Late

Late arrivals can eat up 5 to 10 minutes of the meeting, or in most cases – make the meeting 10 minutes longer. Waiting up for people who are habitually late is unfair to those who show up on time.

The solution? Don't wait for them. Starting the meeting the minute, it's scheduled to begin sends a clear message to the latecomers, and develops a reputation for promptness.

6. Stand up

Stand-up meetings (or simply "stand-ups") have become popular team rituals. Employees become more engaged, more collaborative and less territorial when they participate in a project that involves standing. Nothing conveys urgency like being on your feet during a meeting.

Professor Bob Sutton, the co-author of the management book *Hard Facts*, observed this as he was writing the book. He and his co-author Jeff Pfeffer would often meet at Pfeffer's home, in a room with only one chair. With no place to sit, they covered everything fast and effectively.

That led the team to look into a study that compared the decisions made by teams who had stand-up meetings vs groups holding seated meetings. In the stand-up meetings, groups took 34% less time making decisions, with no real difference in the quality of the decision.

For logistical reasons, stand-up meetings aren't always practical, but they're worth considering.

7. Leave Room for Creativity

The experience and knowledge of your employees is a valuable resource. A source too important to be left untapped.

Short and constructive meetings are ideal, but not when they are stripped down from idea generation and discussion. A successful meeting should result in creativity and energy. This happens when people are actively participating, not just passively attending.

"It's proven that coloring during a meeting helps promote active listening, and is more beneficial than multitasking on something like email," she says. By taking a more creative approach, these sessions can be productive and inspiring at the same time.

8. Don't Lose Focus

The hardest task to accomplish leading a group of people is to get them to focus. Whether it's the organizer or any of the participants, someone should always take the responsibility of guiding the meeting back to the assigned topics and bringing back the focus.

When a meeting has a clear focus, it's much easier to set concrete action steps and follow up. If you got to the end of the meeting without having actionable next steps, the meeting should be considered wasted time.

9. Stop Multitasking

Multitasking is a testament to our modern, connected life. But it is taking its toll. A study shows it makes us less effective, increases stress, and costs the global economy an estimated \$450 billion every year.

More frighteningly, Harvard Business Review reports that multitasking leads to a 40% drop in productivity and a loss of 10 IQ points... equivalent to pulling an all-nighter.

Nowhere is the problem more apparent than in the meeting rooms where email, texts, and web browsing can have a significant impact on an organization's bottom line.

10. Keep Your Meetings Short

It's very likely that 30 minutes into the meeting, your team's attention is not as sharp as at the beginning.

It's not that they are bored or easily distracted – it's the simple fact that there is a lot of information to process. The longer the meeting, the more effort it will take to keep up the energy and discussion.

Having short meetings is an essential component to improving your team's efficiency. An agenda tends to expand to whatever time limit is set for a particular meeting, so feel free to give your meetings a "hard stop" whenever it feels right.

11. Don't Forget the Q&A

All managers claim to have an open-door policy. As good as it may make the manager look, practice shows that the vast majority of attendees aren't taking advantage of it. It's up to the manager to actually engage employees. And meetings are an excellent place for practising the skill.

The Q&A session is often pushed to the end of a meeting, leaving just a couple of minutes for it. However, this segment is just as important as the rest of the meeting. When a concrete action plan is set up at the meeting, but follow-up questions are left unanswered, the result can spell disaster. It is ineffective the least.

To ensure more meaningful engagement, consider extending Q&A session to match the length of the meeting. You might even consider switching up the overall format, with a short meeting intro followed by a longer Q&A. Depending on the meeting type, this could create a virtuous cycle, and help with building an enthusiastic team.

12. Follow Up

The art of follow up is a vital professional habit, and it also matters in the context of meetings. That way, everyone will be on the same page.

Follow-ups should never be interpreted as micromanagement. It is a natural and necessary part of project leadership. If you want anything to happen, you must follow up, follow up, and follow up.

14.6 How to prevent participants from multitasking at meetings

- Assign roles for the meeting. Who will facilitate? Who will take minutes? Who will take notes? When each person is assigned a job, meetings are more focused and productive.
- Provide a timed agenda. Everyone's time is valuable, so each person needs to focus on the assigned topics and problems. The timed agenda can also discourage sidebar conversations, or working on problems that the group isn't prepared to address.
- Have a phone/computer parking lot. And encourage people to use it. It is estimated that employees who use smart phones and computers are distracted on average after every 10 minutes. Unless the computer is absolutely necessary for the meeting, turn it off.

During meetings at Keller-Williams Realty, anyone whose phone rings must make a donation to KW Cares, the company's charitable foundation. Spokesman Darryl Frost says the policy cuts down on interruptions during meetings. "When it happens, it supports our corporate non-profit," he says. "It's a win-win."

The key to successful meetings lies in communication. Especially if you're experimenting with new formats. Ask your employees for feedback, be open to suggestions, and base your conclusions on what they think, not how you personally feel. If your team feels engaged and effective, you're surely on the right track.

Minutes of meeting is an official record of the proceedings of a meeting. Minutes help in understanding the deliberations and decisions taken at the Meeting. There is no restriction format or language for recording Minutes of meeting.

14.7 Summary

An agenda is a list of meeting activities in the order in which they are to be taken up, beginning with the call to order and ending with adjournment. It usually includes one or more specific items of business to be acted upon. It may also contain a listing of an order of business.

14.8 Keywords

Meeting agenda - Effective Meeting Agenda - Developing a Meeting Agenda - Proven Keys for Effective Meeting Management.

14.9 Self – Assessment Questions:

1. How do you write a meeting agenda examples?
2. What is the importance meeting agenda in organizations?
3. How to prepare an effective meeting agenda?
4. How do you conduct a meeting in organisations?
5. What is the importance conduct the meeting in organizations?
6. What are the methods to conduct an effective HR meeting?

14.10 Further Readings

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LESSON – 15

MINUTES OF MEETING, INTERVIEW AND NEGOTIATION SKILLS

Learning Objectives

- To know the minutes of the meeting
- To learn the best interview skills
- To understand the negotiation skills

Structure

15.0 Minutes of Meeting

15.1 The Process of Writing Meeting Minutes

15.2 Interviewing Skills

15.3 Different steps in interviewing skills

15.4 Types of Interviewing Skills

15.5 Negotiating Skills

15.6 Why need negotiate skills to HR Manager

15.7 Summary

15.8 Keywords

15.9 Self – Assessment questions

15.10 Further Readings

15.0 MINUTES OF MEETING

What are Meeting Minutes?

Meeting minutes are notes that are recorded during a meeting. They highlight the key issues that are discussed, motions proposed or voted on, and activities to be undertaken. The minutes of a meeting are usually taken by a designated member of the group. Their task is to provide an accurate record of what transpired during the meeting.

Steps Involved in Recording Meeting Minutes

There are five main steps involved in recording the minutes of a meeting. They are:

- Pre-planning
- Record-taking
- Writing or transcribing the minutes
- Sharing meeting minutes
- Filing or storage of minutes for referencing in the future

Pre-Planning

If a meeting is well-planned in advance, taking minutes will be a lot easier. That said, the chairperson and the secretary or minutes-recorder should work together to determine the agenda of the meeting beforehand. For example, the person recording minutes could work with the chair to draft a document that will serve as an agenda and provide the format for the meeting.

Meeting Agenda

If it's not possible for the chair and secretary to meet and come up with a draft, then it's up to the secretary to get a copy of the agenda before the meeting starts. The meeting agenda will serve as a guide for how to take notes and prepare the minutes. In addition, the agenda also includes other details, which need to be incorporated in the minutes. They include:

- Names of all the members present – includes guests and speakers
- Documents that may be handed out as the meeting progresses, such as copies of a list of proposals to be voted on

Expectations

- When an individual is chosen as the minutes recorder, it's important for them to know what is expected of them. Therefore, the individual should approach the chair of the committee and ask what their role in the meeting will be. For example, if the meeting will involve proposing motions, the designated member should inquire as to whether he should include the names of those proposing motions and those seconding.

What to Include in Meeting Minutes

Before recording any details, a designated minutes recorder should familiarize themselves with the type of information that they should record. A group may be using a specific format to record notes but, overall, the minutes of a meeting typically include the following details:

- Date and time the meeting happened
- Names of attendees, as well as absent participants
- Acceptance of, or amendments made to, the previous meeting's minutes
- Decisions made regarding each item on the agenda, such as:
 - Activities undertaken or agreed upon
 - Next steps
 - Outcomes of elections
 - Motions accepted or rejected
 - New business
 - Date and time of the next meeting

15.1 The Process of Writing Meeting Minutes

When the meeting ends, the individual tasked with writing minutes should get all the resources he needs to write up the minutes in a clear, presentable way. Here are some tips to consider:

- Once the meeting ends, don't take too long to write the minutes. This way, everything that took place in the meeting is still fresh in your mind.
- Review the outline that had been created earlier and make adjustments where necessary. This might include adding extra information or clarifying some of the issues raised. Also, check to see that all verdicts, activities, and motions were clearly recorded.
- Revise the minutes and ensure they're brief but clear.

Distributing the Meeting Minutes Once the secretary completes writing the minutes, he's supposed to share them with the group members. They can be shared online or through the cloud. Considering that

minutes and other types of documents can entail a lot of paperwork, it may be preferable to use a paperless sharing approach.

Key Takeaway

Meeting minutes are important because they are used to document the key issues raised during a meeting. For example, effective minutes can state the approaches that were proposed to solve a particular problem and the main reason why members choose one method over the other.

15.2 INTERVIEWING SKILLS

Introduction

Interviewing is a **skill** in and of itself, one in which your ability to interact with the **interviewer** and to articulate your thoughts are factors that are just as important in getting the job as are the qualifications listed on your resume. Here is a list of **interview skills** that will help you get hired.

Interviewing – whether for a new job or a different position with your current employer – can be a nerve-racking experience. You hope that your qualifications speak for themselves, but they may not be enough to make you stand out from a pool of equally talented applicants.

15.3 Different steps in interviewing skills

Interview Skills

There are some easy steps that you can take that will increase your chances of success at interviews.

First, remember that job interviews should be a process of two-way communication. Not only are they a tool for employers to use to evaluate you, but they are also an opportunity for you to assess the job, the organization, and to see if there is a "fit."

The keys to a successful interview are preparation and practice. The following suggestions will help you prepare for an interview:

Self-evaluation It is important for you to think about yourself and your past experiences in order to be ready to articulate what you have to offer an employer. Consider the following topics:

- How your present and past experience relate to the position
- Your current and future career goals
- What skills and expertise you have to offer
- The skills that you would like to develop or improve
- Location, salary, and lifestyle priorities
- Kinds of people and environments you prefer
- Past experiences you want to highlight such as volunteer work, hobbies, travel

Explain your understanding of the issues and trends in your specialty and in the overall industry.

- Why are you qualified for this position?
- Give an example of a situation where you demonstrated leadership.
- Give an example of how you worked on a team.
- What questions do you have about the organization? Questions for the interviewer are queries that usually focus on the culture or mission of the organization, and job responsibilities. This is not the time to bring up questions about salary, benefits, and vacation about which you can inquire after you have been offered the job.

The Phone Interview

Due to a company's geographic location, travel costs, and divergent schedules, a phone interview may often be your initial contact with a prospective employer. Therefore, we're offering some phone interview tips.

Speaking

- a. **Smile and be enthusiastic. Your enthusiasm will carry through to the interviewer.**
 - b. Speak in a conversational manner, and be sure to speak loudly enough to be heard. Speak with some inflection and tone.
 - c. Let the interviewer do most of the talking. When s/he asks you a question, expound upon the answer. Use the opportunity to sell your skills and experience.
 - d. When the interview is over, let her/him know that you are very interested in scheduling a personal interview at her/his place of business.
1. Clarify interview questions
 2. Think out loud
 3. Communicate nonverbally
 4. Know your resume
 5. Tell a compelling story
 6. Leverage knowledge of the company and interviewer

15.4 Types of Interviewing Skills

Interview processes can be time-consuming, so it makes sense to choose the right type of interview(s) for the individual job. Some jobs, for example, may necessitate only one interview, while another may necessitate a telephone interview and at least one or two traditional interviews. Keep in mind, though, that there will likely be other methods with which to evaluate a candidate's potential, such as testing.

1. **Traditional interview Skill.** This type of interview normally takes place in the office. It consists of the interviewer and the candidate, and a series of questions are asked and answered.
2. **Telephone interview Skill.** A telephone interview is often used to narrow the list of people receiving a traditional interview.
3. **Panel interview Skill.** A panel interview occurs when several people are interviewing one candidate at the same time.
4. **Information interview Skill.** Informational interviews are usually used when there is no specific job opening, but the candidate is exploring possibilities in a given career field. The advantage to conducting these types of interviews is the ability to find great people ahead of a job opening.
5. **Meal interview Skill.** Many organizations offer to take the candidate to lunch or dinner for the interview.
6. **Group interview Skill.** In a group interview, two or more candidates interview at the same time. This type of interview can be an excellent source of information if you need to know how they may relate to other people in their job.
7. **Video interview Skill.** Video interviews are the same as traditional interviews, except that video technology is used. This can be cost saving if one or more of your candidates are from out of town. Skype, for example, allows free video calls. An interview may not feel the same as a traditional interview, but the same information can be gathered about the candidate.

8. Nondirective interview Skill (sometimes called an unstructured interview). In a nondirective interview, the candidate essentially leads the discussion. Some very general questions that are planned ahead of time may be asked.

9. Informational Interview Skill In an informational interview the objective is to seek advice and learn more about a particular employer, sector or job.

10. Screening Skill

Screening interviews – these types of interviews are proving to be a more cost effective way to screen candidates.

11. Individual Interview Skill

Often referred to as a “personal interview” this is the most common type of interview and is usually held face to face at the company’s offices.

12. Small Group or Committee Interview Skill

These types of interviews mean meeting a panel of decision makers at once. This can be daunting and intimidating if you are not well prepared in advance.

13. The Second or On-Site Interview Skill

The second interview means you have been successful on the first occasion and they would like to know more. As a result, these types of interviews can be longer, some lasting half or a full-day.

14. Behavioral-Based Interview Skill

Known as Critical Behavioral Interviewing (CBI), the theory is that past performance in a similar situation is the best predictor of future performance. This method of interview probes much deeper than the usual interviewing techniques.

15. Task Oriented or Testing Interview Skill

These types of interviews are structured in a way that allows you to demonstrate your creative and analytical abilities in problem solving through varied tasks or exercises

16. Stress Interview Skill

This method of interview is rare and involves the interviewer baiting you to see your response. The aim is to highlight your weaknesses and see how you react under pressure.

Interview Questions

Most interviews consist of many types of questions, but they usually lean toward situational interviews or behavior description interviews.

The interview process

Regardless of which type of interview you will have, all should follow the same process. We suggest keeping the following **GOA²L Process** in mind during interview skills:

1. **Greet** the interviewer with a firm handshake, introduce yourself, and thank the interviewer for taking the time to meet with you.
2. **Offer** additional copies of your resume. Have several copies with you in case you'll meet with multiple interviewers. If you have previous work samples, a list of references, or other materials to share, you can bring them out now or hold onto them until you are asked about them.
3. **Answer** the questions that are asked of you, making sure to be honest, clear, professional, and concise. If you don't understand a particular question, it is always acceptable to ask for clarification.
4. **Ask** whatever questions you may have about the job or the company. Remember, this is your chance to find out if you really want **this** job for **this** company. Not sure what to ask? Read more about asking your own questions.

5. **Leave** on a good note. When the interview is over, shake the interviewer's hand again. Thank the interviewer for taking time to talk with you, communicate your interest in being hired, and ask when you can expect to hear an answer about the job.

Finally, **don't forget to send a thank-you note!** Less than half of job candidates send them, but all hiring managers are impressed by candidates who send thank-you notes. Either by phone, email, or letter, follow up. This is just one more way to put yourself ahead of other candidates. Use the note as a chance to:

- Thank the hiring manager again for his or her time
- Restate why you think you are the best fit for the job
- Inquire about the status of the position

Ask anything that has come to mind since the interview

15.5 NEGOTIATING SKILLS

Introduction

Negotiation is a form of decision-making where two or more parties approach a problem or situation wanting to achieve their own objectives - which may or may not turn out to be the same. In the employee relations arena, **negotiation** usually takes place within the collective **bargaining** environment.

Process of Negotiating Skill – HRM

Negotiation is an ancient art. It is important in fields as diverse as diplomacy, buying and selling, arranging relationships (marriages, business partnerships) as well as employee relations. Negotiation is a form of decision-making where two or more parties approach a problem or situation wanting to achieve their own objectives - which may or may not turn out to be the same. In the employee relations arena, negotiation usually takes place within the collective bargaining environment.

Many texts imply that the methods of bargaining can only be learned through experience and may well suggest that negotiation, like most interpersonal skills, is instinctive rather than learned. Perhaps, the basic requirement is a combination of a competitive, assertive style with a devious and resilient personality. In fact, study of the bargaining process indicates regular patterns and processes which people tend to go through. Studies of industrial negotiations have indicated that many disputes worsen because of: -

- lack of clarity of aims or goals by one or both sides
- poor understanding of the detailed situation.
- the apparent dispute is not the real problem.

15.6 Why need negotiate skills to HR Manager

When the Government first announced that the public sector would have to make severe cuts, Richard Crouch, HR director of Somerset County Council, suggested that **some HR teams would lack the necessary negotiation skills** to deal with the changes. Crouch has been forced to change his mind. He believes that, since the economic downturn started to bite, HR professionals now enter so many discussions about redundancies, pay and performance that they have had no choice but to hone their negotiation skills. "We've become far more fluid in our negotiations. Less bureaucratic and more process-driven," he says.

Image problem

Negotiation itself tends to have an image problem. It is often associated with Mafia-style confrontations that go on long into the evening and resolve nothing. In reality, whether you're in the private or the public sector, you will be entering into different levels of negotiation every day. There are negotiations

with suppliers, such as recruitment agencies or training providers, and differences of opinion between line managers and staff. Even something as simple as working out the holiday rota is a basic form of negotiation.

What to consider when entering negotiation

- Have an idea of what “success” looks like. What will be an acceptable outcome?
Position yourself on the other side of the table – what would you say if you were asked to take a pay cut?
Build a rapport before you enter a negotiation with someone. That means your relationship is not all about confrontation.
- Remember, you may be working with these people tomorrow, so don’t let the discussion become too emotional.
- Think about your long-term relationship. If you take advantage of someone this time, you may not get the chance to work with them again.
- Consider a feedback session after a negotiation or an “objections clinic” so you can discuss about what works and what doesn’t.

However, there are times when these discussions become unavoidably public. Unilever, for example, has experienced media scrutiny of its employees’ decision to take strike action over their pensions. Similarly, British Airways’ failed negotiations with cabin crew in mid-2010 happened under the glare of the media spotlight. Negotiations in the public sector, in particular, tend to enter the public eye because everything is a matter of record.

Day-to-day negotiations

Most day-to-day negotiations, however, happen without fanfare. “There will be negotiations that are quite political and play out on a big stage, but most of it happens privately and quietly,” says Alan Warner of HR consultancy Alan Warner Associates. “I think HR people are generally successful at negotiating because they do it in a way that is unseen.”

Ways to improve negotiation skills

While there are courses available on negotiation skills (through professional bodies such as the CIPD or through commercial organisations), the best way to improve your negotiation skills is often by exposing yourself to situations that require you to negotiate. “I think it’s best to learn from someone else. Sit in on a negotiation and pick out the good bits,” advises Warner.

Confidence is key

One of the hurdles to overcome, Holley adds, is simply having the confidence to negotiate. While negotiations are almost second nature to more “traditionally” commercial functions, especially on price, HR professionals may not feel as comfortable asking others to compromise. But the rise in outsourcing relationships or deals with external suppliers means that there is a greater than ever need to overcome the fear that your proposals will be rejected.

In working with HR professionals, I observed that many lack fundamental negotiation skills. This impairs their ability to ensure compliance, prevent claims, and build trust and confidence with managers, executives and employees.

By developing and honing your negotiation skills, you will improve your effectiveness with compliance and claim prevention, and you will improve your relationships within and outside your organization.

Benefits of Employees Learning Negotiation Skills**A Negotiation Expert Answered:**

Employees need to focus on learning negotiation skills because we engage in the negotiations practically every day through our interactions with our colleagues, our clients or suppliers. Interpersonal interactions can be simple or complex. Mostly, negotiation is about problem solving or finding creative solutions. By elevating our negotiation skills, either through negotiation skills learning from training or from the tough teacher of on-the-job hard knocks school, we can increase our ability to communicate, listen and negotiate more effectively. There are many empowering reasons why an employee should proactively seek to raise the level of their negotiation skills. Here are just five negotiation skills learning incentives:

1. Professional Development and Career Advancement
2. Conflict resolution
3. Problem Solving
4. Communication
5. Persuasion

Importance of negotiation skills

The importance of negotiation can't be overstated. Negotiation holds the key to getting ahead in the workplace, resolving conflicts, and creating value in contracts.

When disputes arise in business and personal relationships, it's easy to avoid conflict in an effort to save the relationship.

Negotiate Strong Relationships at Work and at Home – negotiation experts offer advice on understanding how relationships can help you negotiate even the most difficult conversations. Throughout the report, you will discover how to build rapport, manage conflict in long-term relationships, and negotiate business decisions with colleagues or family members.

The approaches outlined in this chapter highlight the importance of negotiation training, skills, and knowledge.

- **Build rapport**

Shrewd negotiators are proactive rapport builders who understand the power of face-to-face discussions, small talk, and active listening. Learn how to employ these techniques for more productive and successful negotiations.

- **Manager conflict**

Being able to manage difficult conversations is a critical skill for managers who need to change group culture, manage conflict, and give negative feedback. Effective managers understand that every difficult conversation is made up of three conversations. Being prepared for these negotiations is key to negotiation success.

- **Negotiation business with family**

Because of the risk posed to relationships outside of the office, many avoid confrontations with family. Yet, working through difficult disputes can preserve both business and family relationships if you understand the four guidelines for negotiating with family members.

Contract Negotiations

In contract negotiations, writing a contract that both encapsulates the negotiated agreement but also incorporates future elements such as the business relationship and the sustainability of the agreement can be a daunting task for even the most experienced negotiators. Executives often leave the legal issues surrounding their deals to their attorneys.

New Conflict Management

The New Conflict Management – renowned negotiation experts uncover unconventional approaches to conflict management that can turn adversaries into partners. Featuring three case studies, this valuable report provides proven strategies for leveraging opportunity out of conflict, and tips for creating value and improving relationships, even with difficult people.

This free special report provides insights and strategies on resolving conflicts. You will discover how to:

- Determine when to litigate, negotiate, or pursue both strategies simultaneously
- Negotiating with difficult people
- Creating value in the midst of disputes

Create value in the midst of disputes

While some managers treat disputes as if there are only two choices – your way or mine – others solely focus on compromise, attempting to give up as little as possible to reach agreement. Neither of these mindsets serves negotiators well. Learn how savvy business leaders find value, even in the throes of seemingly intractable business disputes.

Negotiate with difficult people

At times, we all have to deal with difficult people. They might be stubborn, arrogant, hostile, greedy, or dishonest. But you can reach resolution and get the results you want by following three clear action steps that are designed to turn adversaries into partners.

Determine whether to litigate, negotiate, or pursue both strategies simultaneously

Litigation and negotiation are not mutually exclusive. Dispute resolution sometimes requires both a *power-based* and an *interest-based* approach, such as the simultaneous pursuit of litigation (the use of legal power) and negotiation (attempts to reconcile each party's interests). Find out how to keep interest-based bargaining alive even after legal action has been initiated.

Solutions for Avoiding Intercultural Barriers at the Negotiation

Even with a common language and the best of intentions, business negotiators from different cultures face special challenges. Try these solutions for avoiding intercultural barriers when preparing for negotiation between two companies from different cultures:

1. Research your counterpart's background and experience.
2. Enlist an adviser from your counterpart's culture.
3. Pay close attention to unfolding negotiation dynamics.

Importance of negotiation in organisation

Most MNC professionals recognize when they need technical or legal expertise to proceed with a deal-making interaction. Similarly, cross-cultural negotiators should realize that they might well need solutions for avoiding intercultural barriers, such as help in sizing up the situation in advance, or interpreting the signals and norms that could make or break a negotiation in a cross-cultural context.

Salary Negotiation Skills

Most negotiators don't engage in the kinds of high-stakes bargaining we read about in publications such as *The Wall Street Journal* and *The Financial Times*, but almost every negotiator will need advanced salary negotiation skills during the course of her career to deal with a scenario that is, in many ways, the definition of a "difficult conversation."

Preparing to Engage in Negotiations

At the Program on Negotiation, we stress preparation for negotiations in our literature and in our Negotiation and Leadership executive education course. But both research and experience tell us that even the most prepared and adept negotiator can have her planning scuttled by unforeseen circumstances

Salary negotiations skills: A few tips for women**1. Preparation**

- Record feedback from your supervisor and catalog your contributions to your organization.
- Seek out mentors and sponsors to help you self-advocate for your career goals.

2. Investigation

Negotiation research reveals that when objective information is available prior to a pay-raise negotiation, such as the salaries of colleagues and peers in the same industry, women perform better at the bargaining table.

3. Objectives

Female salary negotiation research shows that women, more often than men, need to legitimize their requests during a negotiation.

4. Negotiation Style

Complex negotiations require you to be able to read your counterpart's emotions so you can anticipate the next move.

5. Beware Outside Offers

Negotiation research shows that aggressive manoeuvres on the part of female negotiators often backfire.

6. Benefits of Engaging in Negotiation Role Play Simulations

Powerful salary negotiations skills can be enhanced with negotiation role-play simulations and by practicing with a neutral counterpart.

15.7 SUNNARY

Meeting minutes will include a list of all of the attendees, a detailed meeting agenda, action items, decisions, timelines, progressions and dates. Negotiation skills can avoid the dissatisfaction in the organisations.

15.8 KEYWORDS

Minutes of meetings – Preparation of meeting minutes – Interview skills – Negotiation's methods.

15.9 SELF – ASSESSMENT QUESTIONS

1. What is meaning and objectives of interview skills?
2. Do you know which steps involved in interviewing skills?
3. What are the types of interviewing skills?
4. Why need negotiate skills to HR Manager?
5. How negotiations are importance in the organization?
6. Discuss the benefits of negotiations in the organization

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LESSON - 16

TEAM BUILDING, LIAISON AND E- MAIL SKILL

Learning Objectives

To cramming the team building

To imputes the liaison skill in organisations

To grasp the Skills at work place

Structure

16.0 Team Building Skill

16.1 How HR can influence employee team building skill

16.2 Effective team building models

16.3 Liaison Skill

16.4 Liaison officer responsibilities and Qualities

16.5 E- Mail Writing Skills

16.6 Effective e- mail Writing

16.7 Summary

16.8 Keywords

16.9 Self – Assessment questions

16.10 Further readings

16.0 TEAM BUILDING SKILLS

Introduction

Team building creates stronger bonds among the members of a group. The individual members respect each other and their differences and share common goals and expectations.

Team building can include the daily interaction that employees engage in when working together to carry out the requirements of their jobs.

Definition

Team Building Skills is knowing how to help individuals work as a cohesive **group** where all members feel invested in the direction and accomplishments of the **team**. All members have input towards **developing** goals and **defining** the steps to take to reach those goals.

The **purpose of team building** activities is to motivate your people to work together, to develop their strengths, and to address any weaknesses. So, any **team building** exercise should encourage collaboration rather than competition.

How Does Team Building Skill?

Often the team leader or manager will facilitate a series of meetings at which employees get to know each other and develop cohesive working relationships.

In a larger organization, organization development staff can lead the team-building sessions. Many human resources practitioners are also comfortable leading team-building sessions. And with a little practice, teams can use another employee to facilitate their group's session.

What are team-building skills and why are they important?

Team-building skills enable you to help individual employees invest and work in a cohesive group that shares both a purpose and achievements. In an effective team, every member feels that their input is valued and that they have influence when creating goals and developing plans for accomplishing them. After deciding on the objectives of the group and the steps it should take to achieve them, a team is then able to collaborate so that it can reach its goals.

1. Delegation

Team builders understand that they need the expertise and help of others to accomplish certain tasks and goals. Delegation makes projects more efficient, ensuring that the team can accomplish its goals in a timely manner. In order to be a great team builder, you have to be able to assign each team member with their individual responsibilities in a way that is clear and concise. If you want to become a great delegator, you need to:

- Assign roles that align with a person's interests or areas of expertise.
- Create goals that are clear and achievable.
- Set schedules that include milestones and deadlines.
- Communicate expectations to team members.
- Provide the team with honest but constructive feedback.

2. Motivation

When team members are excited about and invested in a project, they are typically more engaged with the process. In turn, this encourages them to improve the quantity and quality of their production, which is why it's such an important aspect of team building. Motivation can come in many forms based on your personality and personal preferences, but some great ways to motivate your fellow team members is by:

- Having a positive attitude
- Supplying teammates with positive feedback
- Providing incentives for excellent work

3. Teamwork

Part of being a great team builder is being an excellent team member. You should demonstrate the attributes and attitudes that you hope to find in every team member, such as cooperation, proactivity, reliability and flexibility. You can improve your own teamwork skills by:

- Being aware of how your actions or words influence the team
- Taking responsibility for your role
- Ensuring that you're open and receptive to feedback from others

4. Leadership

- As a team builder, you often have to take on a leadership role within the group, which means that you establish the team's goals, counsel members that are having difficulties and make decisions when issues arise. To become a great leader and, therefore, an excellent team builder, you need Time management to develop a variety of soft skills, such as:
 - Communication
 - Decision-making
 - Creative thinking

5. Problem solving

Solving problems is often a key aspect of team building. A variety of issues can arise throughout a project, including interpersonal conflicts and problems related to the team's goals. As a team builder, you should be able to address both types of issues in a way that enables the group to continue to work well together and accomplish its objectives. To become great at problem-solving, you need to be able to:

- Recognize potential issues before they evolve into bigger ones.
- Analyze problems in their entirety.
- Develop creative solutions.
- Mediate conflicts by listening and reaching a consensus.
- Remain easily adaptable, regardless of the roadblocks.

6. Communication

When uniting a team, possessing strong communication skills is essential because these skills allow you to express important concepts in a way that is clear and concise so that everyone can understand. To be an effective communicator, you have to be as specific and clear as possible when communicating, but more importantly, you need to be an excellent listener.

Active listening refers to the ability to focus on the speaker, pay attention to their nonverbal cues and respond appropriately. To improve your communication skills, you can:

- Try to be as clear and concise as possible when communicating.
- Remain calm in the face of conflicts.
- Manage your body language to ensure that it is saying what you intend.
- Pay attention to the nonverbal cues of others.

Related: Communication Skills: Definitions and Examples

7. Reliability

When building a team, the members need to be able to trust that you are there to guide them. When others have faith in you, they are more likely to reciprocate this level of respect and reliability. To develop your reliability, you need to:

- Take ownership of your tasks and responsibilities.
- Provide assistance when others need it.
- Participate in the group consistently.
- Perform tasks when and how they should be done.

8. Empathy

Empathy is important because it allows you to understand the feelings and motives of your fellow team members. By taking the time to understand others, you can gain insight into their needs and struggles, allowing you to work and communicate with them more effectively. You can develop your ability to empathize by:

- Viewing things from someone else's point of view.
- Asking thoughtful questions to learn more about someone's viewpoint.
- Developing your active listening skills.

16.1 How HR can influence employee team building skill

Research shows employee collaboration is a goal for most organisations, while the benefits of effective teamwork are rarely disputed. So how can HR demonstrate its own value, by positively influencing employee teamwork? Here's how.

Get management on board The decision to organise employees in teams usually can't be made without the backing of senior managers. In many cases, managers are already enthusiastic. If they aren't, HR can make a business case for teamwork by citing benefits such as:

- More efficient working
- Greater innovation through collaboration
- Competitiveness and best-practice sharing among teammates
- Stronger employee relationships, leading to higher morale and motivation
- Supporting teamwork through HR strategy

With a mandate to develop successful team-working within your organisation, you might first address the high-level HR strategy that will guide it. Your approach to the following HR areas can all influence teamwork.

- **Recruitment and retention:** There's a reason top football clubs spend millions on transfers — successful teams are made up of self-motivated employees with excellent communication skills. Identify the qualities your teams require and design your recruitment drives accordingly.
- **Learning and development:** Specific skills are required to work collaboratively, and to lead a team. More effective team-working can be achieved by developing staff in areas such as project management, communication, and leadership.
- **Pay and reward:** Employee incentive programmes can promote effective team-working by rewarding team achievement. Examples might include performance-related team bonuses and rewards such as group social events for top-performing teams.

16.2 How HR can guide teams

HR can directly support better team-working by getting involved in how teams are organised.

- **Define a clear purpose and goals for each team** — To be effective, a team must know its overall purpose and current goals. Involve team members in goal-setting, since they'll likely feel more engaged with goals they helped create.
- **Measure team performance** — What's measured improves. Establish effective metrics and reporting from team leaders. If team performance is sub-par, you'll know why and how to fix it.
- **Reward team excellence** — Variable pay and rewards linked to team objectives can help galvanise teams and motivate them to achieve team goals.

Using team-building activities

Finally, while team-building activities might seem cliché, they're still a very popular and effective way to improve interpersonal relations, define team roles, and encourage collaboration and cooperation among your employees.

Types of team-building activity to consider include:

- **Problem-solving activities** — Your team is set a challenge, such as to build a survival shelter from limited resources, and must work together to develop a plan and achieve the goal together.
- **Goal-setting activities** — Team members are asked to plan a project, including defining the outcomes and measures of success, to promote the importance of clear team goals.
- **Role-based activities** — Employees are each given a clearly-defined role within a team-based challenge, to emphasise the importance of focusing on one's own role in achieving a team goal.
- **Communication-based activities** — Employees are challenged to achieve a team goal through communication, such as designing and delivering a group presentation, to emphasise the importance of interpersonal skills.

Effective team building models

Effective team building teaches professional skills and bolsters relationships, but it is not instant. Anything worthwhile takes time, team building included. A lack of time is one of the main reasons not to do team building.

As valuable as team bonding may be to your organization, sometimes taking time away from projects is not an option. Perhaps your team is racing to meet a tight deadline and cannot spare a moment. Maybe team building will add extra burden to your overworked and understaffed department. Perhaps the company faces financial troubles, and you need to focus on securing short-term profits.

- Time restrictions
- Cost considerations
- Effort & repetition requirements
- Inconsistent engagement
- Not universally beneficial
- Hard to measure
- Tribalism
- Pressure to perform
- Abundance of options

16.3 LIAISON SKILLS

Liaison is a binding or thickening agent used in cooking or a close bond or connection : interrelationship or an illicit sexual relationship : affair or communication for establishing and maintaining mutual understanding and cooperation (as between parts of an armed force).

The Liaison Role in an Organization

As a supervisor you could: Ensure effective communication by linking clients or customers with consultants, outside agencies, government offices, or third party vendors. Relay details about a client proposal and communicate the information appropriately throughout the **organization**.

What are the roles and responsibilities of a liaison officer?

A liaison officer is an employee who builds and maintains mutually beneficial relationships, facilitates communications and coordinates activities among two or more people, agencies or organizations. Often a member of the public relations team, liaison officers are company representatives that streamline operations and handle public communications, coordination efforts, incident response and conflict resolution. They act as technical or subject matter experts for the person, agency or organization they represent.

Liaison officers are the point of contact at enterprises during major events, such as emergency situations or leadership changes, like the appointment of a new CEO. They are also the primary people who communicate information about these events for promotional and brand perception purposes.

Types of liaison officers

Liaison officers work in the public and private sector and are often employed by educational institutions, governments, law enforcement, militaries and large organizations. While their communication-related tasks typically remain the same, liaison officers' specific responsibilities vary depending on the employer.

16.4 Liaison officer responsibilities and Qualities

A liaison officer works in fast-paced, high-pressure environments and must be willing to take initiative to proactively solve conflicts and address issues. Liaison officer duties include the following:

- acting as contact points for all agency or organizational personnel;
- keeping lists of the agencies or personnel representing the person, agency or organization;
- facilitating meetings and cooperation among people, agencies and organizations;
- identifying problems in communications among these groups;
- collaborating and communicating with necessary constituents and the public; and
- conducting post-mortems when an incident is wrapped up.

- Self – motivated
- Organized
- Mediator
- Prompt and in-depth reporting and analysis
- Team building and collaboration
- Verbal and written communication
- Negotiation skills

Liaison officers must be self-motivated and strong leaders capable of promptly and effectively monitoring, coordinating and communicating strategic objectives. Liaison officers often serve as mediators, so their duties also include negotiating with others, developing and fostering relationships, getting people to understand others' points of view, and understanding their parent business and how it impacts its stakeholders.

Event reporting and analysis are included in liaison officer responsibilities. These involve compiling reports on incidents, events or updates to learn from them and improve future processes and relationships.

Here some tips for identifying and supporting liaison people.

1. Champions: The liaison person must believe that the program is worthwhile

The ideal liaison person is:

- a champion: someone who genuinely believes in the program and advocates for it energetically
- an opinion leader: someone with informal organisational influence
- a boundary spanner: someone well-connected in their workplace who can also communicate effectively with the program providers.

2. Credibility: The liaison person should be an authentic advocate for the program

3. Connections: The liaison person should have sound cross-organisational knowledge and networks

4. Social skills: The liaison person should have good interpersonal and communication skills

5. Support: Organisational leaders need to visibly back the liaison person as well as the program

6. Incentives: If possible, the liaison person role should be incentivised within the organisation

7. Clear expectations: Organisations need clear upfront guidance about the liaison person role

8. Flexibility: The liaison role can be interpreted by each organisation

9. Collaboration: The program providers should work with the liaison person in planning and problem-solving.

16.5 E- Mail Writing Skills

Introduction

Electronic mail (e-mail) is the medium of communication that sends and receives messages through specially designed computer networks. With the revolution in information technology along with the rapid growth of the Internet, e-mail has become the most popular communication medium. More and more people are spending time on the Net sending e-mail messages. There is no doubt that due to its high speed, low cost, and efficiency, e-mail is today one of the most important channels of communication.

Like business letters and memos, e-mail messages help to reinforce professional and business relations. Everyday business dealings and ordinary activities of business would not be possible without e-mail. E-mail can be used both as a means to reach out to people outside an organisation, and to send information within an organisation. It is used within organisations through specially designed internal computer networks.

Conveying routine information, such as new products or services being introduced, new policy changes, introduction of new procedures, new market strategies being followed, and so on

- Requesting information or additional resources
- Inviting the reader to business meetings, conferences, seminars, workshops, or symposiums
- Containing proposals or requests for proposals
- Seeking explanations or clarify captions
- Describing problems
- Persuading the reader to take an action
- Giving feedback, suggestions, or recommendations.

1. Advantages of E-mail

Speed

Speed is the main advantage of using e-mail. Unlike regular mail, which may take days or even weeks to reach its destination, e-mail reaches its destination instantaneously. A message can be sent quickly to anyone anywhere in the world. Distance is immaterial. Just type the name/names and e-mail address/addresses of the recipient and click the mouse on the send button, and your message goes.

Low Cost

Low cost is yet another advantage of using e-mail. As sending e-mail does not involve printing and copying, it is less expensive than any other channel of communication (that is, postal mail, telephone, fax etc.). Ten e-mail messages may be sent in ten minutes and the only cost would be that of using the internet. Moreover, the size of the message or the distance to the recipient does not affect the cost.

Quick Distribution

E-mail makes distribution quick and easy. Messages can be sent to more than one person at the same time. There is no wasting of time and no repetition.

Flexibility

E-mail allows complete flexibility during composing and drafting. While using e-mail, the sender may edit, revise, modify, and redesign his/her message without printing and copying it. He / She can easily reshape e-mail messages before sending them. Moreover, he/she has the flexibility to receive or compose e-mails as per his/her convenience.

Easy Attachments

It is easy to attach files, photographs, clippings, drawings, video clips, sound recordings, and so on to an e-mail. For example, resumes, scanned copies of testimonials, transcripts, and other documents can be attached to job application e-mail.

Easy Upward Communication

E-mail is less formal and structured than letters and memos. It is normally in the form of a private dialogue, where the sender wants to say something and expects a response to the message. Thus, e-mail promotes easier upward communication.

16.6 EFFECTIVE E-MAILS WRITING

Characteristics of Effective E-Mail

Professionals need to use e-mail frequently. In fact, the use of e-mail for business and professional communication purposes continues to expand due to its tremendous advantages. It has become the most common professional communication medium. It is replacing printed memos in several organisations by playing a more important role in the dissemination of ideas and information. Good e-mail messages share certain characteristics, which include conciseness, accuracy, clarity, conversational tone, and single theme.

Concise

Conciseness is the most important characteristic of a successful e-mail message. An e-mail should not contain unnecessary information.

Correct

Accuracy is crucial to successful e-mail writing. Correct format and structure should be used. Correct e-mail addresses should be written.

Clear

E-mails should be simple and clear. An unclear and vague e-mail may be immediately deleted

Conversational Tone

The tone of e-mail messages are usually formal but conversational. It is better to use a tone which gives a personal touch to e-mails.

Single Theme

A successful e-mail message deals with only one topic. In order to be purposive, you need to focus on a single theme. Develop a single theme logically, subordinating related ideas.

III. E-Mail Structure

Formatting e-mail messages demands awareness of current e-mail conventions and standard practices. In order to write an appropriate e-mail, it should be formatted correctly. Standard writing conventions should be followed.

The three most important pieces of information in the header are the e-mail addresses of the sender and the recipient, and a subject line that tells what the message is about. All e-mail messages contain these three pieces of information.

When a person sends an e-mail message, the programme usually inserts him/her name, return e-mail address, and date automatically

E-mail includes the following:

- Heading, Salutation, BODY, CLOSING, SIGNATURE

Heading

The heading segment of an e-mail includes the following six elements:

Date

- From, TO, SUBJECT, CC, BCC

Date

The Date line indicates the date the e-mail was written. It includes the day, month, year, and the exact time. While sending an email message, the date line usually appears automatically.

BCC

The BCC line (blind carbon copy) may include the e-mail address of anyone who is to receive a blind copy of the e-mail message. The e-mail address(es) mentioned in the BCC line would not be visible to

Body

The body of an e-mail message describes, explains, and discusses the central idea of the e-mail. The content of the e-mail should be organised carefully. The first paragraph may begin with a friendly opening followed by a statement of the main point. The next paragraph should begin by justifying the importance of the main point. In the next few paragraphs, justification should be continued along with background information and supporting detail. The closing paragraph should restate the purpose of the e-mail and, in some cases, request some type of action.

Closing

An external e-mail message may be concluded with an appropriate closing such as Best regards, Kind regards, Regards, Sincerely, Yours faithfully, Thank you and regards, All the best, and so on.

Signature

The signature line in an e-mail message generally contains only the writer's name. However, it can also contain the title and organisation of the sender.

IV. Standard E-Mail Practices

As e-mail messages are systematic attempts to collaborate with colleagues and other professionals standard e-mail practices need to be followed. The following suggestions will help in organising and presenting e-mail messages systematically.

Follow Established e-mail Conventions

Every organisation maintains certain norms regarding electronic communication. Some organisations may consider certain messages inappropriate for the company e-mail system.

Check Mailbox

Regularly As speed is the main advantage of using e-mail, everyone wants a quick response to his/her e-mail

Be Correct

Many people tend to be casual while sending e-mail messages. Special care should be taken about accuracy, which includes, both, accuracy of information as well as accuracy of presentation. It is very important that the sender assures himself/herself of the accuracy of information he/she is sending before clicking the send button. The following should be double-checked:

- The electronic address/addresses of the receiver
- The subject line
- Basic content of the e-mail message

The attachments.

Also, it is important to review, edit, and revise e-mail messages in order to improve their quality of presentation. E-mail messages should be reviewed to analyse whether they can achieve their purpose. They should be edited to correct their format, mechanics, grammar, spelling, and punctuation. The spelling and grammar check may be used.

Be Brief

E-mail may be used effectively to convey non-sensitive simple messages. The e-mail message should make its point in the fewest words possible and sentences and paragraphs should be short.

Be Formal

E-mail is a formal channel of communication and formal language should be used.

Maintain Readability

In order to make a message easy to read, the sender must be able to visualise the computer screen while composing the e-mail message.

Care About Tone

Using a tactless or negative tone can lead to confusion and misunderstanding. A formal but conversational tone, which gives a personal touch to your e-mail is preferable.

V. E-Mail Writing Strategies

Like letters and memos, e-mail messages are systematic attempts to address key issues and solve problems by quick transfer of information and ideas. As e-mail can be an important communications channel between the sender and his/her colleagues, peers, subordinates, seniors and customers, e-mail messages need to be organised and presented systematically.

Sending an E-Mail

In order to write an effective e-mail message, the sender should identify the problem that led to the writing of the e-mail message and analyse his/her audience to understand their needs

Responding to an E-Mail

If a response to an e-mail message has to be written, the message should be read carefully to understand what the writer wants. The draft is reviewed, then revised and edited to compose the final draft.

Advantages of e-mail

There are many advantages of e-mail and the usage of e-mail versus postal mail. Some of the main advantages are listed below.

- **Free delivery** - Sending an e-mail is virtually free, outside the cost of Internet service. There is no need to buy a postage stamp to send a letter.
- **Global delivery** - E-mail can be sent to nearly anywhere around the world, to any country.
- **Instant delivery** - An e-mail can be instantly sent and received by the recipient over the Internet.
- **File attachment** - An e-mail can include one or more file attachments, allowing a person to send documents, pictures, or other files with an e-mail.
- **Long-term storage** - E-mails are stored electronically, which allows for storage and archival over long periods of time.
- **Environmentally friendly** - Sending an e-mail does not require paper (paperless), cardboard, or packing tape, conserving paper resources.

16.7 SUMMARY

This chapter deals team building is the process of increasing a team's cohesiveness, productivity, and efficiency by coming up with activities that require members to work together. This process relies on a range of aspects to guarantee its success.

16.8 Keywords

Team building skills : knowing how to help individuals work as a cohesive group where all members

Effective team building : An awareness of team objectives. Teams must work to develop goals, roles and procedures

16.9 SELF – ASSESSMENT Questions:

1. What is meaning and objectives of interview skills?
2. Do you know which steps involved in interviewing skills?
3. What are the types of interviewing skills?
4. Explain the effective e-mail writing skills?
5. What are the e-mail writing strategies?

16.10 Further Readings

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LESSON -17

PREPARATORY STAGES OF LETTER WRITING

Learning Objectives

- To study the Principles of effective Communication
- To Learn the Preparatory stage of Letter writing
- To understand the Basic Plans of letters

Structure

17.0 Introduction

17.1 Principles of Effective Communication

17.2 Preparatory stage of letter writing

17.3 Basic Plan for letters

17.4 Summary

17.5 Key words

17.6 Self Assessment questions

17.7 Further readings

17.0 Introduction

Communication is the essence of human life and society. People all time are engaged in communication. There are various ways to make communication effective. The following are the essential principles of effective communication

17.1 Principles of effective communication

17.1.1 The Principle of Clarity: A message should be clear, free from distortion and noise. A vague message is not only a barrier to creating effective communication but also causes the delay in the communication process and this is one of the most important principles of effective communication.

17.1.2 Principles of Brevity: A communication should be brief i.e. just necessary and sufficient. Repetition and over-explanation are likely to destroy the actual meaning and importance of the message. Moreover, the reader may feel disturbed by receiving a long message.

17.1.3 The Principle of Simplicity: Message should be given using simple and familiar words. Vague and technical words should be avoided. Simple words are easy to understand and help the receiver to respond quickly.

17.1.4 The Principle of Timeliness: Communication is meant to serve a specific purpose. If communication is made in time, communication becomes effective. If it is made untimely then it may become useless.

17.1.5 The Principle of Compass: The communication net should cover the whole organization. The concerned people must know "What exactly they need and "When they need it. And effective communication will serve such.

17.1.6 The Principle of Integrity: Communication should consider the level of people, principles & objectives of an organization to create a network or chain. Such a network will provide a better field of internal and external communication.

17.1.7 The Principle of strategic use of Informal Organization:

The most effective communication results when managers use the informal organization as complementary to formal communication, e.g. arranging sports, cultural function & dinner for the employees can be informal organization.

17.1.8 The Principle of Feedback:

To provide a message to the receiver is not a complete communication. The response from a receiver is essential. Therefore feedback is required for communication to be effective.

17.1.9 The Principle of Alternativeness:

Effective listening is important in communication otherwise communication will be ineffective and useless.

17.1.10 The Principle of language control:

The sender should be careful in selecting proper words and forming sentences, words and structured sentences are the keys to making effective communication.

17.2 PREPARATORY STAGES OF LETTER WRITING

A routine short communication may be written easily with little or no revising. But complex and longer letters and reports should be revised and edited properly before they are sent out.

First Draft:

The first draft of message should be prepared by choosing proper words to express ideas, mistakes of grammar, punctuation and spelling should be ignored for the time being.

Revising and Editing:

The draft should be read paragraph by paragraph, sentence by sentence and word by word to check the continuity of ideas and grammatical, punctuation and spelling mistakes. While revising and editing the message it must be ensured that the message meets all the principles of good business communication.

Proof Reading:

A careful proof reading is essential after the revised and edited message has been finally typewritten. Before it is mailed, it should be read by responsible and reliable person, because errors, if left un-corrected, may result in loss of goodwill, sales, income and even lives.

Proof reading for everything at once is hard to do. A better practice is to proof read separately for:

a. Context: Does the statement mean what the writer meant to say? Does the message possess all the qualities of effective communication?

b. Accuracy: Is the language free from errors of spelling, punctuation, grammar, capitalization?

Are figures, diagrams and other marks accurate?

c. Form and Appearance: Is the layout correct? Does it look good?

Proof reading may be done in different ways:

(i) Foreword reading.

(ii) Backward reading.

(iii) Asking another person to read.

(iv) Reading with another person.

17.3 BASIC PLAN FOR LETTERS**STRUCTURE AND LAYOUT**

Layout refers to the position of the parts of a letter on a sheet of paper. The position of each part, and neatness of typing are very important. There are different types of layout. This is also called positioning.

Different types of layout**Full Block Form:**

This is a modern layout. Every line of the letter is typed at the left margin and punctuation marks are omitted, except within the paragraphs. There is no comma after the salutation and complimentary close. There is no comma at the end of the line in the address. Commas within the line, in the address, are also omitted in recent times. Since every line begins at the margin, it is difficult to distinguish between paragraphs. Therefore between paragraphs, there should be double space.

Diagram for Full Block Form:

	Name of the company _____

Date _____	

(Salutation) _____	

_____	Complimentary close
_____	Signature
(_____)	Typed Name
_____	Designation
Modified Block Form	
Name of the company _____	
Tel: _____	Address _____
Fax: _____	_____
Grams: _____	_____
Ref No : _____	_____
Date _____	
Inside Address _____	_____

	Salutation _____

Complimentaryclose

Signature

Typed Name

Designation

Semi Indented Form:-

The first line of every Paragraph is indented five spaces away from the margin. The inside address is typed in the block form and there is no punctuation at the end of each line. Since the first line of every paragraph is indented, there is no need to leave space between two paragraphs.

Semi indented form

Name of the company

Tel: _____ Address _____

Fax: _____

Grams: _____

Ref.No: _____ Date _____

Inside Address

Salutation

Complimentary close

Signature

Typed Name

Designation

Hanging Indentation Form:

The outstanding feature of this form is its paragraphing. The first line of every paragraph begins at the margin; the remaining lines begin five spaces away from the margin. Since the paragraph can be easily distinguished, no double space is required between the paragraphs. This form is mainly used for sales promotion letters. This is not used in everyday business correspondence.

NOMA FORM:

NOMA stands for National Office Management Association. In this form after the heading and date there is no salutation. The complimentary close is also omitted. The body of the letter begins directly after the inside address and signature is written directly after the last line at the left or right, depending on the layout used.

This is not used in regular correspondence. This is used for sending message to many readers, circulars or sales promotion letters.

In this form, the paragraphs may be in the block form or indented form. The letter may be in the block form, modified block form or semi indented form of lay out.

Structure of a letter:

HEADING (Letter head)

Date

Reference Number

Inside address

Attention line

Salutation

Subject

Body

Complimentary close

Signature

Identification marks

Enclosure

Heading (Letter head.1):-

This refers to the printed name, telephone and fax numbers of the organisation. The name of the organisation is generally centered on the sheet. The address may be written on the right or centered below the name.

--	-------

TEL:- _____	-----
FAX:- _____	

	Name	
TEL: _____	Address:- _____	
FAX:- _____		_____
GRAMS:- _____		_____
	Date:- _____	_____

The heading is printed in single colour. It should not occupy more than 1/5th of the sheet.

DATE:

The date is typed two spaces below the letterhead, a little to the right of the centre of the sheet. The word date need not be printed on the letterhead. In the full block form layout the date is typed on the left margin.

The date may be written as: 12 December, 2007 or December 12, 2007. There is no full stop after the date. The month must be written in full, not in figures or abbreviation. The year must be written in full in four digits. Either the month or the date may come first.

The use of st, nd, rd or th after the date is old fashioned and it is not in use now.

Reference Number

There are various ways of representing the reference number. Next to the central theme of the letter, the most important part of a letter is the reference number.

It is of immense help in the following ways.

- (1) To have easy access to connected letters.
- (2) Saving time in searching for files.
- (3) To pinpoint the problem to seek quick solution
- (4) To create a habit of file maintenance.

Only if you suffer from the absence of reference number you will understand its importance. In addition to the above advantages, if you have coded reference number, it will add to the secrecy and confidential nature of the matter.

One more advantage is that the reference number itself indicates the sub-department / section where it should be sent for disposal.

In certain cases, the reference number will be helpful for legal solution if any dispute arises.

Some letters have two reference numbers particularly when there is a series of letters on certain matters

Mr. x and Mr. Y company

Telegrams: SOFT (Cloth merchant)	Telephone: 100015:
10, Rama Street	
Tiruchy-620 017	
Your reference	
Our reference:	

The reference number should be given as it is given by that company. Capital letters, etc should be given as they are given by that company.

Inside Address

This is the name and address of the receiver or the organization. It is typed two spaces below the date line at the left margin. It should be two spaces above the attention line. If there is no attention line it should be two spaces above the salutation in the left margin. The names, of persons, firms, streets and roads should be written as indicated in the source. You should not make your own abbreviation in the address it is not good manners to abbreviate name such as Thomas into Tom; Joseph into Joe; Ramakrishnan into R. Krishnan - etc. Misspelling in the address is a serious mistake.

When you use "Messers" before the name of a company there must be a personal name.

In the case of incorporated companies, opinions differ-you cannot write Messer New Life and Company. The best thing is to address some officer of the company by name or designation

E.g. The Deputy Manager

High Fly Air service

100, G.S.T. Road,

Chennai - 600061

When we address persons, the Indian custom is to write "Sri", or "Srimathy" or "Kum" etc according to the married status of their person.

Now in the feminine cultural way, a new abbreviation has been coined irrespective of the married status of that person.

Ms. Rani

General Manager

Fashion Apparels

10, Big Bazaar,

Coimbatore 641001

If a person has some other title it should be written as Dr. (Prof) S.Rajan.

In the English Custom they use, Mr. Mrs. Miss. We do not write "To" before the inside address. The address is typed in block form.

Attention line:

When many letters are to be written to a company on a particular problem, we use the attention line to draw the attention of a particular person handling that problem. The attention is typed two spaces below the inside address at the left margin. According to that person salutation must change and agree with the sex and position of person.

Subject line:

Here there are two methods.

(Subject line salutation)

– **Salutation Subject line.**

This line is meant to strike the nail on the head i.e. to pinpoint the theme of the letter at one stroke. A bad letter is one where the subject is revealed in the last line. In such a letter all other lines are a mere waste of time, money and effort. The subject line is important in the sense that in one glance we decide the urgency of the subject matter to be dealt with. Particularly in a large company which receives a flood of letters every day, the officers cannot waste time in listing the letters according to priority after reading the full text of all the letters.

It is typed two spaces below the last line of the inside address or two spaces below the salutation. It is centered on the sheet except in the Block form, when it is typed at the left margin.

Salutation:

The British English is very particular about the correct salutation in letters. In fact, in some cases, the correct salutation is itself an indication of the knowledge, education, character and qualities of the writer.

Unfortunately Indians are used to high-sounding flattery and hero worship and like exaggeration in salutation. But that era of feudalism and orthodoxy are gone and they are replaced by democratic values and business norms accentuated by human dignity and a quality.

Written salutation is a substitute for personal, oral salutation. It is placed two spaces below the attention line. If there is no attention line it is two places below the inside address. The normal salutation in business letters is 'Sir' less formal is 'Dear sir'. Everything depends on the relationship between the writer and receiver. If the addressee is a lady you have to write,

“Dear Madam”. If there is more than one woman, you should write 'Dear Madams'

(But this is not much in practice in Indian business letters)

But the word “gentleman” is not used in any salutation. However in the U.S.A., they use “gentleman.”

Government department letters which are addressed by name are called Demi official letters. (D.O). The purpose is to draw the attention of the officer to get things done speedily.

1). A model

The Best Company,

100, Gandhi Road

18 Erode – 628002

Attention:

The Chief Engineer

Dear Sirs,

Subject: Periodical overhauling of machines

2) The Everest Construction

8, Plywood Road,

Kollam -665001

Attention: Mr. R. Subbu, Manager
 Subject: supply of cement
 Dear Sirs,
 [It is better to mention the subject.]

The Body:

The sole purpose of any business letter is to get something done and for that the message is conveyed hoping to get a proper and favourable response. This is done by the body of the letter. Hence it is very important to organize the body both in content and language and the sequence of ideas and cogency of arguments and clarity in thought.

In the beginning it must be made of any previous correspondence. Thereafter the main point should be mentioned. Depending on the central idea of the letter, paragraphs must be typed. In the final paragraph, what exactly is the action you want and how you want this to be done must be clearly stated.

Technical aspect of paragraphing:

There are three types of paragraphing in typing.

- 1) The Block
- 2) the indented
- 3) The hanging indentation.

In the block form:

Every line begins at the left margin, with single space between lines. Two spaces are left between paragraphs in order to identify them as separate paragraphs. In the indented form the first line of every paragraph starts five spaces away from the margin. The remaining lines begin at the margin. Single space is left between the lines. Since the paragraphs are easily visible there is no need for double spacing between paragraphs. Normally a paragraph should have five to eight lines in length.

Complimentary close:

The word 'Compliment' means 'praise' 'honour' and in letter-writing it refers to respectful taking leave. This is a question of good manners or etiquette. Although we may not agree with the receiver, we should be very polite in spite of difference of opinion, if any. It is typed two spaces below the last line of the letter. The complimentary close must agree with the salutation. There is always a comma after the complimentary close except in the full block form. The Expression "Thanking you is grammatically wrong and hence it must be avoided. "Cordially yours" is not very much in use.

	First Line of Inside Address	Salutation	Complimentary Close
a)	The Manager (s)	Sir, Sirs	a) Yours faithfully Yours obediently (by a subordinate) (Typical Indian) Yours respectfully (if he is a bigwig)
b)	Blue star Co Women club	Sirs Madame Mesdames	b)Yours Faithfully
c)	Mr. Krishnan	Dear Mr. Krishnan	Yours Sincerely Yours faithfully

The complimentary close 'yours truly' is slowly being edged out. Never put ' after yours.

Signature:

The signature must always be hand written and in ink. The name of the signatory is typed in brackets three spaces below the complimentary close to leave space for signature. If somebody else has to sign for the writer, then you write 'for' before the designation.

Enclosures:

If anything is attached to the letter, it must be indicated in the enclosure. It is typed two spaces below the identification. It is typed in the abbreviated form.

Encl: 2.

It is important to note that you have to mention whether the enclosures are originals or Xerox copies, attested or unattested.

Postscript:

This Latin word means written afterwards. "When the letter is going to end, you remember something important and you add it as an after thought. Normally in formal letters postscript is not added. It is very important, that whole letter is rewritten including this point. It is typed as P.S

Forms of Lay out:

They say that the first impression is the best impression. This is applicable to man as well as his letters. When the letter is perfect, externally impressive, already half the work is done. The letter should be neat and attractive but it should not be pompous and showy.

The forms of layout are:

- 1) Stationery
- 2) Typing
- 3) Margins
- 4) Punctuation

1) The good quality paper is the first characteristic of a good letter. The good impression it

creates is worth the money spent on it. It is better to choose pure white paper than gaudy eye catching multi colour. If at all there is some need to use coloured paper, light tinted ones and pleasing hues must be chosen. The colour of the typewriter ribbon must suit the colour of the paper.

1. **Standard size paper** should be used for all business letters 8½"x10", 5"x10", 5 ½"x8 ½", 7 ½"x8 ½" are standard size papers available in the market.

2) Typing:

Most business letters are typed. It saves time, besides giving a nice look to your letter. However neatness is the best criterion to judge typing along with absence of error. Very slight mistake in typing may lead to serious consequences. A reasonable knowledge of English and spelling is essential for any typist along with powers of concentration. Otherwise many grammar mistakes will creep in for. eg. I work hard/I Work hardly.

3) Margin:

This gives additional look to the letter usually one inch margin on the left 1 ½ inch margin are permitted. According to the size of the paper margins should be altered proportionately.

4) Punctuation:

In speech we make pauses. The reason is that we cannot speak without a pause. The corresponding thing in writing is punctuation. Its purpose is to divide the sentence into meaningful groups so that the reader understands the message as he should. Sometimes it gives more meaning. A classic Example of how a wrong punctuation can totally alter the meaning is given below.

- a) My wife, who is in Bombay, is sick.
- b) My wife who is in Bombay, is sick.

Sentence (a) means my wife is in Bombay now. She is sick. Sentence (b) means, among my many wives, my Bombay wife is sick. There is entire change of meaning. The full stop, semicolon, colon, question mark, and apostrophe are the usual punctuation marks. In direct speech we can include the inverted comma also. But inverted commas are not much used in business correspondence except when you actually quote somebody's words or a quotation from a book. The correct use of capital letters is very important.

Full stop:

This is used at the end of a sentence; or after a short form of words. Co. or Ltd. In modern writing there is no full stop after short forms. When we use acronyms, the full stop is not used. UNO: WHO.

Comma;

(a) This has many uses. This separates the words in a series e.g. love, kindness, sympathy and sacrifice are great virtues.

(b) In a letter it is written after the salutation (Sir,) and the complimentary close. (Yours faithfully,) except in the full form of layout.

(c) When we write a date in a sentence, comma, before and after the year. On August 12, 2007, this took place.

(d) Phrases, clauses or words that tell you more about a verb or a noun take a Comma.

(i) He stood firm, in spite of pressure.

(ii) He is a man of the heart, not of the brain.

(iii) If a comma can convey the meaning better it has to be used.

Colon:

To indicate that something is following the sentence. All of them stood up: Mr. x, Mr. y

Semi colon:

Indicates a pause longer than a comma; but shorter than a full stop.

Apostrophe in possessive case, verb + not, (contraction) A boy's school don't, you're in business letter we do not use such contraction. Inanimate things do not take'. It is wrong to write, 'table's leg'. But there are exceptions Moon's beauty, a day's time.

17.4 Summary

Business includes those organizations, which are engaged in the production and distribution of goods and services to earn profit. Therefore Business communication means, "Flow of information. Flow of information takes place when a party transfers the material to another mind. This is a flow of information from news caster to the listeners. Flow of perception means transfer of different feelings. Finally, flow of imagination that occurs when a painter conveys his/her imaginations through a portrait.

17.5 Key words

Letter writing- Letter writing is the exchange of written or printed messages. Distinctions are commonly drawn between personal letters (sent between family members, friends, or acquaintances) and business letters (formal exchanges with businesses or government organizations)

Salutation - salutation is itself an indication of the knowledge, education, character and qualities of the writer.

Complimentary close: The word 'Compliment' means 'praise' 'honour' and in letter-writing it refers to respectful taking leave.

Layout - Layout refers to the position of the parts of a letter on a sheet of paper

17.6 Self Assessment questions

1. Briefly Explain the Principles of Effective Communication
2. Explain the preparatory stage of Letter writing
3. Elaborate the Basic Plans for letters

17.7 Further Readings

1. McLean, S. *The basics of speech communication*. Boston, MA: Allyn & Bacon, 2003
2. McLean, S. *The basics of interpersonal communication*. Boston, MA: Allyn & Bacon 2005.
3. Contemporary Communication system for Technical Communication Pearson Education 2010
4. D.Sudha Rani Advanced Manual for Communication Laboratories and Technical Report writing, Pearson India, 2011.
5. Richard Johnson, Technical communication Strategies for today, Pearson Publishing House, 2nd Edition, 2014.
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LESSON-18

BUSINESS LETTERS

Learning Objectives

- To study the Business Letters
- To learn the Direct Deductive Approach
- To understand the Indirect Inductive Approach

Structure

18.0 Introduction

18.1 Direct Deductive Approach

18.2 Indirect Inductive Approach

18.3 Business Letter

18.4 Summary

18.5 Key words

18.6 Self Assessment questions

18.7 Further Readings

18.0 Introduction

Direct (Deductive) Approach:

The direct approach is used for Direct Request and Good News Plans, because the message is easily understandable and considered favourable or neutral. Under direct approach the message begins with the main idea or good news, and necessary explanatory details follows in one or several paragraphs. The message ends with an appropriate friendly paragraph. Thus a direct approach has three parts – main idea, explanation and friendly close.

Indirect (Inductive) Approach:

The indirect approach is used for Persuasive Requests and Bad News Plans, because the receiver is expected to resist and react unfavourably. Under indirect approach the message does not begin with the main idea or bad news. Instead it begins with some relevant pleasant or neutral statements followed by adequate explanations, before introducing the unpleasant idea. Here also the message ends with appropriate friendly or sympathetic words. Thus, an indirect approach has four parts – statements to “get in step” with the reader, explanations, main idea and friendly and courteous close.

There are four basic organizational plans:

- (i) Direct request,
- (ii) Good news
- (iii) Bad news and

(iv) Persuasive request.

The first two use the direct approach and the last two, the indirect approach.

18.1 Direct (Deductive Approach):

The direct approach is used for direct request and good news plans, because the message is easily understandable and considered favourable or neutral. Under this approach the message begins with the main idea or good news and necessary explanatory details follows in one or several paragraphs. The message ends with an appropriate friendly paragraph. Thus a direct approach has three parts shown in the following out lines for Good News and Direct – Request plans.

Good News Plan		Direct – Request Plan	
01.	Good News or main idea: a. Request, Main statement or question.	01.	Main Idea: b. Reason(s) if desirable.
02.	Explanation: a. All necessary and desirable details. b. Resale material (Favourable information about a product or service has already bought or is planning to buy). c. Easy reading devices. d. Sales promotion material (suggestions for additional products or services the customer may find useful).	02.	Explanation: a. All necessary and desirable details. b. Numbered questions if helpful. c. Educational Material.
03.	Positive Friendly Close: a. Appreciation b. Clear statement of action desired, if any. c. Easy action. d. Dated action when desirable. e. Willingness to help further. f. Reader benefit.	03.	Courteous close with motivation to action: a. Clear statement of action desired. b. Easy action. c. Dated action when desirable. d. Appreciation and goodwill.

18.2 Indirect (Inductive) Approach:

The Indirect approach is used for persuasive requests and bad news plans, because the receiver is expected to resist and react unfavourably. Under this approach the message does not begin with the main idea or bad news. Instead it begins with some relevant pleasant or neutral statements followed by adequate explanations, before introducing the unpleasant idea. Here also the message ends with appropriate friendly or sympathetic words. Thus an indirect approach has four parts shown in the following outlines for Bad-news and Persuasive-Request plans.

Bad – News Plan		Persuasive – Request Plan	
01. Buffer: (Pleasant or neutral statements to get in step with reader)		01. Attention: a. Reader-benefit b. Reader-interest theme	
02. Explanation: a. necessary details, tactfully stated. b. Pertinent favourable then unfavourable facts. c. Reader-benefit reasons.		02. Explanation: a. Descriptive details. b. Psychological appeals. c. Reader benefits.	
03. Decision: (implied or stated), along with offer of additional help or suggestions.		03. Desire: a. Statement of request. b. Conviction material to help create reader's desire to grant request.	
04. Positive Friendly Close: a. Appreciation b. Invitation to future action. c. Clear statement of action desired. d. Easy action. e. Dated action when desirable. f. Willingness to help further. g. Reader benefit and goodwill.		Action: a. Clear statements of action desired. b. Easy action. c. Dated action when desirable. d. Special inducement. e. Reader-benefit plug.	

18.3 Business Letter

Opening and closing in business letters play an important role in making the message effective. They are discussed as under.

Opening:

"First impressions are lasting". This quotation revealed the importance of opening. It has following feature.

1. It Catches Attention:

A good opening catches the attention of readers. The main purpose of senders in persuading request is to convince the reader to read the message. A good opening fulfils this requirement efficiently.

2. It Motivates the Reader:

If the opening of letter is impressive it leaves good impression on the mind and attitude of sender. Ultimately it motivates or induces the reader to do the desired activity.

3. It Helps Reader Understand the Main Idea:

Message is starting with the main idea, the reader realizes that it is a good news or direct request message, on the other hand if it is starting with a buffer or neutral statement it appears to be a bad news or indirect request. In this way the reader treats the message according to its requirement.

Closing:

Closing means the last paragraph of the letter. We remember best what we read last. A good closing has following advantages.

1. Emphasis Upon Action:

A business letter is written with a specific objective. In the last paragraph usually the emphasis is upon the action. This action is essential to fulfill the purpose of letter. For example in sales letter the objective is to sell by mail. In closing paragraph the reader is motivated to visit the shop or purchase the good or services. Because if the reader acquires a lot of information from the letter but does not purchase the good, the main purpose of the letter remains unfulfilled.

2. To Motivate the Reader:

It also motivates the reader to purchase the product as soon as possible. For this purpose, a deadline is fixed or any other incentive with a specific period of time is given.

Checklist for Opening Paragraph:**1. Chose an opening appropriate for the message, purpose and for the reader.**

- (a) Main idea or good news first for direct request, neutral and good news message.
- (b) Buffer first for the bad new message.
- (c) Attention getting statement first for persuasive requests.

2. Make the opening considerate, courteous, concise and clear.

- (a) Get reader into opening.
- (b) Keep first paragraph relatively short.
- (c) Focus on the positive.
- (d) Use courteous conversational language.
- (e) Avoid unnecessary repetition.

3. Check for completeness regarding.

- (a) Sentence structure.
- (b) Date of letter you are answering.

Checklist for Closing Paragraph:**1. Make your action request clear and complete with the fine list and H (how) if you want****your reader to do something.**

- (a) What and who: Clearly state what action you desire and who should do it.
- (b) How and where: Make action easy.
- (c) When: Date the action if desirable.
- (d) Why: Show reader benefit if possible.

2. End on a positive courteous thought.

- (a) Include any positives and negatives before the last paragraph.
- (b) Be friendly.
- (c) Show appreciation.
- (d) Occasionally add a person note.

3. Keep the last paragraph concise and correct.

- (a) Avoid trite expressions.
- (b) Omit discussions of trivial detail.
- (c) Use relatively short and complete sentences

18.4 Summary

Letters are brief messages sent to recipients that are often outside the organization (Bovee & Thill, 2010). They are often printed on letterhead paper, and represent the business or organization in one or two pages. Shorter messages may include e-mails or memos, either hard copy or electronic, while reports tend to be three or more pages in length.

While e-mail and text messages may be used more frequently today, the effective business letter remains a common form of written communication. It can serve to introduce you to a potential employer, announce a product or service, or even serve to communicate feelings and emotions. To examine the basic outline of a letter and then focus on specific products or writing assignments.

All writing assignments have expectations in terms of language and format. The audience or reader may have their own idea of what constitutes a specific type of letter, and your organization may have its own format and requirements. This chapter outlines common elements across letters, and attention should be directed to the expectations associated with your particular writing assignment. There are many types of letters, and many adaptations in

terms of form and content, but in this chapter, we discuss the fifteen elements of a traditional block-style letter.

Letters may serve to introduce your skills and qualifications to prospective employers, deliver important or specific information, or serve as documentation of an event or decision.

18.5 Key words

Indirect Approach- Indirect approach the message does not begin with the main idea or bad news.

Inductive Approach - The message begins with the main idea or good news and necessary explanatory details follows in one or several paragraphs

18.6 Self Assessment Questions

1. Define Direct and Deductive Approach and indirect and Inductive Approach
2. Differentiate between the Good News plan and Bad News Plan
3. How do write the business letter to the Manager for business transaction in XYZ company

18.7 Further Readings

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LESSON-19

CALLING FOR POST

Learning Objectives

- To understand the Functions of the job letter
- To study the Purpose and objectives of the Interview
- To Learn the Various symbols of Positive and Negative Attitude of Interview

Structure

19.0 Introduction

19.1 Functions of job letter

19.2 consideration of writing Effective job letter

19.3 Purpose and objective of Interview

19.4 Various symbols of Positive and Negative attitudes of Interview

19.5 Pitfalls of an Interview should avoid

19.6 Appointment of letter format

19.7 Termination Order

19.8 Summary

19.9 Key words

19.10 Self Assessment questions

19.11 Further Readings

19.0 Introduction

A job application letter should be organized like sales letter, because it intends to sell the writer's services to the reader. The immediate purpose of a job letter is to secure an interview and the final goal is to get employment.

Solicited Job Letter:

Solicited job letter written in response to an invitation (usually advertisement) has the advantage that a vacancy exists and that the employer is anxious to fill it. Its disadvantage is that it faces competition.

Unsolicited job letter, written to an employer who has not invited an application, does not face competition. But, possibility of non-availability of job is its disadvantage.

19.1 Functions of Job Letters:

1. Attracting Attention:

Attracting attention of the employer through appropriate stationery, neat typing, proper layout, paragraphing, etc. further, the opening should not be stereotyped.

2. Creating Desire:

Creating desire to engage the applicant by describing required qualifications, interest in the job and environment, and personal favorable circumstance. Because employers prefer those candidates who have the required qualifications, interest and favorable circumstances.

3. Convincing the Employer:

Convincing the employer by giving specific details of qualifications and experience, names of references, and results of aptitude and intelligence tests previously taken. Further, enclosed certificates, recommendation letters from former employers, teachers, etc. and samples of work, e.g. translations, poetry, paintings, etc., may also convince the employer.

4. Stimulating Action:

Stimulating action by making courteous, graceful and confident request for interview that may lead to the ultimate goal of the job letter – the employment.

19.2 Considerations of Writing Effective Job Letters:

1. Using appropriate stationery.
2. Neat typing with proper layout.
3. Describing qualifications, experience interest, etc.
4. Avoiding stereotyped opening.
5. Being specific, definite, courteous and graceful.
6. Giving names of references.
7. Mentioning the results of aptitude and intelligence tests previously taken.
8. Making request for interview.
9. Explaining reasons for leaving the previous job or for being unemployed, if necessary.
10. Enclosing copies of the certificates and recommendation letters.

Example for the job accountant in the company**RESUME:**

The resume is an organized summary of the applicant's particulars. It is not a substitute for a job letter, but a supplement to it. Its alternate titles are "Data Sheet", "Bio-Data" etc.

The usual contents of a resume are:

Heading: Name, address and telephone number of the applicant. Job title and career objectives may also be included.

Education: Academic qualifications mentioning degrees, certificates, scholarships, awards, honors, and other academic recognition received by the applicant. It should begin with the most recent information.

Experience: Listing of previous employers, job titles and period of service. Brief description of job duties and names of superior may also be included. It should also begin with the most recent information.

Personal Data: Age, height, health, marital status etc., of the applicant.

Reference: Names, titles, addresses and telephone numbers of people who will recommend the applicant for the job. These people should know about applicant's job skills, aptitude and experience.

Miscellaneous: Co-curricular activities, interests and hobbies of the applicant. Driving license, passport, domicile and national identity card number may also be mentioned if material.

19.3 Purpose and Objectives of Interview

Interviews are face-to-face communication. It is a form of interpersonal communication. Interviews are not just for job procurement.

The purpose for which interviews are carried may be as follows:

1. **Counselling:** taken by a supervisor, officer, or counselor who may ask questions relating to work or problem from the employee. In other cases interviews may be conducted by a doctor/psychiatrist of patients or person facing psychological problems.
2. **Evaluating:** It has taken by supervisor, manager to review and evaluate the performance of the employee(s).
3. **Disciplining:** It taken by an officer, manager if the behavior of the employee(s) require action to maintain discipline.
4. **Complaining:** It taken by an officer, manager if the employee(s) wish to lodge complaint for certain dissatisfaction or action required.
5. **Terminating:** It taken by an officer/manager to inform employee(s) about the termination from job.

There are following objectives of patterned interviews.

1. The resume provides a lot of information about the candidate but not all the information so this interview is conducted to evaluate job qualification that the resume can't provide.
2. Another purpose is to determine the real communication ability of the interview.
3. This interview also helps the interviewer provide essential facts about the job and company.
4. It also instills a feeling of material understanding and confidence in the applicant, who accepts the job.
5. It promotes good will towards the company, whether the applicant accept the job or not. It is important to give the right impression to the candidate who is disappointed by a turn down.

19.4 Various symbols of positive and negative attitude of an interview

An interview may have a negative or positive attitude during the time of interview. The summary of these negative or positive symbols is as below

A. Direct Interview:

Positive	Negative
a) Early arrival	Late arrival
b) Alert, responsible attitude	Intensive, dull attitude
c) Emphatic attitude	Withdrawn attitude
d) Relaxed manner	Tension, body tremor
e) Smiles	Frowns
f) Clear voice	Choked voice
g) Diligent, responsible, smart	Lack of concentration, dull, weak
h) Strong and determined attitude	Lack of determination

B. Verbal Behavior:

Positive	Negative
a) Sticking to the main point	Changing the subject
b) Relevant responses	Irrelevant responses
c) Well organized presentation	Disorganized presentation
d) Appropriate use of humor	uncalled of levity
e) Spontaneous replies	Long pause before replying
f) Speaking well of people	Criticism of others
g) Eye contacting confident	Looking sideways cresting ayes downward.

Effective interviewer behave during interview

Giving an interview is equally important as taking interview, one has to be very careful while giving an interview, there are following guidelines in general which could enable an interviewer to conduct a good and effective interview.

- a) Preparation
- b) Conduct during interview
- c) Evaluation

a) Preparation:

The interviewer should prepare himself before the interview, the following points are to be considered in this regard.

1. Reading applicant's Resume:

There is much information provided in his resume so the resume should be read in detail. So as to ask the question in the perspective of resume.

2. Being aware of state Regulation:

There are many policies and rules and regulation made by a state about the recruitment of employees. The interviewer should be aware of them so as to avoid any prospective lawsuit.

3. Planning the questions:

The interviewer should plan the pattern of question, the number of question types length duration etc. should be clear in the mind of interviewer.

4. Omitting personal bias:

There might be many biases in the minds of interviewer about the candidates. In order to make the interviewee fair he should avoid these biases.

b) Conduct during the interview:

Having prepared for the interview the interviewer should consider the following points during interview.

1. Letting the candidate speak: The main objective of interview is to have the information from the candidate as much as possible, so interviewer should let the candidate speak as much as possible.
2. Using the language of candidate: If there is no restriction regarding the language such a language should be used in which the candidate feels easy and free.
3. Avoiding arguing with the candidate: The purpose of interview is to evaluate the candidate not to solve a dispute, so argumentation with the candidate should be avoided.
4. Not interrupting the candidate: The candidate is already under a lot of pressure. So the candidate should not be interrupted.
5. Controlling the emotions: During the interview there are many stages on which the interviewers might get emotional. This may cause failures to the interview process.
6. Establishing eye contact: In order to be confident and to put the candidate at ease, the interviewer should establish an eye contact with the candidate.
7. Using body language: Use of body language can play an important role to make the question clear to the candidate.
8. Asking open ended questions instantly:
The close or dead ended questions are not very useful to acquire more information. So open-ended question should be asked as much as possible.

c) Evaluation:

After the interview the last step is to evaluate the interviewee. For this purpose there are following points which should be given importance.

1. No personal bias: There might be many candidates with whom the interviewer may have personal bias. This should be avoided in any case so as to hire the potential people.
2. Clear cut standards: The interviewer should try to establish a clear-cut standard for evaluation such as point system.

19.5 Pitfall an interviewer should avoid

There are many things in which the interviewer can easily be trapped. There are the general pitfalls which should be avoided. They relate mainly to the following biases prejudices and other weaknesses within the interviewer.

1. Halo Effect:

It is the tendency of the interviewer to form an overall opinion regarding the applicant on the basis on a single aspect of his or her personality. For example, if the candidate did not comb his hairs properly the interviewer might have an image that the applicant is a careless person.

2. Stereotype Error Trap:

It is the tendency to categorize the candidate on the basis of features of surface cleans or some superficial hints.

3. Expectancy Error:

It is the tendency of the applicant to anticipate the need and preference of the interviewer and to respond accordingly. For example, the candidate may give an answer, which is correct but not in accordance with the interviewer preference. So the interviewer should give the leverage to the candidate.

4. Ideal image error:

Usually, an interviewer has an image of a candidate. This usually happens that the image in the mind of the interviewer does not coincide with the candidate. So the interviewer should go on for a compromise.

5. Personal bias of the interviewer:

The interviewer may have many personal biases against the candidate. Poor handshake, biting of finger, gum, chewing, loud, clothes, poor eye contact etc. these should be ignored.

6. Pseudoscience and myths:

Handwriting, outward features, date of birth number of letters the name lines or makes on the palm of hand and shape and bulges of the skull are not scientific tools to judge the ability of the candidate. An interviewer should avoid them.

7. Stereotypes Mechanism:

Interviewer might indulge in monotony in different questions in different ways should be avoided.

8. Other pitfalls:

There are a number of pitfalls other than those mentioned above. These are as follows;

- i. Illusion that the previous experience of itself guarantees ability to do the job well.
- ii. Being impressed because the applicant needs a job even though the necessary qualification is lacking.
- iii. Talking too much by interviewee not listening.
- iv. Poor preparation before interview.
- v. Asking inappropriate questions.
- vi. Being discourteous and rude towards the applicant.
- vii. Jumping to conclusion.
- viii. Accepting facts without intending to determine meaning and accuracy.
- ix. Leaving unexplored gaps.
- x. Allowing candidate to guide the interviewer.
- xi. Depending on memory to conduct interview and to evaluate the applicant's qualification.
- xii. Asking other questions when the applicant hesitates a moment.
- xiii. Appearing to be critical and cold towards the applicant.
- xiv. Not observing non-verbal clues.
- xv. Poor questions (a) leading question (b) loaded question (c) dead ended question role of interview in interpersonal communication

Interview plays a very important role in interpersonal communication, since it is between two persons or parties i.e. interviewer and interviewee, its importance is discussed with respect to both aspects.

a) From Interviewer Point of View:

Interview has following importance for the interviewer.

1. To Match the applicant and the job:

A job has specific requirement. Every person is not suitable for every kind of job, so the interviews enable the interviewer to match the applicant and the job requirement. This matching may be in the following way.

(a) Matching Qualification

A candidate having a master's degree does not mean that he has the knowledge of master level. Asking questions about the field of candidate enables the interviewer to know as to how much knowledge the candidate has acquired.

(b) Matching Candidate Ability:

Different candidates have different abilities. The interview helps know the abilities of every candidate according to the job requirement.

(c) To develop the image of organization:

(d) Another secondary role of interviews is to establish a good image of an organization before candidate and ultimately before the market.

From Interviewee Point of View:

An interview is equally important for interviewers as it's for interviewee. This importance is enumerated as follows.

1. To have information:

An interviewee can have different information about the organization. This information might be about the organization nature of job salary rule and regulations, etc.

2. To have a suitable job:

Interview helps the candidate know about the job. In this way, he / she can choose the best one of him / her.

The basic appointment letter will consist of Name, date of commencement, date of joining, job location, designation name, roles and responsibility, CTC, working hours, condition for termination, amendment and enforcement, leave policy, notice period clause etc. The letter should comprehensively mention all the terms and conditions. Usually, the private company has such an appointment letter format. Even the government companies will provide the appointment letter to the rightful candidate by sending them the post or directly through their website.

19.6 Appointment Letter Format

Every time a company has processed recruitment to hire job seekers who are willingly looking to get employed, they need to apply for such jobs by sending the application letter. The selected candidates will be sent the call letter through drafts or mails to the candidate's address and called for the interview. After the selection of the right candidate for the job, they will be provided with an appointment letter as a confirmation of their appointment to the job. Here is the format of appointment letter template in the word

Appointment Letter format

Name:

Address

Dear (Name of the Candidate),

Appointed as (Name of the Designation)

We refer to your recent interview for the above position and are please to inform that we are offering you the position with our company effective from (Date) under the following terms and conditions:

Salary : The salary offered to the candidates during the Interview

Probationary Period: The Probationary period need to be served by the candidate after joining the job

Working Hours: The working hours to be followed by the employee, Monday to Friday

Working (Saturday & Sunday Off), Lunch Break:(_____)

Leave Policy : Mention number of leaves granted per year, Details of sick leave, earned leave, casual leave, maternal leave, paternal leave etc.

Notice Period Clause: If the employee desire to leave the company, he/she needs to sever the notice period as per stated by the present company in the appointment letter.

Name of the Employee

Name of the provider of Appointment letter

Signature

Signature

19.7 TERMINATION ORDERS

Termination Letter

Christina Doctor

100 Broadway Lane

New Parkland, CA, 91010

example-email@example.com

RE: Termination Appeal

Dear Mr. Monk,

I know you have been waiting to hear from us about this matter. Unfortunately, we have reviewed your termination appeal and have ultimately decided to reject it.

This letter is to formally announce your termination with us as of the original date when your access codes were blocked. The fact is this decision is not based on any sales performance as you alluded to in your appeal. As you know by now, on July 17 of this year one of our surveillance cameras captured you and another employee leaving the building with computer monitors from the stock room. This is the type of offense that will not be tolerated under any circumstances.

In a few days, you will be receiving prepaid packaging. Use it to return your ID, access pass, company tablet, any and all corporate account cards, and any other corporate property. We will also give you 15 days to return the company property before we turn the video tape over to the authorities. If you complete these acts, we will see that your final paycheck as well as any vacation and personal day pay is overnighted to the address we have on record.

If you have any questions about any of this, contact Human Resources and speak with Michael Kendall, ext. 8769.

Respectfully,

19.8 Summary

Effective business communication is how employees and management interact to reach organizational goals. Its purpose is to improve organizational practices and reduce errors. All organized activity in a company relies on the process of business communication. This could be anything from managerial communication to technical communication with vendors. And once communication becomes unclear, the company's core systems risk falling apart. Data shows that 60% of internal communications professionals do not measure internal communications.

19.9 Key words

Solicited job letter - Solicited job letter written in response to an invitation (usually advertisement) has the advantage that a vacancy exists and that the employer is anxious to fill it. Its disadvantage is that it faces competition.

Halo Effect- It is the tendency of the interviewer to form an overall opinion regarding the applicant on the basis on a single aspect of his or her personality.

Counselling -Counselling is a method of understanding and helping people who have technical, personal and emotional or adjustment problems that usually has emotional contents that an employee with the objective of reducing it so that performance is maintained at adequate level or even improved upon.

Interview- A Management interview will focus primarily on your leadership skills and experience, but an interviewer will also ask questions about your background, qualifications and communication skills.

19.10 Self Assessment Questions

1. Explain the functions of job letter
2. Discuss the consideration of writing effective job letter
3. Elaborate the purpose and objectives of Interview
4. Outline the Various symbols of Positive and Negative attitudes of Interview
5. Explain the Pitfalls of an Interviews should avoid

19.11 Further Readings

1. Amos, Julie-Ann. Handling Tough Job Interviews. Mumbai: Jaico Publishing, 2004.
2. Bonet, Diana. The Business of Listening: Third Edition. New Delhi: Viva Books, 2004.
3. Bovee, Courtland L, John V. Thill & Barbara E. Schatzman. Business Communication Today: Tenth Edition. New Jersey: Prentice Hall, 2010.
4. Ajmani, J. C. Good English: Getting it Right. New Delhi: Rupa Publications, 2012.
5. Meenakshi Sharma, Technical Communication , Principles and Practices Oxford University Press, 2015.
6. Vide Peter Mastering Technical Communication skills – A student Hand book, 2017.
7. M.Ashraf Rizvi (2021), Effective Technical Communication Mc.Graw Hill, 2021

LESSON-20

INQUIRY LETTER

Learning Objectives

- To learn the Inquiry Letter
- To understand the Functions of Report writing
- To study the Classification of Business Report

Structure

- 20.0 Introduction
- 20.1 Kinds of Inquiring Letter
- 20.2 Cancellation of order
- 20.3 Adjustment Letters
- 20.4 Use of sales letters
- 20.5 Functions of sales letters
- 20.6 Report Writing
- 20.7 Functions of Report writing
- 20.8 Classification of Business Report
- 20.9 Preparation before writing Report
- 20.10 Summary
- 20.11 key words
- 20.12 Self Assessment questions
- 20.13 Further Readings

20.0 Introduction

A letter that asks information about persons, products or services or other matters is an inquiry letter. The questions to be included in a good inquiry letter should be carefully planned. Following are the suggestions for making inquiries effective.

1. Make questions specific, clear and courteous.
2. State each question in a separate paragraph and number the questions if appropriate.
3. Use a separate sheet of paper for listing the questions if they are in large number.
4. Carefully arrange the questions – generally with the easiest to answer sheet.
5. Word the questions in neutral way to that the reader is not influenced.
6. Word the questions to get more than 'yes' or 'no' answer if details are needed.
7. Word the question to get 'yes', 'no' or 'don't know' answers, if numerous questions are to be tabulated.
8. Express confidence in the reader.
9. Assure secrecy.

20.1 KINDS OF INQUIRY LETTERS:

Inquiry letters fall in three categories: 1. Trade inquiry, 2. Status inquiry and 3. General inquiry.

1. Trade Inquiry:-

A trade inquiry (or sales related inquiry) is written with the intention of making business deals with the addressee. Such inquiry letters are written regarding products or services purchased or being considered for purchase. The trade inquiries ask information about the supply of goods, availability of goods, delivery time, leaflet or catalogue, quotations or price, method of transport, insurance, samples and terms and discount, etc.

2. Status Inquiry:-

Status inquiry is written to know the financial position of some individual or firm usually perspective buyer. Inquiries about the character, qualifications, experience and performance of the applicant for job or membership may also be termed as status inquiries.

3. General Inquiries:-

General inquiry is made to get information about rules and procedures used in other organizations, government policies, market conditions etc. General inquiry may also seek information for private or business research. For example a firm may receive inquiries for various data from students, teachers or executives of other organizations

20.2 CANCELLATION OF ORDERS**Order Letters:**

An order letter needs to be correct, complete and definite so that the reader may fill it exactly.

Incompleteness or errors may mean further correspondence, shipping delays, complicated billing, repacking and reshipping and loss of business. Therefore, a good order letter should:

1. Include full details of quantities, prices, colors, sizes etc.
2. Quote catalogue number if any.
3. State the requirements as to delivery – date, place, mode of transport etc.
4. Confirm the terms of payment agreed in preliminary negotiation.
5. Refer to the enclosure of cheque, pay order or draft or samples or colour of material if any.

Replying of Cancellation Orders:

Ordinarily order letters need to reply. But replies should be written under following circumstance.

1. When a customer requests for acknowledgement in confirmation of the order.
2. When an order is incorrect incomplete or vague.
3. When an order cannot be complied with.
4. When extra time is needed to fill the order.

20.3 Adjustment Letters:

An adjustment letter is a reply to a complaint (claim letter). It is better to make adjustment than to risk losing a customer. Complaints should not be discouraged, because (1) they provide a means of discovering and correcting poor service, and (2) They provide an opportunity to win back goodwill.

Analysis of Complaint:

In dealing with a complaint all related facts should be investigated to determine (a) whether the complaint is justified and (b) whether, and how, adjustment is to be effected.

Justification of Complaint:

Experience proves that most of the complaints are justified. They are usually a result of fault on the part of the seller or third party (transporter, etc.). A complaint is considered unfair when buyer is at fault and the request is for undue advantage.

Grant of Adjustment:

A justified complain needs proper adjustment, e.g., refunding money, replacing merchandise, performing additional service, admitting fault and assuring care in future, and taking rightful action against third party responsible for the damage. Proper explanation is necessary if buyer is at fault or complaint is based on misunderstanding.

Adjustment Principles:

1. Answer promptly to avoid further complaint. When immediate adjustment is not possible, an acknowledgement letter assures that the complaint is being conserved.
2. Give the customer the benefit of doubt by assuming that the customer is right, unless the facts prove him/her wrong.
3. Accept blame gracefully when it is justified: to beg pardon or be unnecessarily humble is considered poor acceptance that may result in loss of goodwill.
4. Be diplomatic, especially when the addressee is at fault or complaint is based on misunderstanding. A diplomatic writer can say anything without insulting the reader.

Organizing the Adjustment Letters:

The ideas in an adjustment letter are ordinarily arranged as follows:

1. Conciliatory Statement:

Expression of regret even if the customer is at fault, or appreciation for having been informed is an effective start of an adjustment letter.

2. Explanation of Facts:

Explaining the facts relating to complaint, clarifying the position in case of misunderstanding, or indicating the customer's fault (if any) should be the next step.

3. Statement of Adjustment:

Grant of the adjustment (if any), suggesting a substitute for requested adjustment (when it cannot be granted) or a mere acceptance of fault with assurance of taking care in future, should be stated as the third step.

4. Statement of Goodwill:

A last paragraph may be added (if appropriate) for rebuilding of goodwill and renewal of business relations.

20.4 USES OF SALES LETTERS:**1. Selling by Mail:**

Mail-order houses use sales letters for performing the entire selling job. i.e. from producing inquiries to shipping merchandise. The reply cards blanks order forms and other material may be enclosed with a sales letter to make it more effective.

2. Producing Sales Inquiries:

Businesses other than mail order houses confine the use of sales letter to soliciting inquiries, which may be followed by letters, telephone or personal calls.

3. Following-Up Sales Inquiries:

The inquiries, unsought or produced by sales letters or advertisements may be handled in different ways. Sales letter may be used for this purpose. Printed material may also be enclosed with it.

4. Inducing People to Buy:

Sales letters may induce the customers or prospective customers to buy goods / services by arousing their interest and desire.

5. Building-Up Goodwill:

Sales letters may also be used to thank the customers for their patronage, extend greetings, and announce new services, for building-up goodwill.

20.5 FUNCTIONS OF SALES LETTERS:**1. Attracting Attention:**

Attracting Attention of the reader through decent stationery, proper layout, neat typing, paragraphing, etc. further, the opening sentences of the text must make the reader think by means of a slogan or extra-ordinary idea.

2. Arousing Desire:

Arousing Desire by appealing to reason (for necessities) and appealing to emotion (luxuries). The desire to buy the goods or services must be created in the mind of the reader.

3. Implanting Conviction:

Implanting Conviction about the good quality of goods / services so that the reader does hesitate in making the decision desired. This can be achieved by means of logical reasoning moderate claims, and evidence to support the claims.

4. Stimulating Action:

Stimulating Action by not allowing the prospective customer to put off action. This can be done by offering inducements for quick action, like special discount, gifts, reply cards, etc.

(iii) Sales Letter Systems (Series):

Sales letters are generally issued in a series to a selected list of prospective customers, to achieve the planned sales targets. Depending upon the nature of the product and the market, one of the following systems is applied.

1. The Wear-Out System:

Under this system the total number of letters to be issued for achieving the target and the intervals for which the different letters will be issued are determined in advance. The terms and conditions offered are varied from letter to letter. When all the letters in the series have been issued, the series is automatically terminated.

2. The Continuous System:

This system is suitable for those products / services, which are in regular demand; the sales letters are issued for the purpose of gaining the maximum share of the market. At suitable intervals, sales letters in the series continue to be issued as long as the business operates.

3. The Campaign System:

The total number of letters to be issued in the series is not determined in advance. Sales letters with varying terms and conditions will continue to be issued until the sales target is achieved therefore the series will be terminated

20.6 REPORT WRITING**BUSINESS REPORT:**

According to Murphy and Peck a business report is an impartial, objective., planned presentation of facts to one or more persons for a specific, significant business purpose. Reports Travel upwards to supervisors and management policy-makers, downward and horizontally to those who carry out the work and policies, and outward (outside the firm) to stockholders, customers, the general public and government officials. A report may be written or oral, but most significant reports are written. The report facts may be pertained to events, conditions, qualities, progress, results, investigations, or interpretations. They may help the receiver(s) understand a significant business situation, carry out operational or technical assignments, and / or plan procedures, solve problems and make executive decisions.

A good business report must satisfy the following criteria:

- a. Utility
- b. Persuasiveness

- c. Reliability
- d. Readability

A business report's utility, persuasiveness, reliability and readability mainly depend on the application of the communication principles. Called "The Seven C's" they are:

- (1) Completeness,
- (2) Conciseness,
- (3) Consideration
- (4) Concreteness,
- (5) Clarity,
- (6) Courtesy, and
- (7) Correctness.

20.7 Functions of Business Report:

A business report is very much useful for the management and also for the others. Its importance is because of the functions it performs. A business report: Provides Facts pertaining to events, conditions, qualities, progress, results investigations or interpretations.

Measures Progress of employees, departments, and companies.

Points Causes of problems e.g., low margins, high rate of staff turnover, accidents in factory etc.

Suggests measures to overcome the business problems.

Assists Manager in carrying out operational, or technical assignments, planning procedures, solving problems and making decisions.

20.8 CLASSIFICATION OF BUSINESS REPORTS:

The following are bases of classification of business reports.

1. PURPOSE / FUNCTION:

- (a) Informational report, giving information on any issue without any analysis, interpretation, conclusions and recommendations of the writer.
- (b) Analytical report presenting facts along with their analysis and interpretation as well as conclusions and recommendations of the writer. Analytical report may be:
 - (i) Feasibility report, analyzing a proposal and recommending whether it is to be implemented or not.
 - (ii) Ways and means report, analyzing the causes behind a problem and recommending as to how it may be solved.

2. FORMALITY / APPEARANCE / LENGTH:

- (a) Formal report, characterized by a cover and binding and other features like covering letter, title page, table of contents and index may be supplemented with charts and statistical tables.
- (b) Informal report, without cover, table of contents and other editorial trappings, submitted in the form of letter or memorandum.

3. ORIGIN:

- (a) Authorized report written on someone's request.
- (b) Voluntary report written on writer's own initiative.

4. CHANNEL:

- (a) Written report, presented in the form of memorandum, letter or formal report.
- (b) Oral report, presented in face to face discussion or on telephone.

5. FREQUENCY OF ISSUE:

- (a) Special report, presented on a particular occasion.
- (b) Periodic report, presented periodically, e.g. daily, weekly, monthly, quarterly or annually.

PARTS OF FORMAL REPORT:

Parts of a formal report may be grouped into prefatory parts, body parts, and supplemental parts.

Prefatory parts – cover; title fly; title page; letter of authorization; letter of acceptance; letter of approval; letter of transmittal, acknowledgements; table of contents; table of tables; synopsis; abstract or summary.

Body Parts – Introduction; text; terminal section – conclusion and recommendations.

Supplemental parts appendix, bibliography, index.

PARTS OF THE REPORT BODY:

One part that every written report has is the body. This part includes three sections – introduction, text and terminal section.

Introduction:

Following are the possible elements of introduction:

1. Authorization names the person who requested the report.
2. Problem, also called issue, proposed, matter, etc.
3. Purpose, also called objective goal, mission, aim, etc.
4. Scope determines the extent of investigation or coverage and the boundary of the report.
5. Methodology indicates the methods of data collection, e.g. reading, interviewing, observing, or experimenting.
6. Sources – primary (unpublished sources) and secondary (Published sources).
7. Background of the situation being investigated.
8. Definition of terms that have several possible interpretations.
9. Limitations refer to restrictions such as time, money, available data, etc.
10. Brief statement of results suggests the decision to be taken on the recommendations in a few words.
11. Plan of presentation states the divisions and sub-divisions of the report and the order of the topics.
12. Introduction of the company for whom the report is prepared, includes nature, age and size of the business.

The introduction of report needs not include all the elements listed above, but only the desirable and appropriate ones. For example, a voluntary report cannot include authorization, or a periodic report may omit all or many of the elements of introduction. In short reports, the few needed elements may be grouped in a single paragraph without the heading of “Introduction”. Long reports may have introduction of many pages with headings and sub-headings. These elements may be arranged separately and many of them may be stated in parts other than “Introduction” – even outside the body of the report.

TEXT:

Text is the largest portion of any report body. This section discusses and develops and develops the necessary details. As with all good business writing only pertinent facts should be included in the text.

The text is never labeled Text. Its title should be discussion, finding, date or other meaningful words. Or, instead of one main title for this section, a series of headings, corresponding to the main topics may be used throughout the text.

The content, organization, language style should be adopted to the reader’s needs.

TERMINAL SECTION:

Terminal section summaries the highlights of the whole report. This section should be based on the text discussion and should include no new material. It summarizes, concludes and / or recommends.

A summary condenses the text discussions.

The conclusion evaluates discussed facts without including the writer's personal opinion.

Recommendations make suggestions for action based on the conclusions.

20.9 PREPARATION BEFORE WRITING REPORT:

Following steps are taken before writing a report.

1) Determining The Problem And Purpose:

Analyzing the problem and knowing the purpose of the report determine the scope and limitations of investigation and the length, contents and style of the report.

2) Visualising The Reader:

The reader's view-point, experience, qualification, knowledge, responsibility and status are important factors in planning the language and the organization of the report and the details to be included.

3) Determining The Ideas To Be Included:

For writing a short report only general ideas and main points may be presented, but for a long report detailed working plan containing the relevant factors along with their divisions and sub-division is desirable.

4) Collecting Needed Material:

For some reports all the data may be in the writer's mind, for others extensive primary and / or secondary research may be needed for collecting the required data.

Primary Research for collecting data involves uses of:

- a. Company records
- b. Letters, diaries, minutes, reports, etc.
- c. Questionnaires
- d. Interviews
- e. Observations, and experiments

Secondary Research is conducted through published material – books, magazines, news paper, pamphlets, government documents, etc.

5) Sorting And Interpreting Data:

The collected data in raw form is of no use. The data should be tabulated and organized in suitable columns and under appropriate headings and sub-headings. The tabulated data should be analyzed in a manner free from personal bias. The use of computer is also helpful.

6) Organizing Data And Performing Outline:

The analyzed and interpreted data should be properly organized. This organization should be accomplished in the form of a final outline.

Plans for Organizing Report Body

The body of the report may be organized in two ways.

1. Inductive Arrangement:

Inductive arrangement is the same indirect plan used for bad news and persuasive-request messages, where the main idea follows appropriate explanation. Under this plan the report body may be arranged as follows:

Introduction – Text – Terminal Section:

2. Deductive Arrangement:

Deductive arrangement is comparable to the direct plan used for good news and direct-request messages, where the main idea is presented before the explanation. Under this plan the report body may be organized in the following alternate arrangements:

Terminal Section – Introduction – Text or

Introduction – Terminal Section – Text

In the beginning this report contains interviewee's name, topic covered, and date. The body

covers items like educational and technical qualifications, training, experience, interest, and overall summary. The conclusion shows candidate's score and interviewer's opinion.

3. After careful judgment and consideration, the interviewer should choose, or recommend to be chosen, the right candidates). A right candidate is one who has ability neither below, nor above, the job level, because the former cannot perform the job and the latter will not stay on it.

PARTS OF THE FORMED REPORT	
(A) Prefatory Parts	(B) Body
1. Title fly —→ because of report containing (a) Title (b) Name of Receiver & Sender.	1. Introduction.
2. Title page —→ Name of Receiver's Designation	2. Text.
	3. Terminal Section.
	(a) Summary
	(b) Conclusion
	(c) Premeditate

20.10 Summary

In dealing with a complaint all related facts should be investigated to determine (a) whether the complaint is justified and (b) whether, and how, adjustment is to be effected. Experience proves that most of the complaints are justified. They are usually a result of fault on the part of the seller or third party (transporter, etc.). A complaint is considered unfair when buyer is at fault and the request is for undue advantage.

20.11 Key words

Business Report- Business report facts may be pertained to events, conditions, qualities, progress, results, investigations, or interpretations

Trade Inquiry- A trade inquiry (or sales related inquiry) is written with the intention of making business deals with the addressee

Adjustment Letters- An adjustment letter is a reply to a complaint (claim letter). It is better to make adjustment than to risk losing a customer

Status inquiry- Status inquiry is written to know the financial position of some individual or firm usually perspective buyer

20.12 Self Assessment Questions

1. Discuss the different kinds of Inquiry letters
2. How to cancellation of orders in writing a letter to the Business
3. Describe the Functions of Sales Letter
4. Explain the uses of Sales Letter
5. Briefly explain the classification of Business report.

20.13 Further Readings

1. Kroehnert, Gary. Basic Presentation Skills. Sidney: McGraw Hill, 2010.
2. Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.
3. Contemporary Communication system for Technical Communication Pearson Education 2010
4. D.Sudha Rani Advanced Manual for Communication Laboratories and Technical Report writing, Pearson India, 2011.
5. Richard Johnson, Technical communication Strategies for today, Pearson Publishing House, 2nd Edition, 2014.

104HM21

M.A (HRM) Degree Examination January -2022

First Semester

Paper-IV: HR skills

Time : Three Hours

Maximum : 70 Marks

SECTION A — (5 x 4 = 20 marks)

Answer any FIVE of the following

- | | |
|----------------------|---------------------------|
| 1 (a). Communication | (f).Interviewing skills |
| (b). Perception | (g). Negotiating skills |
| (c). Listening | (h). Team Building skills |
| (d).Presentation | (i). Letter writing |
| (e). Meeting | (j). Report writing |

SECTION B — (2 x 10 = 20 marks)

Answer any TWO of the following

- 2). Explain the Objectives and functions of communication?
- 3). Discuss the Communication Barriers?
- 4). Briefly Explain the features of effective Communication skills?
- 5). Differentiate between the Interviewing skills and Negotiating skills?

SECTION C — (2 x 15 = 30 marks)

Answer any TWO of the following

- 6). Describe the Models & Foundations of Interpersonal & Intrapersonal Variables of Communication?
- 7). Differentiate between the Active Listening and Poor Listening?
- 8). Explain the Preparatory Stages of Letter writing?
- 9). Give the difference between the Good News plan and Bad News Plan?

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ORIGINALITY REPORT

87%

SIMILARITY INDEX

86%

INTERNET SOURCES

13%

PUBLICATIONS

51%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

48%

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Internet Source

Exclude quotes Off

Exclude bibliography Off

Exclude matches Off

FINAL GRADE

GENERAL COMMENTS

/0

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