

SHS1609	ENGLISH FOR EFFECTIVE COMMUNICATION	L	T	P	CREDIT
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OBJECTIVE: To enable students to achieve a high degree of fluency in English.
 To enhance the effectiveness of oral and written communications
 To equip learners with languages skills that could provide good career opportunities

LEARNING OUTCOMES: At the end of the course, the students will be able

- to get knowledge on Communication and its types
- enjoy working in an online environment knowing the listening strategies
- learn how to face various audience
- learn how to impress the audience by communicating Effectively
- create PPT, Blogs and participate in online discussion

UNIT 1: An Introduction to Communication (9Hrs)

Communication – Basics & Principles– Objectives of Communication – Types-Verbal and non-verbal communication – Barriers to communication The four essential Communication skills

UNIT 2: Methods & Strategies (9Hrs)

Effective Listening - Visual strategies - SWOT Analysis- Vocabulary Development - Digital Literacy- E-Mail Communications - Non-Verbal Communication

UNIT 3: Presentation Skills (9Hrs)

Speaking- Formal/ informal - Types-Mock Interview -Group Discussion Etiquettes -Telephone skills - Handling complaints.- Oral techniques.

UNIT 4: Soft Skills (9Hrs)

Listening Skills - Motivation skills - Leadership skills- Interpersonal and Team Skills Emotional Intelligence Skills- Expressing ideas -Training and Feedback

UNIT 5: Technical Communication (9Hrs)

Grapevine communication - characteristics and functions-social media -Writing Blogs-online discussion- Basic computer skills - Power point presentation.

TEXT BOOK :

Synergy: Communication in English and Study Skills, Board of Editors. Orient Longman Private Ltd., 2008

REFERENCE BOOKS:

1. *English for Effective Communication* Sanjay Kumar& Push Lata (2014)
2. *Technical Communication : Principles and Practice*, Meenakshi Raman& Sangeetha Sharma (2007)
3. *Presentation Zen: Simple Ideas on Presentation Design and Delivery* by Garr Reynolds
4. *Personality Development and Soft Skills* by Barun Mitra (2016)
5. *Introduction to Communication* by S. Steinberg Course Book 1: The Basics (2006)



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**SCHOOL OF SCIENCE AND HUMANITIES ...
DEPARTMENT OF ENGLISH...**

UNIT – I – English for Effective Communication – SHS1609

I. AN INTRODUCTION TO COMMUNICATION

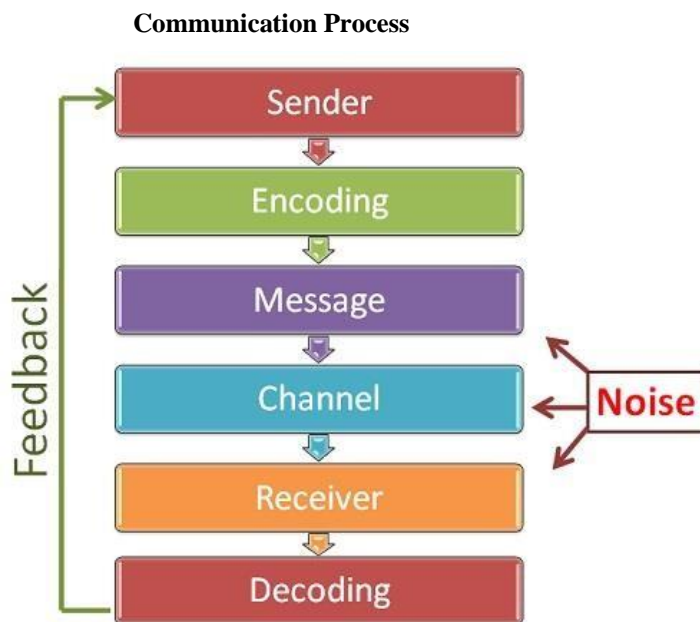
The term communication has been derived from the Latin word, 'communis', which means common. Literally, communication means, to tell, show, spread the information and inform. The term communication is used to signify the process of transferring ideas or receiving it by any means such as word of mouth,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

Communication is a simple act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject. The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard.

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

Communication Process

The Communication is a two-way process wherein the message in the form of ideas, thoughts, feelings, opinions is transmitted between two or more persons with the intent of creating a shared understanding.



The communication is a dynamic process that begins with the conceptualizing of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame. Thus, there are Seven major elements of communication process:

There may be more than one recipient, and the complexity of communication means that each one may receive a slightly different message. Two people may read very different things into the choice of words and/or body language. It is also possible that neither of them will have quite the same understanding as the sender. In face-to-face communication, the roles of the sender and recipient are not

distinct. The two roles will pass back and forwards between two people talking. Both parties communicate with each other, even if in very subtle ways such as through eye-contact (or lack of) and general body language. In written communication, however, the sender and recipient are more distinct.

1. **Sender:** The sender or the communicator is the person who initiates the conversation and has conceptualized the idea that he intends to convey it to others.
2. **Encoding:** The sender begins with the encoding process wherein he uses certain words or non-verbal methods such as symbols, signs, body gestures, etc. to translate the information into a

message. The sender's knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.

3. **Message:** Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, sighs, sounds, etc. or any other signal that triggers the response of a receiver.
4. **Communication Channel:** The Sender chooses the medium through which he wants to convey his message to the recipient. It must be selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums.
5. **Receiver:** The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.
6. **Decoding:** Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.
7. **Feedback:** The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message. The response of the receiver can be verbal or non-verbal.

The Noise shows the barriers in communications. There are chances when the message sent by the sender is not received by the recipient.

7 C's of Communication

The **7 C's of Communication** is a checklist that helps to improve the professional communication skills and increases the chance that the message will be understood in exactly the same way as it was intended. To have effective communication, one should keep the following 7 C's of communication in mind:



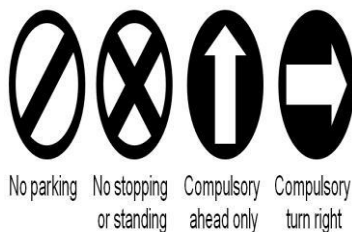
1. **Clear:** The message should be clear and easily understandable to the recipient. The purpose of the communication should be clear to sender then only the receiver will be sure about it. The message should emphasize on a single goal at a time and shall not cover several ideas in a single sentence.
2. **Correct:** The message should be correct, i.e. a correct language should be used, and the sender must ensure that there is no grammatical and spelling mistakes. Also, the message should be exact and well-timed. The correct messages have a greater impact on the receiver and at the same time, the morale of the sender increases with the accurate message.

3. **Complete:** The message should be complete, i.e. it must include all the relevant information as required by the intended audience. The complete information gives answers to all the questions of the receivers and helps in better decision-making by the recipient.
4. **Concrete:** The communication should be concrete, which means the message should be clear and particularly such that no room for misinterpretation is left. All the facts and figures should be clearly mentioned in a message so as to substantiate to whatever the sender is saying.
5. **Concise:** The message should be precise and to the point. The sender should avoid the lengthy sentences and try to convey the subject matter in the least possible words. The short and brief message is more comprehensive and helps in retaining the receiver's attention.
6. **Consideration:** The sender must take into consideration the receiver's opinions, knowledge, mindset, background, etc. in order to have an effective communication. In order to communicate, the sender must relate to the target recipient and be involved.
7. **Courteous:** It implies that the sender must take into consideration both the feelings and viewpoints of the receiver such that the message is positive and focused at the audience. The message should not be biased and must include the terms that show respect for the recipient.

Categories of Communication

There are wide ranges of ways in which we communicate and more than one may be occurring at any given time. The different categories of communication include:

- **Spoken or Verbal Communication**, which includes face-to-face, telephone, radio or television and other media.
- **Non-Verbal Communication**, includes body language, gestures,



Non-verbal communication

Written Communication: which includes letters, e-mails, social media, books, magazines, the Internet and other media? Until recent times, a relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.



A. Oral Communication

how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message. Any communication without word of mouth, spoken words, conversation and written languages are called Non-Verbal Communication. It happens through signs, symbols, colours, gestures, body language or any facial expressions are known as non verbal communication. Traffic signals are one of the best examples for non verbal communication.



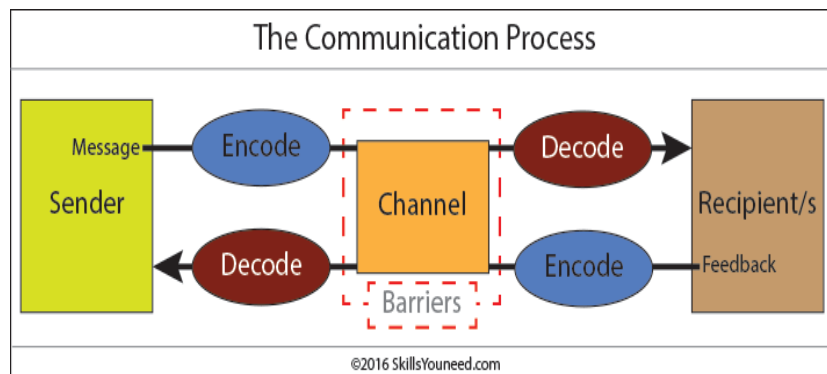
B. Written Communication

SOURCE REFERENCE: <https://www.economicdiscussion.net/management/communication/what-is-communication/32117>

II. BASICS & PRINCIPLES

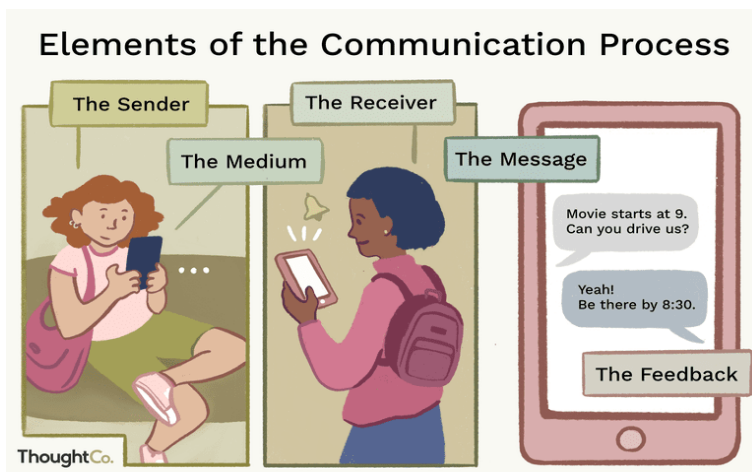
Basics:

Communication is a two-way process. Communication is about passing information from one person to another. This means that both the sending and the receiving of the message are equally important. Verbal communication therefore requires both a speaker (and writer) to transmit the message, and a listener (or reader) to make sense of the message. This image focuses both parts of the process.



The Communication Process

A message or communication is sent by the sender through a communication channel to a receiver, or to multiple receivers. The sender must encode the message (the information being conveyed) into a form that is appropriate to the communication channel, and the receiver(s) then decodes the message to understand its meaning and significance. Misunderstanding can occur at any stage of the communication process. Effective communication involves minimizing potential misunderstanding and overcoming any barriers to communication at each stage in the communication process.



An effective communicator understands their audience, chooses an appropriate communication channel, hones their message to reduce misunderstanding by the receiver(s). They will also seek out feedback from the receiver(s) as to how the message is understood and attempt to correct any misunderstanding or confusion as soon as possible. Receivers can use techniques such as Clarification and Reflection as effective ways to ensure that the message sent has been understood correctly.

Clarification:

In communication, clarification involves offering back to the speaker the essential meaning, as understood by the listener, of what they have just said. Thereby checking that the listener's understanding is correct and resolving any areas of confusion or misunderstanding. Clarification is important in many situations especially when what is being communicated is difficult in some way. Communication can be 'difficult' for many reasons, perhaps sensitive emotions are being discussed - or you are listening to some complex information or following instructions.

Clarifying can involve asking questions or occasionally summarizing what the speaker has said.

A listener can ask for clarification when they cannot make sense of the speaker's responses. Sometimes, the messages that a speaker is attempting to send can be highly complex, involving many different people, issues, places and/or times. Clarifying helps you to sort these out and also to check the speaker's priorities.

Through clarification it is possible for the speaker and the listener to make sense of these often confused and complex issues. Clarifying involves genuineness on the listener's part and it shows speakers that the listener is interested in them and in what they have to say.

Some examples of non-directive clarification-seeking questions are:

- *"I'm not quite sure I understand what you are saying."*
- *"I don't feel clear about the main issue here."*
- *"When you said what did you mean?"*
- *"Could you repeat?"*

Clarifying involves:

- Non-judgmental questioning.
- Summarizing and seeking feedback as to its accuracy.

Reflection:

Reflecting is the process of paraphrasing and restating both the feelings and words of the speaker. The purposes of reflecting are:

- To allow the speaker to 'hear' their own thoughts and to focus on what they say and feel.
- To show the speaker that you are trying to perceive the world as they see it and that you are doing your best to understand their messages.
- To encourage them to continue talking.

Reflecting does not involve you asking questions, introducing a new topic or leading the conversation in another direction. Speakers are helped through reflecting as it not only allows them to feel understood, but it also gives them the opportunity to focus their ideas. This in turn helps them to direct their thoughts and further encourages them to continue speaking.

A skilled listener will be able to reflect a speaker's feelings from body cues (non-verbal) as well as verbal messages. It is sometimes not appropriate to ask such direct questions as "How does that make you feel?" Strong emotions such as love and hate are easy to identify, whereas feelings such as affection, guilt and confusion are much more subtle. The listener must have the ability to identify such feelings both from the words and the non-verbal cues, for example body language, tone of voice, etc. As well as considering which emotions the speaker is feeling, the listener needs to reflect the degree of intensity of these emotions.

For example:

	Intensity	Emotion
"You feel	a little bit	sad/ angry?"
"You feel	quite	helpless/ depressed?"
"You feel	very	stressed?"
"You feel	extremely	embarrassed?"

Reflecting needs to combine content and feeling to truly reflect the meaning of what the speaker has said. For example:

Speaker:

“I just don't understand my boss. One minute he says one thing and the next minute he says the opposite.”

Listener:

“You feel very confused by him?”

Reflecting meaning allows the listener to reflect the speaker's experiences and emotional response to those experiences. It links the content and feeling components of what the speaker has said.

Two Main Techniques of Reflecting:

Mirroring

Mirroring is a simple form of reflecting and involves repeating almost exactly what the speaker says. Mirroring should be short and simple. It is usually enough to just repeat key words or the last few words spoken. This shows you are trying to understand the speaker's terms of reference and acts as a prompt for him or her to continue. Be aware not to over mirror as this can become irritating and therefore a distraction from the message.

Paraphrasing

Paraphrasing involves using other words to reflect what the speaker has said. Paraphrasing shows not only that you are listening, but that you are attempting to understand what the speaker is saying. It is often the case that people 'hear what they expect to hear' due to assumptions, stereotyping or prejudices. When paraphrasing, it is of utmost importance that you do not introduce your own ideas or question the speaker's thoughts, feelings or actions. Your responses should be non-directive and non-judgmental. It is very difficult to resist the temptation to ask questions and when this technique is first used, reflecting can seem very stilted and unnatural. You need to practice this skill in order to feel comfortable.

Communication Channels/Methods

Communication channels are the term given to the way in which we communicate. It is therefore the method used to transmit our message to a recipient, or to receive a message from someone else. There are multiple communication channels available to us today. These include face-to-face conversations, telephone calls, text messages, email, the Internet (including social media such as Facebook and Twitter), radio and TV, written letters, brochures and reports. Choosing an appropriate communication channel is vital for effective communication. Each communication channel has different strengths and weaknesses. For example, broadcasting news of an upcoming event via a written letter might convey the message clearly to one or two individuals. It will not, however, be a time- or cost-effective way to broadcast the message to a large number of people. On the other hand, conveying complex, technical information is easier via a printed document than a spoken message. The recipients are able to assimilate the information at their own pace and revisit anything that they do not fully understand. Written communication is also useful as a way of recording what has been said, for example by taking minutes in a meeting.

Encoding Messages

All messages must be encoded into a form that can be conveyed by the communication channel chosen for the message. We all do this every day when transferring abstract thoughts into spoken words or a written form. However, other communication channels require different forms of encoding, e.g. text written for a report will not work well if broadcast via a radio programme, and the short, abbreviated text used in text messages would be inappropriate in a letter or in speech. Complex data may be easily communicated using a graph, chart or other visualization. Effective communicators encode their messages so that they fit both the channel and the intended audience. They use appropriate language, conveying the information simply and clearly.

They also anticipate and eliminate likely causes of confusion and misunderstanding. They are generally aware of the recipients' experience in decoding similar communications. Successful encoding of messages for the audience and channel is a vital skill in effective communication.

Decoding Messages

Once received, the recipient needs to decode the message. Successful decoding is also a vital communication skill. People will decode and understand messages in different ways. This will depend on their experience and understanding of the context of the message, how well they know the sender, their psychological state and how they feel, and the time and place of receipt. They may also be affected by any Barriers to Communication which might be present. There are therefore a wide range of factors that will affect decoding and understanding. Successful communicators understand how the message will be decoded, and anticipate and remove as many as possible of the potential sources of misunderstanding.

Feedback

The final part of a communication is feedback: the recipient lets the sender know that they have received and understood the message. Recipients of messages are likely to provide feedback on how they have understood the messages through both verbal and non-verbal reactions. Effective communicators pay close attention to this feedback as it is the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected. Keep in mind that the extent and form of feedback will vary with the communication channel. Feedback during a face-to-face or telephone conversation will be immediate and direct, whilst feedback to messages conveyed via TV or radio will be indirect and may be delayed, or even conveyed through other media such as the Internet. Effective communicators pay close attention to this feedback as it is the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected.

SOURCE REFERENCE: <https://www.skillsyouneed.com/ips/verbalcommunication.html#:~:text=Communication%20is%20about%20passing%20information,make%20sense%20of%20the%20message.>

III. COMMUNICATION OBJECTIVES

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 favorable 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 organization.

Role of Communication in Organization

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 organization. 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.

Objectives of Communication

Possible communications objectives include (1) creating awareness, (2) imparting knowledge, (3) projecting an image, (4) shaping attitudes, (5) stimulating a want or desire, and/or (6) effecting a sale.

Types of Communication Objectives

Reputation - identity or perception of the organization
Relationship - how the organization interacts with their public(s)
Task - action items / getting things done

Communication objectives are goals for messages or programs of communication. They are used to identify your audience, craft messages and evaluate results. Communication objectives is a broad term that can apply to areas such as marketing, sales, knowledge work, creative works, public speaking, governance, management and leadership. The following are illustrative examples of communication objectives.

Leadership: Getting people moving in the same direction to achieve a common goal. For example, reducing resistance to change

Motivation: Motivating people to improve results such as productivity

Knowledge: Conveying knowledge. For example, a training objective that everyone understand several foundational concepts at the end of a session

Influence: Influencing actions. For example, an employee with an objective to change a team's strategy
Persuasion: Selling an idea. For example, a public speaker who would like to change minds about a particular topic

Entertainment: Entertaining an audience with music, art, humor or story telling

Demand Generation: Generating interest in a product or service.

Brand Awareness: Developing brand recognition and brand awareness such as top of mind

Transaction: Getting to yes to close commercial transactions such as a sale or partnership agreement.

Communication objectives need to be SMART. The acronym SMART, described below, is used to highlight some important criteria that help focus the objective and monitor progress.



Specific: The objective should clearly define the expected outcome and should answer questions such as who is involved what will be achieved and where. A specific objective will help define activities.

Measurable: The objective should include an indicator of progress and should answer questions such as how often or how much. This will determine whether the objective is achieved.

Attainable: The expected change defined in the objective should be realistic within the given timeframe and with the available resources.

Relevant: The objective should contribute to achieving the overall program goal. This will support developing activities that are important to the program.

Time-bound: The objective should include a timeframe for achieving the desired change

Source Reference: <https://courses.lumenlearning.com/boundless-management/chapter/improving-communication-effectiveness/>

IV. NEED FOR COMMUNICATION

Companies can improve performance, productivity and profitability by communicating effectively because good communication clarifies goals, fosters teamwork and cultivates success. But effective communication takes effort, and businesses must determine what they want to say and how to say it. Then, they must say it correctly, assess the impact and follow through to improve effectiveness.

Supporting Business Priorities

Effective communication starts with a purpose. Knowing what you want to accomplish helps you communicate more effectively. If the goal is to sell more by establishing how a product differs from a competitor's product, determine how to communicate those differences to potential customers, such as through an advertising campaign. But if the business wants employees to work harder, then it would communicate differently, such as through internal emails.

Reaching the Right Audiences

People hear and react to messages differently. Even if a business were to say the same thing to two different groups, the people in those audiences would not necessarily respond in the same manner. So, choosing the appropriate audience, such as customers or employees, helps you determine the message. The more specific the audience is, the more customized the message can be, like an email for supervisors only.

Defining Critical Messages

Each person will respond to communication based on what is most important to them. One of the objectives of communication is to choose the most relevant message. If a business wants to produce more of an item, it may explain the importance of doing so differently to employees in production than to those in sales. It might stress the importance of supporting the company's growth to employees and the opportunity to make more money through commissions to sales personnel.

Choosing Correct Channels

Some people like emails; others prefer phone calls. Still others prefer to speak face-to-face most of all. One of the objectives of effective communication is to reach people in the way they prefer so that they will respond best.

Building Teams

Employees work as teams when everyone feels connected to a company and its goals. Effective communication fosters collaboration by ensuring that everyone knows what they should do and how to do it well.

Servicing Customers

When customers speak, businesses listen. Learning what your customers want by listening to their feedback through phone calls, surveys and social media comments helps companies communicate with them more effectively.

Learning by Listening

Customers are not the only people worthy of a company's attention. Businesses also learn by listening to their employees through broad feedback from comments collected through a suggestions box or in one-to-one meetings with supervisors. Companies can improve performance by listening to what employees have to say and considering it carefully.

Avoiding Misunderstandings

Disagreements can be damaging. If one employee feels slighted by another, or multiple employees feel disrespected by the company, then morale deteriorates and performance declines. The objectives of effective communication include communicating openly and honestly so that everyone is heard.

Giving Good Feedback

Employees often want to do their best. Defining their best and telling them how they are performing relative to those expectations will help them to do even better. Recognizing a job well done or tactfully telling an employee when they fall short helps employees improve, which benefits the company as a whole.

Source Reference: <https://bizfluent.com/list-6669363-objectives-effective-communication.html>

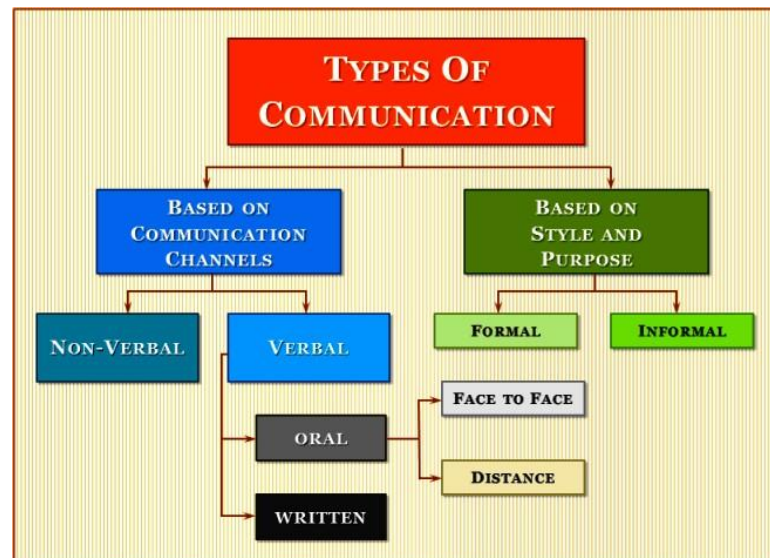
V. TYPES OF COMMUNICATION

Communication is a two-way process wherein the information, ideas, opinions, thoughts, feelings, etc. are transmitted between the individuals through the use of mutually understood symbols and semiotic rules (signs and symbols). The communication is the important factor for the commercial success of any business. The organizational Hierarchy also decides the type of channel through which the communication passes.

On the basis of the status of individuals involved in the communication process and the urgency of the message to be sent, the communication channels can be categorized as:

1. Formal Communication
2. Informal Communication

Further, there are several forms of communication that the individuals use to give some pattern or expression to their messages such that it is easily understood by all. The most common types of communication are:



Formal & Informal Communication

Apart from the above types, we have formal & informal types of communication. Formal communication is of following types:

- Vertical: The information or data flows up and down the organizational structure.
- Horizontal: This is the communication between two similar levels of the organization.
- Diagonal: This is the communication across the cross-functional levels of employees from various departments of the organization.

The other form is the informal or casual communication which is the general communication between random people of the organizations.

Formal Types of Communication Skills

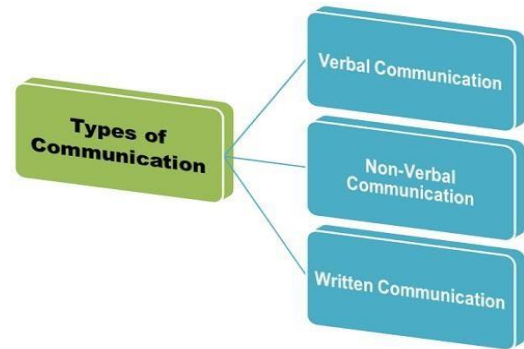
This type of communication is also referred to as “official communication” and covers the gamut of verbal expressions that address a formal need.

It is:

- Conducted through a pre-determined channel. For instance, a large number of your interactions within your profession, financial communication (from and to your bank, creditors, debtors, etc.) and legal

expressions are examples of formal communication.

- More time-consuming than non-formal communication, as it follows a particular communication protocol.
- Even in cases of oral expressions (in meetings, seminars, etc.), it is often backed by written communication that can provide documentation evidence of the oral conversation. (This written communication could be as simple as a minutes-of-meeting, to as complex as a detailed recording.)
- Considered a reliable source of information.



Formal communication forms the core of our professional lives (though not all professional communication is formal). Hence becoming an expert in this type of communication is central to professional advancement and success. Below, we provide you simple tips to excel in your expression and profession.

- Begin by clarifying the purpose of your communication.
- Whether you use an oral or written expression, always follow a well-defined structure that can be easily understood by your audience.
- Keep your tone open, professional and friendly.
- End by re-iterating what you expect to cause through this communication: clarification on your stance, answers to questions, a call to action, etc. Also clarify any constraints that apply to this communication (like confidentiality, time-limit for response, etc.)
- Finally, thank your audience for their listening. (This works well for written communication too.)

Informal Communication

Informal communication is surprisingly popular, and also referred to as “the (unofficial) grapevine”. This is often by word-of-mouth information. In fact, it is this type of communication that opens you up to unofficial yet provocative information.

Informal communication is

- Spontaneous and free-flowing, without any formal protocol or structure. Hence this type of information is also less reliable or accurate.
- A communication channel that spreads like wildfire, as there are no formal rules to follow.
- Mostly oral, with no documentation evidence. Due to this, many undermine the value of informal communication, terming it mere “gossip”.

Note: In modern times, social networks from “unofficial” sources (like your personal Facebook and Twitter feeds, LinkedIn, etc.) are powerful sources of informal communication and are often used to shape public opinion.

Oral Communication (Face-to-face)

Face-to-face oral communication is the most recognized type of communication. Here, what you express comes directly from what you speak. Again, this can be formal or informal: with your friends and family, in a formal meeting or seminar, at work with your colleagues and boss, within your community, during professional presentations, etc.

Informal communication

- Gets better with practice. The more you practice with awareness, the more control you will have on your oral expressions.

- Is vibrantly a-live! This means that despite all past rehearsals, oral communication offers you a present-moment opportunity to tune, revise, revoke and fix what you express. It is hence the most powerful type of communication and can work for or against you with every expression.
- Engages your audience more than other types of communication. The listener (or an audience) often expects to speak-back to you with oral communication, enabling two-way communication more than any other channel.

For superior face-to-face communication,

- Always meet the eyes of your audience with confidence, conviction and openness.
- Practice before a mirror to perfect your *tone* and *expressions*, so they suit the message you want to convey. They two facets often convey more than your words do.
- Practice using role-play. This means that even when you rehearse before a mirror, candidly ask yourself, “Am I ready to receive this message with this tone and expression?” If you aren’t convinced, your audience won’t be either. So practice again until you get it right.
- Consciously engage your audience’s participation. This is the strength of this type of communication, so never let your oral expression be a one-way rant to yourself. You can do this by asking questions, getting their opinion and encouraging expression of new ideas.
- Finally, become an active listener. An effective oral communicator not only speaks, but also actively listens to his audience.

Oral Communication (Distance)

Distance (oral) communication has made the world a smaller and more accessible place. Mobile phones, VOIP, video-conferencing, 2-way webinars, etc. are all modern expansions of distance communication, taking its expression to the next subtle level. And in this type of communication, your tone of voice and pace of delivery take priority over other expressions.

For effective oral communication over distance,

- Give higher priority to your listening. When you fail to listen, you will find that multiple people attempt to speak at the same time, undermining the value of this form of communication.
- Speak slightly slower than you would in face-to-face communication. This will make sure that you remain aware of the subtle nuances of your tone, and the receiver has time to grasp what you convey.
- Always re-iterate what you understand when you listen. This type of communication misses the non- verbal signals that you would receive in face-to-face communication (that can indicate subtle expressions like anger, friendliness, receptivity, sarcasm, etc.) So paraphrase what understand and confirm that this is indeed what the other party also meant to convey.
- Where appropriate, wear your friendly face with a smile on your lips and eyes. Feel this friendly face. Your tone will automatically convey your openness and receptivity to the other person. (This may not be appropriate if you expect to convey a warning on the phone, so ensure that your face suits your message.)
- Finally, back this up with written communication where possible. The intent is to confirm the take-away from the communication so all parties are on the same page. This makes sense even for an informal call with your friend – perhaps you can send a quick text message to re-iterate how pleasurable it was to speak to him, and then confirm the final call-for-action.

Written Communication

The **Written Communication** refers to the process of conveying a message through the written symbols. In other words, any message exchanged between two or more persons that make use of written words is called as written communication. The written communication is the most common and effective mode of business communication. In any organization, the electronic mails, memos, reports, documents, letters, journals, job descriptions, employee manuals, etc. are some of the commonly used forms of written communication.

Such communication is used when the information to be transmitted is lengthy and includes some complex terms that cannot be explained verbally. Also, the organizations maintain their documents in writings such that these can be used as a reference and evidence of any transaction anytime in the future. Thus, it is essential for every business organization to develop effective writing skills and inculcate this in all its employees.

The effectiveness of written content depends on the correct choice of words, their organization into correct sentence sequence and the cohesiveness in the sentences. The information in writing is considered more legal and valid than the spoken words. Also, people rely more on the written content than what has been said orally. But, however, unlike verbal communication the feedback of written communication is not immediate since it is not spontaneous and requires time to get into the understandable form.

Non-verbal Types of Communication

This type of communication is more subtle, yet far more powerful. It includes the entire gamut of physical postures and gestures, tone and pace of voice, and the attitude with which you communicate.

In the past few decades, body language experts have revealed how the posture you adopt, the hand gestures you endorse and other facets of your physical personality affect your communication. It is worthwhile to spend a few hours coming up to speed on basic body-language gestures, so you don't inadvertently send mixed messages with your gestures and speech. You can also use this to support your message, making it more impactful. But despite what these experts tell you, there will be times when the body language you are meant to adapt is in complete contrast with how you feel (like using a "friendly" posture when you internally feel threatened or intimidated).

Hence, non-verbal communication is most effective when these 3 facets are consistent in your communication.

1. What you say with your words.
2. What you share with your postures and gestures. (However, these can be learnt to express the right message).
3. What you feel inside you, and hence impacts the subtle message you feel compelled to share outside you.

Source Reference: <https://businessjargons.com/types-of-communication.html>

VI. VERBAL COMMUNICATION

The Verbal Communication is a type of oral communication wherein the message is transmitted through the spoken words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations.

The effectiveness of the verbal communication depends on the tone of the speaker, clarity of speech, volume, speed, body language and the quality of words used in the conversation. In the case of the verbal communication, the feedback is immediate since there are a simultaneous transmission and receipt of the message by the sender and receiver respectively. The sender must keep his speech tone high and clearly audible to all and must design the subject matter keeping the target audience in mind. The sender should always cross check with the receiver to ensure that the message is understood in absolutely the same way as it was intended. Such communication is more prone to errors as sometimes the words are not sufficient to express the feelings and emotions of a person.

The success of the verbal communication depends not only on the speaking ability of an individual but also on the listening skills. How effectively an individual listens to the subject matter decides the effectiveness of the communication. The verbal communication is applicable in both the formal and informal kind of situations. Almost every job requires workers to use verbal communication skills. That's why verbal skills are highly ranked on the candidate evaluation checklists used by many job interviewers. The stronger your communication skills, the better your chances of getting hired regardless of the job for which you're applying. You'll do better during the interview, as well as on the job.

What Are Verbal Communication Skills?

Effective verbal communication skills include more than just talking. Verbal communication encompasses both how you deliver messages and how you receive them. Communication is a soft skill, and it's one that is important to every employer. Workers who can convey information clearly and effectively are highly valued by employers. Employees who can interpret messages and act appropriately on the information that they receive have a better chance of excelling on the job.

Verbal Communication Skills in the Workplace

What constitutes effective verbal communication on the job depends on the relationships between communication partners and the work context. Verbal communication in a work setting takes place between many different individuals and groups such as co-workers, bosses and subordinates, employees, customers, clients, teachers and students, and speakers and their audiences. Verbal communication occurs in many different contexts including training sessions, presentations, group meetings, performance appraisals, one-on-one discussions, interviews, disciplinary sessions, sales pitches, and consulting engagements.

Examples of Verbal Communication Skills

Here are some examples of effective workplace verbal communication skills employed in different workplace contexts.

Verbal Communications for Supervisors: The best supervisors don't merely tell their subordinates what to do and expect them to listen. Instead, they employ active listening skills to understand employee needs and perspectives, engage in verbal negotiation to address and defuse issues, and capitalize upon opportunities to praise individual and team achievement.

- Advising others regarding an appropriate course of action
- Assertiveness
- Conveying feedback in a constructive manner emphasizing specific, changeable behaviors
- Disciplining employees in a direct and respectful manner
- Giving credit to others
- Recognizing and countering objections
- Showing an interest in others, asking about and recognizing their feelings
- Speaking calmly even when you're stressed
- Terminating staff
- Training others to carry out a task or role
- Using affirmative sounds and words like “uh-huh,” “got you,” “I understand,” “for sure,” “I see,” and “yes” to demonstrate understanding
- Using self-disclosure to encourage sharing

Verbal Communications for Team Members: Open and constant lines of communication are vital to team success, particularly when completing quality- and deadline-critical projects. One of the most important team-building skills, strong verbal communications help to ensure that issues will be spotted and resolved in formative stages, averting costly escalation.

- Conveying messages concisely
- Encouraging reluctant group members to share input
- Explaining a difficult situation without getting angry
- Explaining that you need assistance
- Paraphrasing to show understanding
- Posing probing questions to elicit more detail about specific issues
- Receiving criticism without defensiveness
- Refraining from speaking too often or interrupting others
- Requesting feedback
- Stating your needs, wants, or feelings without criticizing or blaming

Verbal Communications with Clients: If a large part of your work involves one-on-one communications with customers, it's helpful to have a “gift of gab” – particularly if you are a sales professional. Keep in mind, though, that your conversations need to be focused upon identifying and addressing your clients' needs; using your verbal talents to encourage consultative dialogues will ensure positive client relations.

- Anticipating the concerns of others
- Asking for clarification
- Asking open-ended questions to stimulate dialogue
- Calming an agitated customer by recognizing and responding to their complaints
- Emphasizing benefits of a product, service, or proposal to persuade an individual or group
- Noticing non-verbal cues and responding verbally to verify confusion, defuse anger, etc.

Verbal Communications for Presenters: Public speaking is a talent that is honed both through practice and through formal training. Speaking articulately and persuasively to a live audience involves:

- Enunciating each word, you speak clearly
- Introducing the focus of a topic at the beginning of a presentation or interaction
- Planning communications prior to delivery

- Projecting your voice to fill the room
- Providing concrete examples to illustrate points
- Restating important points towards the end of a talk
- Selecting language appropriate to the audience
- Speaking at a moderate pace, not too fast or too slowly
- Speaking confidently but with modesty
- Summarizing key points made by other speakers
- Supporting statements with facts and evidence
- Tailoring messages to different audiences
- Telling stories to capture an audience
- Using humor to engage an audience

Tips to Improve Your Verbal Communications

Even if you are a shy introvert who prefers to work independently, there are ways to improve your verbal communication skills so that you can more easily cultivate rapport with others. Practice makes perfect, and so take the time to actively practice these communications skills for workplace success: active listening, clarity and conciseness, confidence, empathy, friendliness, open-mindedness, giving and soliciting feedback, confidence, respectfulness, and non-verbal (body language, tone of voice, eye contact) communication.

Verbal communication include sounds, words, language, and speech. Speaking is an effective way of communicating and helps in expressing our emotions in words. This form of communication is further classified into four types, which are:

1. Intrapersonal Communication

This form of communication is extremely private and restricted to ourselves. It includes the silent conversations we have with ourselves, wherein we juggle roles between the sender and receiver who are processing our thoughts and actions. This process of communication when analyzed can either be conveyed verbally to someone or stay confined as thoughts.

2. Interpersonal Communication

This form of communication takes place between two individuals and is thus a one-on-one conversation. Here, the two individuals involved will swap their roles of sender and receiver in order to communicate in a clearer manner.

3. Small Group Communication

This type of communication can take place only when there are more than two people involved. Here the number of people will be small enough to allow each participant to interact and converse with the rest. Press conferences, board meetings, and team meetings are examples of group communication. Unless a specific issue is being discussed, small group discussions can become chaotic and difficult to interpret by everybody. This lag in understanding information completely can result in miscommunication.

4. Public Communication

This type of communication takes place when one individual addresses a large gathering of people. Election campaigns and public speeches are example of this type of communication. In such cases, there is usually a single sender of information and several receivers who are being addressed

Source Reference; <https://businessjargons.com/verbal-communication.html>

VII. NON-VERBAL COMMUNICATION

Non-Verbal Communication is the process of conveying meaning without the use of words either written or spoken. In other words, any communication made between two or more persons through the use of facial expressions, hand movements, body language, postures, and gestures is called as non-verbal communication.

The Non-Verbal Communication, unlike the verbal communication, helps in establishing and maintaining the interpersonal relationships while the verbal only help in communicating the external events. People use non-verbal to

express emotions and interpersonal attitudes, conduct rituals such as greetings and bring forward one's personality. The non-verbal communication in the form of signals, expressions add meaning over the verbals and help people to communicate more efficiently. It supplements whatever is said in words, such as people nod to acknowledge and move their hands to give directions.

The non-verbal communication defines the distance between the communicators and helps them to exchange their emotional state of mind. Also, it regulates the flow of communication, for example, an individual can give signals to convey that he had finished speaking or else he wants to speak. Sometimes, the non-verbal acts as a barrier to communicating effectively as the recipient could not understand what the sender is trying to say and may interpret it wrongly.

Non-verbal communication helps people to:

Reinforce or modify what is said in words.

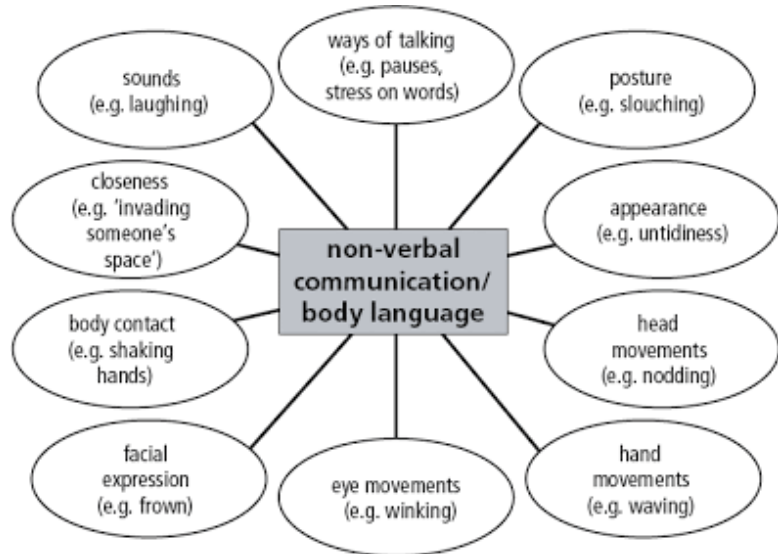
For example, people may nod their heads vigorously when saying "Yes" to emphasize that they agree with the other person. A shrug of the shoulders and a sad expression when saying "I'm fine, thanks" may actually imply that things are not really fine at all!

Convey information about their emotional state.

Your facial expression, your tone of voice, and your body language can often tell people exactly how you feel, even if you have hardly said a word. Consider how often you have said to someone, "*Are you OK? You look a bit down.*" We know how people feel from their non-verbal communication.

Define or reinforce the relationship between people.

If you have ever watched a couple sitting talking, you may have noticed that they tend to 'mirror' each other's body language. They hold their hands in similar positions, they smile at the same time, and they turn to face each other more fully. These movements reinforce their relationship: they build on their rapport, and help them to feel more connected.



Provide feedback to the other person.

Smiles and nods tell someone that you are listening and that you agree with what they are saying. Movement and hand gestures may indicate that you wish to speak. These subtle signals give information gently but clearly.

Regulate the flow of communication

There are a number of signals that we use to tell people that we have finished speaking, or that we wish to speak. An emphatic nod, and firm closing of the lips indicates that we have nothing more to say, for example. Making eye contact with the chair of a meeting and nodding slightly will indicate that you wish to speak.

Forms of nonverbal communication

- Eye Contact
- Facial Expressions
- Posture
- Haptics or Touch
- Gestures
- Personal Space

**Types of Non-Verbal Communication**

There are many different types of non-verbal communication. They include:

- Body movements (kinesics), for example, hand gestures or nodding or shaking the head, which are often the easiest element of non-verbal communication to control;
- Posture, or how you stand or sit, whether your arms are crossed, and so on;
- Eye contact, where the amount of eye contact often determines the level of trust and trustworthiness;
- Para-language, or aspects of the voice apart from speech, such as pitch, tone, and speed of speaking;
- Closeness or personal space (proxemics), which determines the level of intimacy, and which varies very much by culture;
- Facial expressions, including smiling, frowning and blinking, which are very hard to control consciously. Interestingly, the broad facial expressions that show strong emotions, such as fear, anger, and happiness, are the same throughout the world; and
- Physiological changes, for example, you may sweat or blink more when you are nervous, and your heart rate is also likely to increase. These are almost impossible to control consciously and are therefore a very important indicator of mental state.

Source Reference: <https://businessjargons.com/non-verbal-communication.html#:~:text=The%20non%2Dverbal%20communication%20defines,else%20he%20wants%20to%20speak.>

VIII. BARRIERS TO COMMUNICATION

Definition: An **Effective Communication** is a communication between two or more persons wherein the intended message is successfully delivered, received and understood.

In other words, the communication is said to be effective when all the parties (sender and receiver) in the communication, assign similar meanings to the message and listen carefully to what all have been said and make the sender feel heard and understood. In the business context, the communication is effective if the information shared among the company employees contributes towards the organization's commercial success.

The effective communication includes not just the way you use the words but also covers several other skills such as, non-verbal communication, ability to understand your own emotions as well as of the other person with whom you are communicating, engaged listening, ability to speak assertively, etc.

There are several barriers to effective communication which are listed below:

1. Semantic Barriers
2. Organizational Barriers
3. Psychological or Emotional Barriers
4. Personal Barriers

Effective communication in the organization enables the employees to deepen their connection with others and improve teamwork, decision-making, and problem-solving capacity. The communication is a skill which is learned, and an individual can gain spontaneity in it by putting in his extra efforts and participating in more public conversations.

Semantic Barriers

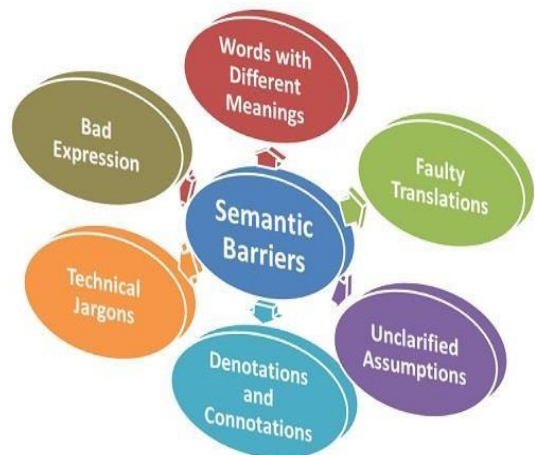
Semantic Barriers refers to the misunderstanding between the sender and receiver arising due to the different meanings of words, and other symbols used in the communication. The semantic barriers usually arise when the information is not in the simple language and contains those words or symbols that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

- i. *The bird sanctuary is full of cranes.*
- ii. *The builder used a crane to lift heavy steel rods.*
- iii. *The girl has to crane her neck to watch the movie.*

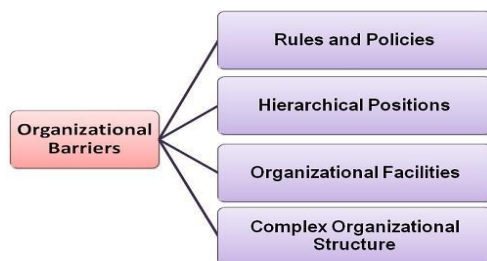


3. **Faulty Translation:** Sometimes, the sender translates the message as per his level of understanding irrespective of the recipient's comprehension level. For example, a manager collected information from his superiors and subordinates and translated the same information to all his employees, according 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. **Unclear Assumptions:** Sometimes the sender creates assumptions about certain things which he feels the receiver must be knowing 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.
6. 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.
7. **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.

Organizational Barriers

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.
2. 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.

3. **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.

4. **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.
5. **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.

Psychological Barriers

Psychological or Emotional Barriers refers to the psychological state i.e. Opinions, attitudes, status consciousness, emotions, etc. of a person that deeply affects the ability to communicate. The communication largely depends on the mental condition of a person, if the person is not mentally or emotionally sound, then he cannot communicate effectively either as a sender or a receiver.

The main kinds of Psychological or Emotional Barriers are:

1. **Lack of Attention:** When the person is pre- occupied by some other things and do not listen carefully what the other person is speaking, then arises the psychological barrier in the communication. When the person does not listen to others, then he won't be able to comprehend the message as it was intended and will not be able to give proper feedback.
2. **Premature Evaluation:** Many people have a tendency to jump to the conclusions directly and form judgments without considering all the aspects of information. This is generally done by the people who are impatient and resort to a selective listening. This premature evaluation of the information acts as a barrier to the effective communication and lowers the morale of the sender.
3. **Poor Retention:** The retention refers to the capacity of a brain to retain or store things in the memory. The brain does not store all the information came across but in fact, retain only those which deems to be helpful in the future. Therefore, much of the information gets lost during the retention process, and this acts as a barrier to the effective communication.
4. **Loss by Transmission:** The loss by transmission means, whenever the information exchanges hand its credibility reduces. It is most often observed in the case of an oral communication where people handle information carelessly and transmits the information which has lost some of its truth. Thus, the improper and lack of information being transmitted to others acts as a hindrance in the communication process.
5. **Distrust:** To have an effective communication, it is must that both the communicators (sender and receiver) trust each other. In case there is a lack of trust between both the parties, then they will tend to derive negative meaning out of the message and often ignore what has been communicated. If the receiver has no trust, then he will not listen to whatever is being said by the sender, and this will result in a meaningless communication.



6. **Emotions:** The communication is greatly influenced by the emotions of a person. If a person is not in a good temperament, then he would not listen properly to whatever is said and might say things offending the sender. Several other emotions such as anger, nervousness, confusion, restlessness, etc. affects the communication process.

Thus, every human being has a unique mind which is composed of varied emotions, beliefs, perceptions, opinions, and thoughts that facilitate different forms of communication.

Personal Barriers

Personal Barriers relate to the factors that are personal to the sender and receiver and act as a hindrance in the communication process. These factors include the life experiences, emotions, attitudes, behavior that hinders the ability of a person to communicate. The most common personal barriers are:



1. **Lack of Listening Skills:** The efficiency of communication process gets disturbed when the receiver listens only with ears but do not apply his mind. Often, the receiver listens what he wants to listen and give no attention to other aspects of the information, thereby acting as a hindrance to the effective communication.
2. **Selective Attention:** This problem arises when the person is impatient and put his objective above all. He gives ears to only that part of the information which is helpful for him and fulfills his objective and ignores all the other aspects.

Communication process suffers if the sender and receiver have less knowledge about the subject matter

4. **Lack of vocabulary:** Often, the communication problem arises when the sender uses some words which are difficult for the receiver to comprehend correctly.

In the organizational context, both the superiors and the subordinates have their personal barriers that impede them to communicate effectively. These barriers are:



Barriers Related to the Superiors in the organization

1. **Less faith in subordinates:** Often, the superiors have a lack of confidence in the subordinates and, therefore, doubt on their capacity to provide relevant information. They deliberately ignore the suggestions and recommendations from the subordinates and discourages them to further communicate. This lowers the morale of the employees and hinders the communication process.

2. **Fear of challenge of Authority:** There is a fear in the minds of the superiors that if they will not perform in line with their authority, they will be demoted to the lower levels. And, thus in order to maintain their level they intentionally hide their weaknesses by not communicating their ideas to others.

Barriers related to the subordinates in the organization

1. **Lack of Incentives:** Often, the subordinates give their suggestions and recommendations with an objective to earn incentives. The incentives are given to the subordinates to motivate them to give suggestions and to acknowledge their suggestions as important for the success of the organization. If there is a lack of incentives, then the subordinate is not likely to communicate and hence the communication process gets adversely affected.
2. **Unwillingness to communicate with the Superiors:** Often the subordinates do not communicate with their superiors with an intention to conceal the information which is of a negative nature and can have an adverse effect. If the subordinate is required to inform his superior then, he modifies the information in such a way that it does not have a negative impact. Thus, by not providing the information in its actual form, the communication process is tempered.

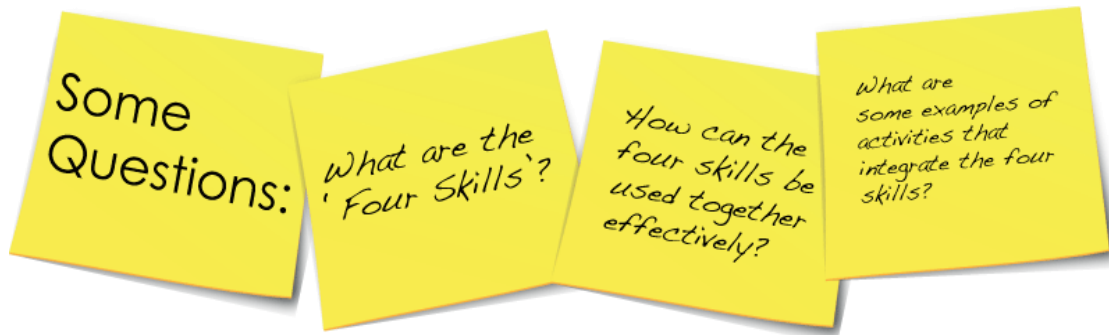
Thus, there are several personal factors, varying from person to person, influences the communication to a great extent and might obstruct the purpose for which the communication was intended.

Source Reference: <https://www.achievers.com/blog/employee-incentive-programs/>

IX. THE FOUR ESSENTIAL COMMUNICATION SKILLS

Why are the four skills useful?

In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills. These four skills give learners opportunities to create contexts in which to use the language for exchange of real information, evidence of their own ability (proof of learning) and, most important, confidence. Listening and reading are the receptive skills because learners do not need to produce language, they receive and understand it. These skills are sometimes known as passive skills. The productive skills are speaking and writing because learners are applying these skills in a need to produce language. They are also known as active skills.



Listening

Listening is a receptive language skill which learners usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word. The listener has to get oriented to the listening portion and be all ears. The listener is also required to be attentive. Anticipation is a skill to be nurtured in Listening. In everyday life, the situation, the speaker, and visual clues all help us to decode oral messages. In due course of listening, be in a lookout for the sign post words. Thirdly one should be able to concentrate on understanding the message thoroughly. Listening Skills could be enhanced by focusing on making the students listen to the sounds of that particular language. This would help them with the right pronunciation of words. To equip students with training in listening, one can think about comprehending speeches of people of different backgrounds and regions. This intensive listening will ultimately help a student to understand more on the accents to be used and the exact pronunciation of words.

Speaking

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. We must take into account that the level of language input (listening) must be higher than the level of language production. In primary schools' elocution and recitation are main sources to master the sounds, rhythms, and intonation of the English language through simple reproduction. The manifestations of the language in games and pair work activities are encouraging source to learn to speak the language. This assists the learners to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation. This skill could be improved by understanding para-linguistic attributes such as voice quality, volume and tone, voice modulation, articulation, pronunciation etc. This could also be further enhanced with the help of debates and discussions.

Reading

Reading is a learning skill. It helps you improve all parts of the English language – vocabulary, spelling, grammar, and writing. It helps to develop language intuition in the corrected form. Then the brain imitates them, producing similar sentences to express the desired meaning. Using skimming or scanning technique to read quickly is highly effective. While reading underlining of key words is a must. Reading Skills help the students grasp the content and draw conclusions. The students should also make it a point to familiarize themselves with the jargons and new words by making reading a habit be it reading newspapers, articles, books, magazines etc

Writing

Writing provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. It helps to understand the text and write compositions. It can foster the learner's ability to summarize and to use the language freely. To write flawless language one should excel in the Writing Skills with the help of various methods. Importance should be given to composition and creative writing. One should also focus on coherence and cohesiveness when it comes to writing a language.

How can the four skills be used together effectively?

The four skills work in tandem when the activities that require their use are designed to support learners in the *process* of learning, creating and producing a specific product. Four approaches in particular are structured so that the four skills can be used simultaneously. These approaches are: the focal skill approach, content-based instruction, task-based instruction and the project-based approach.

The Focal Skill Approach

The goal of the focal skill approach is studying in the SL in order to acquire it. This second language curriculum stresses the balanced development of listening, speaking, reading and writing by measuring competency in each skill and then focusing on the development of the weakest skill. Resources like those developed by the International Center for Focal Skills (ICFS) use placement tests to identify weak skill areas.

Content-based Instruction (CBI)

Oxford (2001) describes approaches to CBI, which include theme-based & adjunct learning. Theme-based CBI focuses on a theme of high interest to students and develops a wide range of language skills around that theme. The learning of the content requires considerable exposure to a variety of forms of information, which, in turn, requires the use of all four modalities. In the adjunct form of CBI, language and content courses are taught separately but are carefully coordinated so that literacy, oral language development and thinking skills are positively enhanced. In this approach, the content teacher presents content to students while the language teacher brings vocabulary, grammar and sub-skill development to students' attention through typical exercises, all of which focus on the lexicon of the content.

Task-based Instruction(TBI)

According to Nunan (1999), task-based instruction (TBI) uses tasks or stand-alone activities which require comprehending, producing, manipulating or interacting in the target language. The amount of listening, speaking, reading and writing involved to complete the problem posed by the task is dictated by the task itself; however, most complex (multi step) real-life tasks that take learners into the world outside the classroom will utilize all four skills. TBI helps learners explore the multitude of communication opportunities provided in their surroundings. The tasks themselves are scaffolded according to the

cognitive demand required to complete them and can be carried out individually, in pairs or in small cooperative groups.

Project-based approach

This approach concretizes the integration of not only the four skills but also language, culture, experience and learning strategies (Turnbull, 1999). With the careful selection of a final project that requires learners to demonstrate what they have learned through both oral and written production, the teacher plans backwards to identify what aspects of language, culture, experience and learning strategies are required to complete the end project.

Source Reference

<https://bestofbilash.ualberta.ca/fourskills.html>

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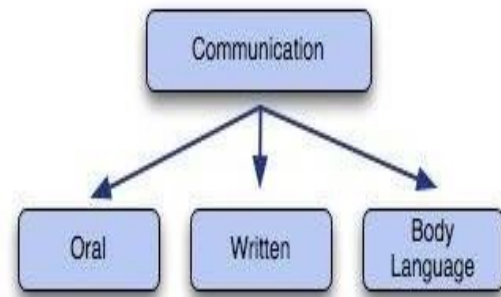
**SCHOOL OF SCIENCE AND HUMANITIES ...
DEPARTMENT OF ENGLISH...**

UNIT – II – English for Effective Communication – SHS1609

I. COMMUNICATION METHODS

A connected team and a connected organization in today's world is the only way we can achieve greater things. Connections and relations are built with exchange of thoughts and information. Communication serves as a valuable mechanism in building these connections and engagement between people.

Communication is a very important skill and art. There are four different ways we communicate with others. No matter what form of communication we choose, it is important to have the right intention to connect with the other person.



1. Written

It refers to printed or recorded materials such as plans, contracts, memos, minutes of the meeting, requirement analysis document, design documents risk registers and other related written materials. It is used to provide well-thought and well-planned details, thus easily to be reviewed than verbal communication because everything that has been written cannot be altered right away. More so, it can be used for future reference.

Written communication can be time consuming, but is extremely essential for formal scenarios which require approvals and having legal implications as well. Emails have ushered in a revolution in making written communication very fast and thus have become a preferred mechanism for sharing detailed information in fraction of a second.

Written communication has great significance in today's business world. It is an innovative activity of the mind. Effective written communication is essential for preparing worthy promotional materials for business development. Speech came before writing. But writing is more unique and formal than speech. Effective writing involves careful choice of words, their organization in correct order in sentences formation as well as cohesive composition of sentences. Also, writing is more valid and reliable than speech. But while speech is spontaneous, writing causes delay and takes time as feedback is not immediate.

2. Oral/Verbal

It involves the exchange of message or information by using words verbally through face to face or telephone conversations. It is the most common type of conversation as it paves way to get feedback right after receiving the message. It is known to be spontaneous as well. In verbal communication, the ability to listen and think carefully before speaking is critical. A person must be careful of the words or expressions to be said. Any word that has been spoken cannot be taken back, so it is important to formulate expressions or sentences carefully.

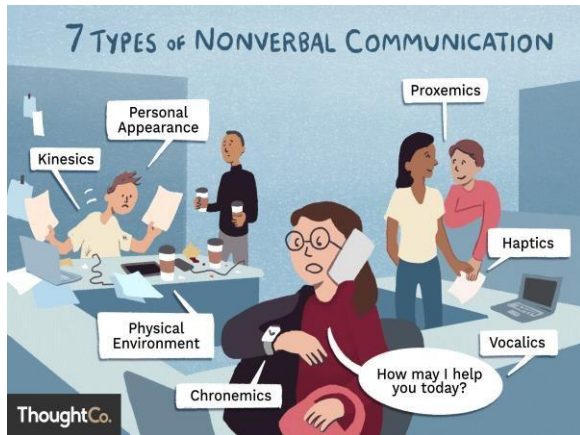
Oral communication can be a conversation, a meeting, or even a speech. It is powerful in which you encode your thoughts into the spoken word and look to your audience to decode and take the message in. It is easy to ask for feedback directly to confirm understanding of your message. It creates relationships and you can establish a rapport and a sense of trust with your audience when you speak with them. It allows you to bond on a more emotional level with your listeners.

Hence, oral communication makes it easier to ensure understanding by addressing objections and clearing up misunderstandings: you can adjust your message as you communicate it, based on the feedback you're getting from your audience.

3. Non-Verbal

According to experts, a substantial portion of our communication is nonverbal. Every day we respond to thousands of nonverbal cues and behaviors, including postures, facial expressions, eye gaze, gestures, and tone of voice. From our handshakes to our hairstyles, nonverbal details reveal who we are and impact how we relate to other people.

Types of nonverbal communication



The many different types of nonverbal communication or body language include:

Facial expressions. The human face is extremely expressive, able to convey countless emotions without saying a word.

Body movement and posture. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and the subtle movements you make.

Gestures. Gestures are woven into the fabric of our daily lives. You may wave, point, beckon, or use your hands when arguing or speaking animatedly, often expressing

yourself with gestures without thinking.

Eye contact. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is very important in maintaining the flow of conversation and for gauging the other person's interest and response.

Touch. We communicate a great deal through touch. Think about the very different messages given by a weak handshake, a warm bear hug, a patronizing pat on the head, or a controlling grip on the arm, for example.

Space. We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. Use physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

Voice. Other people "read" your voice in addition to listening to your words. Your tone of voice can indicate sarcasm, anger, affection, or confidence.

4. Visual Communication

"A picture is worth a thousand words". Visual communication is something that can be achieved through sight. It can be anything like eye contact, map, chart, facial expression, signals, and poster. You can also include the graphics, books, animation, illustration, painting, interactive web design, advertising, and the short film. These can be more impressive than the words.

Visual communication is a good combination of words, pictures, photography, symbols, and signs. These are more expressive and can be used both in the personal and professional levels. There are many advantages of visual communication in business in the current world. In fact, now these mediums are widely used in different types of the industries. P and to express their view in a unique and beautiful manner. It has been widely used in different communication tools including traditional and modern. Moreover, you can start a career with this communication medium and start to earn a huge due to its better-earning potential.

Source Reference:

<https://www.managementstudyguide.com/written-communication.htm>



II. EFFECTIVE COMMUNICATION STRATEGIES

What is Communication?

Communication can be defined as a process of imparting or conveying a particular message by one person to the other. It is mainly a mutual conversation done between two people or groups.

What is effective communication?

Effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information.

Strategies for Effective Communication:

1. First Impressions
2. Non-Verbal Communication
3. Show Respect
4. Listening Skills
5. Active listening
6. Stay focused when you listen
7. Other Languages and Cultures
8. Communicating in a Noisy Environment
9. Making Oral Reports
10. Using the Telephone
11. Giving Directions and Feedback

Strategies for Effective Communication

- Maintain eye contact which is direct but friendly
- Use a tone of voice which is neutral, devoid of judgment, cajoling, or criticism
- Listen for values, beliefs, and perspectives
- Mirror
- Position your body to convey attentiveness but not threat
- Choose words carefully—bland is better than spicy when establishing trust
- “I” is often more effective than “you”
- Use silence effectively
- Use phrases to learn more...(attached)

Effective Communication in an Organization/Business

1. Create an open communication environment:

An organization must aim to develop a communication environment in which all employees of the organization are free to share their feedback, interesting ideas and even criticism against any specific issue.

2. Employ the inclusive communication strategy:

An inclusive strategy of communication is one in which all members are invited to become part of a decision taken by the company. This encourages employees to deliver more productive and creative ideas for the company.

3. Make sure that your firm's communication is two-way:

Communication must never be one way. It is a two-way process that can be carried either vertically or horizontally. Not only senior personnel but even the members at lower levels must hold the authority to transfer information to their respective senior employees.

4. The interaction procedure must be result-oriented:

Business communication must be result-oriented and focus on acquiring fruitful results to the organization. Organizations must understand and make sure to deliver employees with measures that are necessary to increase their business productivity.

5. Employ multiple channels to transfer messages:

To make sure that each and every member of your organization receives the message you need to send it through multiple channels. Some highly effective channels to transmit messages are face to face conversations, meetings, postings, memos, email, interacting via telephone, faxes, and emails.

6. Try to repeat important messages:

Besides using multiple channels to transfer the message, the organization may also improve communication by repeating an important message a couple of numbers of times. This will ensure that no one leaves out listening to a vital piece of information.

7. Focus on listening:

Listening skills are very much important, especially when you are engaged in one to one communication. Both the employers as well as employees must be active listeners. Reflective listening abilities can be adopted in this regard.

8. Make sure you deliver your message:

Once you have listened to the other person then next essential thing is to actively deliver your message to him. You must speak out honestly and be sure that you deliver your message in an open yet gracious manner.

9. Communicate objectives and goals with every department:

No matter what role an employee possesses, it is essential that he must possess clear understanding of the company's policies and goals. Only then a company can develop an efficient communication system within the organization.

10. Make vital information available to employees all the time:

It is vital for the company to ensure that each and every employee receives information even if he was not present at that moment. In such a situation, companies need to make the information always available to their employees through emails, or messages.

11. Keep a check of your communication process:

Entities need to make sure that they always cross-check that their communication process works well. Only implementing a communication strategy is not sufficient.

12. Make internal communication friendly for the masses:

Your communication process must not be outlined within the framework of the discipline. It should not be strict and must be delineated in a friendly way. It is vital so that every individual feels free to communicate with each other.

13. Conduct virtual conferences:

This is an excellent way to boost internal communication within the organization. Entities can organize virtual conferences in which employees from different departments can talk, exchange productive ideas and develop a better understanding towards working for achieving the company's goals.

14. Prepare in advance:

Prepare for every meeting and discussion in advance. As the head of your organization, you need to make sure that your communication does not interrupt in between. This is because it may then create a negative impact on employees.

15. Try managing different sorts of communication problem:

It is possible that despite of following all sorts of strategies and techniques, still a problem within the communication process may occur. So, the best thing is to handle all kinds of issues wisely and in an absolutely professional manner. Conflicts, dealing with problematic people, managing differences of opinions are some of such issues that can arise. So, make sure to handle each one of them with patience and intelligence.

Common barriers to effective communication

Stress and out-of-control emotion. When you're stressed or emotionally overwhelmed, you're more likely to misread other people, send confusing or off-putting nonverbal signals, and lapse into unhealthy knee-jerk patterns of behavior. To avoid conflict and misunderstandings, you can learn how to quickly calm down before continuing a conversation.

Lack of focus. You can't communicate effectively when you're multitasking. If you're checking your phone, planning what you're going to say next, or daydreaming, you're almost certain to miss nonverbal cues in the conversation. To communicate effectively, you need to avoid distractions and stay focused.

Inconsistent body language.

Nonverbal communication should reinforce what is being said, not contradict it. If you say one thing, but your body language says something else, your listener will likely feel that you're being dishonest. For example, you can't say "yes" while shaking your head no.

Negative body language. If you disagree with or dislike what's being said, you might use negative body language to rebuff the other person's message, such as crossing your arms, avoiding eye contact, or tapping your feet. You don't have to agree with, or even like what's being said, but to communicate effectively and not put the other person on the defensive, it's important to avoid sending negative signals.

Barriers to Effective Communication



Source Reference:

<https://www.helpguide.org/articles/relationships-communication/effective-communication.htm#:~:text=Negative%20body%20language,contact%2C%20or%20tapping%20your%20feet.>

III. EFFECTIVE LISTENING

“The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.”- Ralph G. Nichols

Listening is a significant part of communication process. Communication cannot take place until and unless a message is heard and retained thoroughly and positively by the receivers/listeners. Listening is a dynamic process. Listening means attentiveness and interest perceptible in the posture as well as expressions. Listening implies decoding (i.e., translating the symbols into meaning) and interpreting the messages correctly in communication process.

Listening differs from hearing in sense that:

- Hearing implies just perceiving the sounds while listening means listening with understanding whatever you are listening. Both the body as well as mind is involved in listening process.
- Listening is an active process while hearing is a passive activity.
- Hearing is an effortless activity while listening is an act requiring conscious efforts, concentration and interest. Listening involves both physical and psychological efforts.

Effective listening requires both deliberate efforts and a keen mind. Effective listeners appreciate flow of new ideas and information. Organizations that follow the principles of effective listening are always informed timely, updated with the changes and implementations, and are always out of crisis situation. Effective listening promotes organizational relationships, encourages product delivery and innovation, as well as helps organization to deal with the diversity in employees and customers it serves. To improve your communication skills, you must learn to listen effectively. Effective listening gives you an advantage and makes you more impressive when you speak. It also boosts your performance.



The Purpose of listening is

- To obtain information.
- To understand.
- For enjoyment.
- To learn.

Characteristics of Good and Effective Listener

“The most powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.”- Rachel Naomi Remen

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. **Be 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 speakers 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. **Do not interrupt and do not try to impose your "solutions"**
You should not interrupt the speaker as it sends a number of messages like making the speaker realize that you are more important than him, or you have something more interesting, relevant or accurate to say.
6. **Make use of Opportunities-** A good listener tries to take benefit from the opportunities arising. He asks "What's in it for me?"

Become an Active Listener

There are five key techniques you can use to develop your active listening skills:

- Pay attention.
- Show that you're listening.
- Provide feedback.
- Defer judgment.
- Respond appropriately.

Look the Speaker in the Eyes

This shows that you're being attentive and actually care about what they are saying. By no means should you engage in other activities like texting, reading, writing or gazing at the television. Stay focused on the conversation at hand and nod accordingly to let the person know you're getting what they're saying.

Avoid Interrupting and Wait to Interject at the Right Time

Let the speaker finish their point. Wait for a pause to interject or ask for more clarity. A big mistake would be to jump in with an interruption, ask a question or make a comment before the speaker is done speaking. This can be very frustrating and can cause the speaker to lose sight of what they were trying to say. Interruptions can create a wall between the speaker and listener, making it hard to communicate successfully.

Be Prepared to Listen

Relax your mind and body so that you can receive information objectively. Clear your mind of distracting thoughts by breathing in deeply. (Inhale and exhale at least three times.) Turn toward the speaker and sit up straight to show that you're present and attentive. Your physical engagement also sends a message to your mind to focus on the speaker.



Learn to Keep Your Mind from Wandering

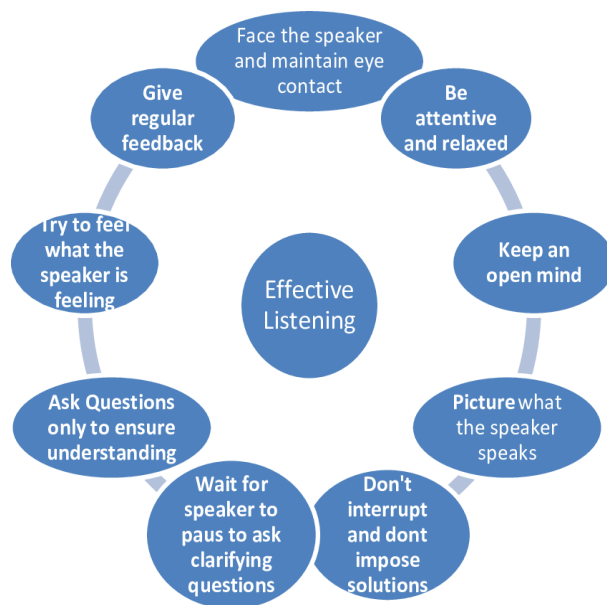
A untrained mind can easily be distracted by noises, random objects, background chatter or your even own thoughts. You may find yourself thinking of what you should be getting done in that moment. However, when you're not focused on the conversation, it is evident to the other person.

Journaling is the most effective way to train your mind to listen. Get quiet every day for at least 20-30 minutes and tune out all noise and distractions. Then ask yourself a question you want answered about your life or career. Sit, listen and record your response in a journal. Soon you'll learn how to effectively listen to both your inner thoughts and to others.

Be Open-Minded

Always remember the three Js to being open-minded:

- No Judging: Listen without being critical of the other person. Judging the matter before you hear it all out can cause you to respond inappropriately.
- No Justifying: Avoid the need to justify your own thoughts or beliefs on a matter before listening to a person entirely. If you don't allow a person to finish what they're trying to say, you'll never really get to know how they feel or think about the situation.
- No Jumping In: Be patient and try not to figure out what you think the speaker is trying to say by finishing their sentences or blurting out your thoughts. The best way to learn exactly what they're saying is by remaining quiet and listening closely. Concentrate on what they're saying (even if it annoys you). Effective listening should be free of interruptions and pre-supposed solutions.



Practice the Art of Mirroring

A good listener knows how to mirror the same energy or emotions as the speaker. Show that you're engaged by responding with matching expressions. Reflect their feelings by responding with a smile when they smile and nod when they're looking for clues that you're getting what they're saying to you. For big news, show an appropriately excited expression to convey that you're feeling what they are feeling. This assures them that you're really listening and engaging.

Give Positive Non-Verbal Feedback

Your facial expression is a clear indicator of your thoughts and mood. Be conscious of your body language. Rolling eyes, slumping shoulders, excessive fidgeting or sternness of face all show that you're detached from the conversation. Look at the person talking, point your body in their direction, smile and listen closely.

Source Reference:

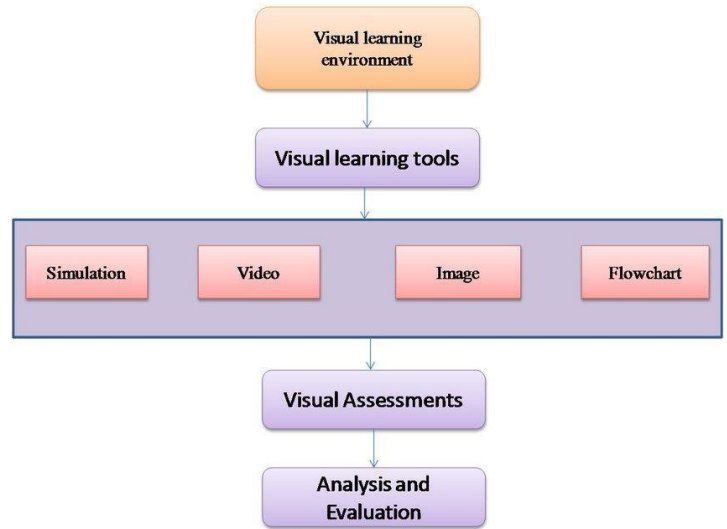
<https://careerattraction.com/7-steps-to-effective-listening/>

IV. VISUAL STRATEGIES

Visual teaching strategies are popular because they are effective – effective in clarifying relationships, simplifying complex topics and facilitating communication. The tools we have listed here are simple to use and a lot useful in facilitating teaching and improving learning. Make use of them in the classroom and share with us the results. This preference uses symbolism and different formats, fonts and colors to emphasize important points. It does not include video and pictures that show real images and it is not visual merely because it is shown on a screen.

People with a Visual preference prefer:

- to draw things
- working with plans, maps and diagrams
- working with logos, branding and design
- tasks where they are able to detect patterns
- written information that is filled with graphs, charts and diagrams
- the layout on a page to be different, striking or unusual; for them it is often more important than the content
- to use color and shape; they appreciate different and interesting layouts, fashion, design, and the clever use of color and space.
- things that make good use of color and shape, like food, decorations, festivals and spectacular and original displays
- presenters use gestures and picturesque language



To take in information:

- use pictures, videos, posters, slides where the emphasis is on the design (not the sound or the words or the content)
- use books with diagrams and pictures
- use maps and free-drawn plans
- use flowcharts, decision trees, family trees, organizational charts, graphs.
- turn tables of figures into graphs.
- read the words and convert them into your own-designed diagrams
- use different fonts, UPPER and lowercase letters, underlining, different colours, and highlighting.
- use symbols @, #, & and white space; the extra spaces between text and diagrams.
- try different spatial arrangements on the page.

To present information to others:

- Construct images in different ways. Try spatial arrangements.
- Draw your ideas, using diagrams, symbols and graphs.
- Make complex processes and lists into flowcharts.
- Make each page look different.
- Be aware that others may NOT have a Visual preference like you. Respect their differences.
- **In education:**

- Use all of the techniques above.
- Convert your “notes” into a learnable package by reducing each three pages down to one page. Give your brain some help!
- Reconstruct any images in different ways to suit your way... try different spatial arrangements.
- Redraw your learnable pages from memory. Replace some key words with symbols or drawings.
- Look at your pages and search for patterns.
- Practice turning your visuals back into words.



In the workplace:

- Draw things to show your ideas. Draw things freehand and watch the reactions of others.
- Make complex processes and lists into flowcharts
- Create your own symbols to simplify things.
- Make each page of your reports look different.
- Spend time on the design of your presentations and less on the content.

Why use visual supports?

Visual supports enhance the communication process. Many students are at a disadvantage because they lack the ability to communicate effectively. Children with autism and other communication disorders struggle on a daily basis to comprehend auditory messages. These students may be able to process auditory messages but at a much slower rate. These students may just start to understand what is being asked of them and then the person moves on to a new request. Meanwhile the student is left trying to make sense of the first request. The teacher might see this as noncompliance and punish the student for not being able to process language at a “normal” speed. Visual supports enhance the auditory message by providing visual cues to the student.

What are visual supports?

According Linda Hodgdon, visual supports can come in the following forms: à Body language (e.g. facial expressions) à Natural environmental cues (e.g. printed materials such as signs, signals, logos, & prices) à Traditional tools for organization and giving information (e.g. calendars, schedules) à Specially designed tools to meet specific needs (e.g. individually made subject sequence charts or behavioral/classroom expectations)

Enhance the Student’s Memory with Mind Maps

Enhancing memory and stimulating creativity of students are two of the biggest challenges teachers face. Now, there are a number of techniques used in the classrooms to facilitate these purposes, but visualization still stands out as one of the most effective methods..Mind maps combine everything that is needed to boost creative power and memory, together. For example, using images instead of text on your mind map can help students recall that piece of information faster. Likewise, taking apart a topic via a mind map using keywords instead of long phrases and color coding, help remember information better.Mind maps can be used in a number of useful ways in the classroom to improve teaching and learning.

Provide a clear overview of the topic at hand

Before the beginning of the lesson or after, hand your students a mind map based on the topic. This can be further developed by students during the lesson or when they refer to it later.

Brainstorm and generate discussion

Mind maps can provide the structure for a productive brainstorming session. Put down the topic under discussion in the middle of your map and ask your students to identify ideas related to it. Generating active discussion among your students like this can help them memorize what you teach more effectively.

Map Processes with Flowcharts

Flowcharts help map out the steps of a process clearly, be it to explain to your students how to properly write an essay or to describe how the Earth was created.

Any complex scientific or technical process can be demystified with the help of flowcharts; since flowcharts let you illustrate each process step, students won't have a hard time figuring out how it works.

Flowcharts can be used in your classroom in a number of effective ways;

You can get your students to draw flowcharts based on what you have taught them. This will get them to think again about the lesson and refer to the notes they took down. Simplifying what was taught in their own terms will help them internalize information better.

Or you can create handouts containing flowcharts breaking down the lesson. Students can take these home, and refer to them later when they are studying.

Tell Stories with Storyboards

Whether to summarize the lesson of the day or to simplify complex information and present them in an easily-digestible way, storyboards are your ideal teaching technique.

These consist of illustrations and pictures with notes that briefly explain what's visually highlighted, much like the comics students love so much these days.

Solve Problems with Fishbone Diagrams

In the classroom, fishbone diagrams – a root cause analysis tool – can be used to develop children's problem-solving skills. Fishbone diagrams help identify the main causes of an event, whether it is to figure out why something went wrong, or why something generated such an outcome. Encourage students to use fishbone diagrams to brainstorm around a particular problem and identify root causes. During the lesson, you can refer to these fishbone diagrams to further drill down the factors that are causing the problem.

Switch Long Notes with Infographics

Infographics combine both graphics and text together and present information in an attractive way. Long lessons that tend to get a little boring and take a lot of explanation, can be effectively replaced with infographics. Keep it simple and highlight the major points of the lesson that you want your students to remember.

Compare and Contrast with Venn Diagrams

Venn diagrams are a powerful way to identify similarities and differences between two or more items.

An effective exercise you could do with Venn diagrams is having students fill a blank Venn diagram with a list of relevant information you've handed them.

Clarify Complex Topics with Spider Diagrams

Spider diagrams help create an overview of a complex topic using branching spatial organization, images, and color coding – much like the mind map. Getting students to create a spider diagram around a topic prior to or after the lesson can help them demystify a complex subject easily. These can also be used as an alternative note-taking method to help students remember lessons easily.

Source Reference:

<https://careerattraction.com/7-steps-to-effective-listening/>

V. SWOT ANALYSIS

S.W.O.T. is an acronym that stands for Strengths, Weaknesses, Opportunities, and Threats. A SWOT analysis is an organized list of your business's greatest strengths, weaknesses, opportunities, and threats.

Strengths and weaknesses are internal to the company (think: reputation, patents, location). You can change them over time but not without some work. Opportunities and threats are external (think: suppliers, competitors prices)-they are out there in the market, happening whether you like it or not. You can't change them.

Existing businesses can use a SWOT analysis, at any time, to assess a changing environment and respond proactively. In fact it's better to conduct a strategy review meeting at least once a year that begins with a SWOT analysis.



This SWOT framework is credited to Albert Humphrey, who tested the approach in the 1960s and 1970s at the Stanford Research Institute. Developed for business and based on data from Fortune 500 companies, the SWOT analysis has been adopted by organizations of all types as an aid to making decisions.

What Is SWOT Analysis?

SWOT (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate a company's competitive position and to develop strategic planning. SWOT analysis assesses internal and external factors, as well as current and future potential.

A SWOT analysis is designed to facilitate a realistic, fact-based, data-driven look at the strengths and weaknesses of an organization, its initiatives, or an industry. The organization needs to keep the analysis accurate by avoiding pre-conceived beliefs or gray areas and instead focusing on real-life contexts. Companies should use it as a guide and not necessarily as a prescription.

- SWOT analysis is a strategic planning technique that provides assessment tools.
- Identifying core strengths, weaknesses, opportunities, and threats lead to fact-based analysis, fresh perspectives and new ideas.
- SWOT analysis works best when diverse groups or voices within an organization are free to provide realistic data points rather than prescribed messaging.

Understanding SWOT Analysis

SWOT analysis is a technique for assessing the performance, competition, risk, and potential of a business, as well as part of a business such as a product line or division, an industry, or other entity.

Using internal and external data, a SWOT analysis can tell a company where it needs to improve internally, as well as help develop strategic plans. Using internal and external data, the technique can guide businesses toward strategies more likely to be successful, and away from those in which they have been, or are likely to be, less successful. An independent SWOT analysis analysts, investors or competitors can also guide them on whether a company, product line or industry might be strong or weak and why.

Internal factors

Strengths (S) and weaknesses (W) refer to internal factors, which are the resources and experience readily available to you. These are some commonly considered internal factors:

- Financial resources (funding, sources of income and investment opportunities)
- Physical resources (location, facilities and equipment)
- Human resources (employees, volunteers and target audiences)
- Access to natural resources, trademarks, patents and copyrights
- Current processes (employee programs, department hierarchies and software systems)

External factors

External forces influence and affect every company, organization and individual. Whether these factors are connected directly or indirectly to an opportunity (O) or threat (T), it is important to note and document each one. External factors are typically things you or your company do not control, such as the following:

- Market trends (new products, technology advancements and shifts in audience needs)
- Economic trends (local, national and international financial trends)
- Funding (donations, legislature and other sources)
- Demographics
- Relationships with suppliers and partners
- Political, environmental and economic regulations

How to conduct a SWOT analysis

To get the most complete, objective results, a SWOT analysis is best conducted by a group of people with different perspectives and stakes in your company. Management, sales, customer service, and even customers can all contribute valid insight. Moreover, the SWOT analysis process is an opportunity to bring your team together and encourage their participation in and adherence to your company's resulting strategy.

Questions to ask during a SWOT analysis

Develop each section of your SWOT analysis. There are certainly other questions you could ask; these are just meant to get you started.

Strengths (internal, positive factors)

Strengths describe the positive attributes, tangible and intangible, internal to your organization. They are within your control.

- What do you do well?
- What internal resources do you have? Think about the following:
- Positive attributes of people, such as knowledge, background, education, credentials, network, reputation, or skills.
- Tangible assets of the company, such as capital, credit, existing customers or distribution channels, patents, or technology.
- What advantages do you have over your competition?
- Do you have strong research and development capabilities? Manufacturing facilities?
- What other positive aspects, internal to your business, add value or offer you a competitive advantage?

Weaknesses (internal, negative factors)

Weaknesses are aspects of your business that detract from the value you offer or place you at a competitive disadvantage. You need to enhance these areas in order to compete with your best competitor.

- What factors that are within your control detract from your ability to obtain or maintain a competitive edge?
- What areas need improvement to accomplish your objectives or compete with your strongest competitor?

- What does your business lack (for example, expertise or access to skills or technology)?
- Does your business have limited resources?
- Is your business in a poor location?

Opportunities (external, positive factors)

Opportunities are external attractive factors that represent reasons your business is likely to prosper.

- What opportunities exist in your market or the environment that you can benefit from?
- Is the perception of your business positive?
- Has there been recent market growth or have there been other changes in the market the create an opportunity?
- Is the opportunity ongoing, or is there just a window for it? In other words, how critical is your timing?

Threats (external, negative factors)

Threats include external factors beyond your control that could place your strategy, or the business itself, at risk. You have no control over these, but you may benefit by having contingency plans to address them if they should occur.

- Who are your existing or potential competitors?
- What factors beyond your control could place your business at risk?
- Are there challenges created by an unfavorable trend or development that may lead to deteriorating revenues or profits?
- What situations might threaten your marketing efforts?
- Has there been a significant change in supplier prices or the availability of raw materials?
- What about shifts in consumer behavior, the economy, or government regulations that could reduce your sales?
- Has a new product or technology been introduced that makes your products, equipment, or services obsolete?

SWOT analysis example

Strengths	Weaknesses
<ul style="list-style-type: none"> • Knowledge: Our competitors are pushing boxes. But we know systems, networks, programming, and data management. • Relationship selling: We get to know our customers, one by one. • History: We've been in our town forever. We have the loyalty of customers and vendors. 	<ul style="list-style-type: none"> • Price and volume: The major stores pushing boxes can afford to sell for less. • Brand power: We can't match the competitor's full-page advertising in the Sunday paper. We don't have the national brand name.
Opportunities	Threats
<ul style="list-style-type: none"> • Training: The major stores don't provide training, but as systems become more complex, training is in greater demand. • Service: As our target market needs more service, our competitors are less likely than ever to provide it. 	<ul style="list-style-type: none"> • The larger price-oriented store: When they advertise low prices in the newspaper, our customers think we are not giving them good value. • The computer as appliance. Volume buying of computers as products in boxes. People think they need our services less.

Source Reference:

<https://articles.bplans.com/how-to-perform-swot-analysis/>

VI. VOCABULARY DEVELOPMENT

The Importance of Vocabulary Development

According to Steven Stahl (2005), “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.” We continue to develop vocabulary throughout our lives. Words are powerful. Words open up possibilities.

Vocabulary development



Vocabulary development is a process by which people acquire words. Babbling shifts towards meaningful speech as infants grow and produce their first words around the age of one year. In early word learning, infants build their vocabulary slowly. By the age of 18 months, infants can typically produce about 50 words and begin to make word combinations. In order to build their vocabularies, infants must learn about the meanings that words carry. The mapping problem asks how infants correctly learn to attach words to referents. Constraints theories, domain-general views, social-pragmatic accounts, and an emergentist combination model have been proposed to account for the mapping problem.

From an early age, infants use language to communicate. Caregivers and other family members use language to teach children how to act in society. In their interactions with peers, children have the opportunity to learn about unique conversational roles. Through pragmatic directions, adults often offer children cues for understanding the meaning of words. Throughout their school years, children continue to build their vocabulary. In particular, children begin to learn abstract words. Beginning around age 3–5, word learning takes place both in conversation and through reading.

Differences in Early Vocabulary Development

Vocabulary knowledge varies greatly among learners. The word knowledge gap between groups of children begins before they enter school.

Why do some students have a richer, fuller vocabulary than some of their classmates?

- Language rich home with lots of verbal stimulation
- Wide background experiences
- Read to at home and at school
- Read a lot independently
- Early development of word consciousness

Elements of vocabulary development

- Awareness of words (self-awareness and motivation to learn words)
- Wide reading and extensive writing (self-selected reading and writing)
- Independent strategies that lead to vocabulary learning (direct instruction and independent use)

Why do some students have a limited, inadequate vocabulary compared to most of their classmates?

- Speaking/vocabulary not encouraged at home
- Limited experiences outside of home
- Limited exposure to books
- Reluctant reader
- Second language—English language learners

Children who have been encouraged by their parents to ask questions and to learn about things and ideas come to school with oral vocabularies many times larger than children from disadvantaged homes. Without intervention this gap grows ever larger as students proceed through school (Hart and Risley, 1995).

How Vocabulary Affects Reading

From the research, we know that vocabulary supports reading skill development and increases comprehension. Students with low vocabulary scores tend to have low comprehension and students with satisfactory or high vocabulary scores tend to have satisfactory or high comprehension scores. The report of the National Reading Panel states that the complex process of comprehension is critical to the development of children's reading skills and cannot be understood without a clear understanding of the role that vocabulary development and instruction play in understanding what is read (NRP, 2000).

Chall's classic 1990 study showed that students with low vocabulary development were able to maintain their overall reading test scores at expected levels through grade four, but their mean scores for word recognition and word meaning began to slip as words became more abstract, technical, and literary. Declines in word recognition and word meaning continued, and by grade seven, word meaning scores had fallen to almost three years below grade level, and mean reading comprehension was almost a year below. Jeanne Chall coined the term "the fourth-grade slump" to describe this pattern in developing readers (Chall, Jacobs, and Baldwin, 1990).

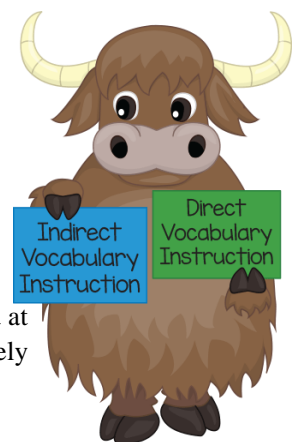
Incidental and Intentional Vocabulary Learning

How do we close the gap for students who have limited or inadequate vocabularies? The National Reading Panel (2000) concluded that there is no single research-based method for developing vocabulary and closing the gap. From its analysis, the panel recommended using a variety of indirect (incidental) and direct (intentional) methods of vocabulary instruction.

Incidental Vocabulary Learning

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school—by listening and talking, by listening to books read aloud to them, and by reading widely on their own.

The amount of reading is important to long-term vocabulary development (Cunningham and Stanovich, 1998). Extensive reading provides students with repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts (Kamil and Hiebert, 2005).



Intentional Vocabulary Learning

Students need to be explicitly taught methods for intentional vocabulary learning. According to Michael Graves (2000), effective intentional vocabulary instruction includes:

- Teaching specific words (rich, robust instruction) to support understanding of texts containing those words.
- Teaching word-learning strategies that students can use independently.
- Promoting the development of word consciousness and using word play activities to motivate and engage students in learning new words.

Role of Teachers: Word Consciousness

Word consciousness is an interest in and awareness of words (Anderson and Nagy, 1992; Graves and Watts-Taffe, 2002). Students who are word conscious are aware of the words around them—those they read and hear and those they write and speak (Graves and Watts-Taffe, 2002). Word-conscious students use words skillfully. Teachers need to take word-consciousness into account throughout their instructional day—not just during vocabulary lessons (Scott and Nagy, 2004). It is important to build a classroom “rich in words” (Beck et al., 2002). Students should have access to resources such as dictionaries, thesauruses, word walls, crossword puzzles, Scrabble® and other word games, literature, poetry books, joke books, and word-play activities.

Teachers can promote the development of word consciousness in many ways:

- **Language categories:** Students learn to make finer distinctions in their word choices if they understand the relationships among words, such as synonyms, antonyms, and homographs.
- **Figurative language:** The ability to deal with figures of speech is also a part of word-consciousness (Scott and Nagy 2004). The most common figures of speech are similes, metaphors, and idioms.

Once language categories and figurative language have been taught, students should be encouraged to watch for examples of these in all content areas.

Vocabulary-Learning Strategies

Students need a wide range of independent word-learning strategies. Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations. This type of rich, deep instruction is most likely to influence comprehension (Graves, 2006; McKeown and Beck, 2004).

Student-Friendly Definitions

The meaning of a new word should be explained to students rather than just providing a dictionary definition for the word—which may be difficult for students to understand. According to Isabel Beck, two basic principles should be followed in developing student-friendly explanations or definitions (Beck et al., 2013):

- Characterize the word and how it is typically used.
- Explain the meaning using everyday language—language that is accessible and meaningful to the student.

Sometimes a word’s natural context (in text or literature) is not informative or helpful for deriving word meanings (Beck et al., 2013). It is useful to intentionally create and develop instructional contexts that provide strong clues to a word’s meaning. These are usually created by teachers, but they can sometimes be found in commercial reading programs.

Defining Words Within Context

Research shows that when words and easy-to-understand explanations are introduced in context, knowledge of those words increases (Biemiller and Boote, 2006) and word meanings are better learned (Stahl and Fairbanks, 1986). When an unfamiliar word is likely to affect comprehension, the most effective time to introduce the word’s meaning may be at the moment the word is met in the text.

Using Context Clues

Research by Nagy and Scott (2000) showed that students use contextual analysis to infer the meaning of a word by looking closely at surrounding text. Since students encounter such an enormous number of words as they read, some researchers believe that even a small improvement in the ability to use context clues has the potential to produce substantial, long-term vocabulary growth (Nagy, Herman, and Anderson, 1985; Nagy, Anderson, and Herman, 1987; Swanborn and de Glopper, 1999).

Sketching the Words

For many students, it is easier to remember a word's meaning by making a quick sketch that connects the word to something personally meaningful to the student. The student applies each target word to a new, familiar context. The student does not have to spend a lot of time making a great drawing. The important thing is that the sketch makes sense and helps the student connect with the meaning of the word.

Applying the Target Words

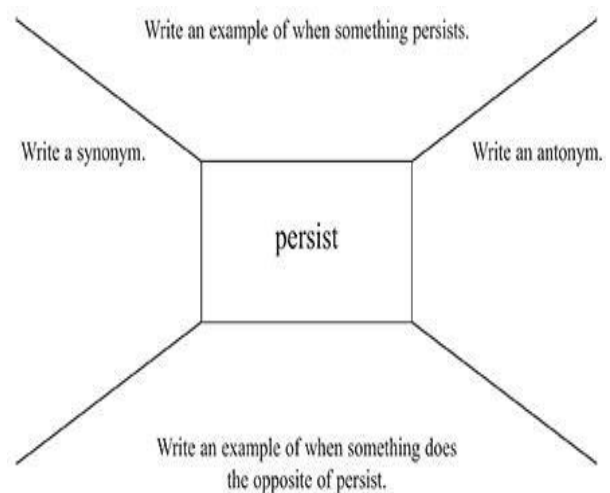
Applying the target words provides another context for learning word meanings. When students are challenged to apply the target words to their own experiences, they have another opportunity to understand the meaning of each word at a personal level. This allows for deep processing of the meaning of each word.

Analyzing Word Parts

The ability to analyze word parts also helps when students are faced with unknown vocabulary. If students know the meanings of root words and affixes, they are more likely to understand a word containing these word parts. Explicit instruction in word parts includes teaching meanings of word parts and disassembling and reassembling words to derive meaning.

Semantic Mapping

Semantic maps help students develop connections among words and increase learning of vocabulary words (Baumann et al., 2003; Heimlich and Pittleman, 1986). For example, by writing an example, a non-example, a synonym, and an antonym, students must deeply process the word *persist*.



Other Programs That Support Vocabulary Development

These programs do not focus on vocabulary but include activities that support vocabulary development:

- **Read Naturally® Live**
Cloud-based software that develops fluency and phonics and also provides support for vocabulary with audio-supported definitions of key words.
- **Read Naturally® Encore**
A print-based program with audio support on CDs that develops fluency and phonics and also supports vocabulary development with glossaries of key words.
- **Read Naturally® GATE**
Teacher-led program for teaching small groups of beginning readers the foundational skills of phonemic awareness, phonics, and fluency with some vocabulary support
- **One Minute Reader® iPad App**
A guided reading app that develops readers' fluency and provides vocabulary support with audio-supported definitions of key words.
- **One Minute Reader® Books/Audio CDs**
Printed books with audio support on CDs that develop readers fluency and support vocabulary development with glossaries of key words.

VII. DIGITAL LITERACY

"Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."

More simply, Hiller Spires, a professor of literacy and technology at North Carolina State University, views digital literacy as having three buckets: 1) finding and consuming digital content; 2) creating digital content; and 3) communicating or sharing it.

Finding and Consuming

In some formats, "consuming" digital content looks pretty much the same as reading print. Reading a novel on a basic e-reader requires knowing how to turn the device on and flip pages back and forth, but other than that, it isn't so different from reading a book.

Creating Content

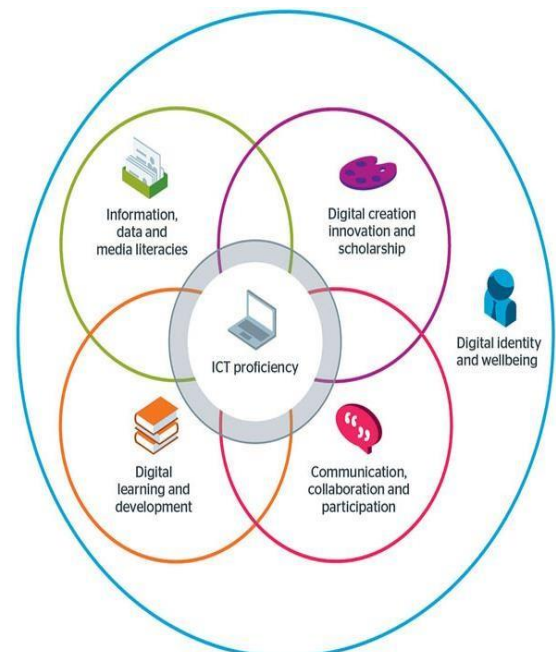
Digital literacy also refers to content creation. That includes writing in digital formats such as email, blogs, and Tweets, as well as creating other forms of media, such as videos and podcasts.

Sharing and Communicating

While traditional writing can be a personal endeavor, digital writing is generally intended to be communicated with others. And digital-writing tools are designed to make that easy to do.

Digital literacy is the ability to navigate various digital platforms and understand, access and communicate through them. When you read a book on a Kindle, consider the accuracy of a news report linked in your social media newsfeed or create and share a YouTube video, you are displaying digital literacy. Digital literacy encompasses a wide range of "new" technology, even the technology you're using to access this lesson! Some signs of a digitally literate individual include being able to find the right tools to consume information and to share and create content for others.

Digital literacy is important because we live in a tech- dependent world. Today, you can buy movie tickets from your smartphone, read the news on a mobile tablet or take books with you to the beach on a digital e-reader. We need to become digitally literate to keep up with the changing times. Encyclopedias, once a staple in an American home, have given way to Google searches. Making or confirming a doctor's appointment is now easier via text than calling directly.



"Digital literacy is the ability to interpret and design nuanced communication across fluid digital forms."

"A person's ability to perform tasks effectively in a digital environment ... includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments."

"The ability to use digital technology, communication tools or networks to locate, evaluate, use and create information." -- Digital Strategy Glossary of Key Terms.

Here are the eight transformative technology in the classroom skills required of the digitally literate student:

Social Media

The power of social media cannot be denied. Although its usage continues to be controversial in some circles, including education, its immediacy and reach are hard to beat as a communications tool. Most students are aware of the benefits of social media – now it's your job to harness it by equipping students with the right knowledge to use it properly.

Cloud Computing

Today's class work means starting a report at school and finishing it at home. It requires switching seamlessly between the Chrome book in the classroom and the student's personal PC. It means sharing a report with team members without worrying that you don't have email addresses or they can't read the format you published in. Cloud computing makes all that happen. It's accessible from anywhere with Internet or WiFi, on any device, by whoever you give access. Whether that's one document a week or ten, people expect you to be that versatile. Students need to understand how cloud computing works and which "clouds" are used by their school.

Basic Technology in the Classroom Tools

Digital literacy implies the same reading-writing skills, but without paper, pencils, books, or lectures. It's purpose-built and student-driven. As a teacher, you'll want to provide the following:

- Digital devices -- such as laptops, iPads, Chromebooks, or desktops, for daily use.
- A digital class calendar -- with due dates, activities, and other events.
- Student e-mail -- or some method of communicating quickly with students outside class time. This can be messaging, **Twitter**, or a dedicated forum.
- An annotation tool (like Acrobat, Notability, or iAnnotate), to take notes.
- A class Internet start page -- to curate websites, widgets, and other digital tools used for learning.
- A backchannel device -- to assess student learning while it's happening (with tools such as Socrative, Today's Meet, or Google Apps).
- A class website or blog -- to share class activities with parents and other stakeholders.
- Student digital portfolios -- to curate and collect student work for viewing and sharing.
- Vocabulary tool -- so students can quickly decode words they don't understand in their reading. Make this dictionary tool easily accessible from any digital device being used.

Digital Databases

Physical libraries are often closed when inspiration strikes. Plus, their supply of resources is dictated by how many shelves they have. The Library of Congress, while almost infinite (with a copy of every copyrighted tome) can only be accessed from Washington, D.C. Digital databases are the new library. They're infinite, everywhere, and welcome visitors at all hours. Students should learn how to roam these virtual halls as soon as they're expected to research classwork. This includes online access to their school library as well as dedicated databases like the Smithsonian and the History Channel.

Virtual Collaboration

Student study groups used to be hindered by finding a time that worked for all participants, agreeing on a meeting place, and then actually getting there (parents had to drive and pick up). Virtual collaboration has none of those problems. Documents can be shared with all stakeholders and accessed at will. Many digital

tools (like Google Apps) allow students to collaborate on a document from separate personal devices. Meetings can take place in the student's bedroom or their backyard, through virtual sites like Google Hangouts and Skype. A wide variety of resources can be shared without lugging an armful of materials to the meeting and ultimately forgetting to bring half of them home. These get-togethers can even be taped and shared with absent members or rewound for review.

Sharing to Build Knowledge

No one person can provide all we need to know on a subject. When everyone shares their knowledge and insights, the group grows in competency. That used to be attempted awkwardly with class presentations. Now, all it takes is a virtual curation of student work, presented through webpages, wikis, a YouTube stream, or another approach that fits the unique student group. Quickly and easily, everyone's work can be shared out, for the benefit of all.

Evaluate Information Found Online

Because students get so much more of their information online, they need the tools to evaluate reliability and veracity of what they find. This includes questions such as Is the:

- Site legitimate, or a hoax?
- Author an expert or a 3rd grader?
- Information current or dated?
- Data neutral or biased?

Digital Citizenship

Because students spend so much time online, they need to learn how to act in that neighborhood. This includes topics detailing the rights and responsibilities of digital citizens, such as:

- Cyberbullying.
- Legality of online material.
- Buying stuff online.
- Digital Footprints.
- Privacy and safety while traveling the digital world.

Being a good citizen of the digital world is no different than the physical world. There are practical strategies that revolve around proper netiquette and an understanding of the culture

The Digital Literacy curriculum is written by Microsoft at a reading level like that of most newspapers around the world. Learners who complete the curriculum will understand basic computing concepts and skills including:

- Interacting with hardware and devices
- Consuming digital content online
- Communicating online
- Computer privacy, safety and security
- Online etiquette and civility
- Accessing and modifying digital content
- Online collaboration

Source Reference: <https://study.com/academy/lesson/what-is-digital-literacy-definition-example.html>

VIII. E-MAIL COMMUNICATIONS



E-mail is one of the most important ways to communicate nowadays. Even if our mailboxes are already flooded with e-mail, it is still a widely used communication tool because it's easiness. Email is an instant form of business communication and it's hard to imagine a workplace that does not rely on email for the majority of its internal and external communications. There are numerous advantages of email communication, not least that it's fast and reliable. But email has several downfalls to go along with its benefits that sometimes make it a challenging way to send information.

Email is the most widely used tool for business communication at the workplace. We read and compose at least 50-60 emails a day on an average. Poorly written, unclear, misleading or ineffective emails not only cause a loss of time and productivity, but can also harm one's reputation by leaving a poor impression on the reader. It, therefore, becomes imperative that we make the best possible use of emails to communicate effectively at the workplace. To do so, you must keep in mind some basic email etiquette to draft the perfect official email.

Advantages:

Fast Client Communication

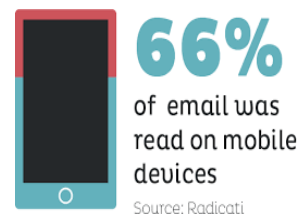
When you need to get an important message to a client or business associate who is located thousands of miles away, one of the fastest ways to do it is by email. The advantage email has over the telephone in communication speed is that you can send attachments with an email that contain important documents or even a presentation to clarify your message. An email, on the other hand, can be sent quickly and be waiting for them when they're ready to review it.

Availability and Portability

The increased use of email has resulted in business people receiving hundreds of emails every day. Yet, thousands of email messages can be archived into folders on your computer or handheld communication device such as a cell phone to be retrieved when you need them. The convenience of email prevents you from having to keep file folders filled with papers. It also makes your important correspondence easily portable without lugging around unwieldy file folders.

Reduces Shipping and Mailing Costs

Aside from the cost of your internet connection, email is free. One of the benefits of email communication is that you can send as many messages, files, videos, documents and presentations as you want without having to pay anything. It significantly reduces your company's shipping and postage costs as well as the time – and the cost of that time – you or a co-worker spend packaging documents for mailing, addressing them and getting them in the mail.



Disadvantages:

Vulnerability to Loss

It would take a manual effort on the part of someone to access all of your important printed documents and destroy them. But all of your emails and important information can be lost with a simple hard-drive crash. If you store your email information on another server, then you could lose your data if that site goes down or out of

business. Be sure to use a back-up method for important emails that you want to save even for a short while, such as copying them regularly onto a flash drive.

Accessible to Others

When someone hands you a business letter, you are the only person that receives that letter. Never consider your emails to be private. Since email is sent over networks, it's possible that others could gain access to them or receive them by mistake. An email can be intercepted by a hacker or go to an incorrect email address and wind up in someone else's inbox. Therefore, be careful what information you send in an email. If it's private information that you don't want anyone else to see, email may not be the best communication method to use. Your sensitive information and messages are very accessible to hackers and even unsuspecting recipients when you use email.

Main Points

- Subject lines are headlines
- One topic per email
- Proofread
- Specify the response you want
- Purpose of the message detailed in the very first paragraph
- Sentences should be kept short and to the point
- Should be direct and informative, but not blunt



Difficult to Interpret Emotions

A disadvantage of email is that people tend to treat it like a conversation because email can happen so quickly. They begin to use slang terms and try to carry on conversations via email. However, since email recipients cannot see each other, the emails do not have any voice inflection or emotion that can help with proper interpretation. This can and does cause misinterpretations of the emotion behind the email, leading to hurt feelings, anger, resentment and many more emotions. It's a good idea to reread your emails before sending them and look for wording that could be taken in a negative light.

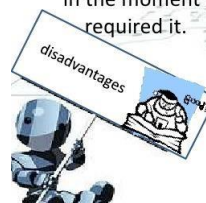
ADVANTAGES

- Cheap. Once you're online, there is no further expense.
- Easy to reference. Sent and received messages and attachments can be stored safely, logically and reliably.
- Easy to use. Once you're set up, sending and receiving messages is simple. That goes for a host of other email functions. Data storage and contacts can be accessed quickly and easily.
- Fast. Message to send? Done, under a second! Email is by far the fastest form of written communication.
- Global. Web based email means you can access your messages anywhere online. Going overseas? Before you go, mail yourself a copy of your passport number, travel insurance details or your accommodation details.

Page 6

Disadvantages of an Email.

- Not everyone has internet.
- Your mail could be ignored or not answered in the moment you required it.
- Students abbreviating and not learning to write the whole word.
- Lack of verbal communication not helping on the pronunciation of words.
- No social contact.



Rules for effective email communication (and outreach)

1. Use templates for format.
2. Know your audience.
3. Lead with value.
4. Be clear and concise.
5. Active language wins.
6. Send complete emails.
7. Follow up.

Source Reference: <https://smallbusiness.chron.com/advantages-disadvantages-use-email-business-communications-tool-21193.html>

IX. NON-VERBAL COMMUNICATION



make the best impression. If your skills aren't top-notch, you can practice them so you make a positive impression on everyone you meet in the workplace and beyond.

Nonverbal communication refers to gestures, facial expressions, tone of voice, eye contact (or lack thereof), body language, posture, and other ways people can communicate without using language.

When you're interviewing for a job or participating in a meeting, your nonverbal communication is almost as important as your verbal responses. Crossed arms can seem defensive. Poor posture may appear unprofessional. A downward gaze or avoiding eye contact can detract from you being seen as confident.

As well as what you say, and you can use your nonverbal communication skills to

The Importance of Nonverbal Communication

Most candidates carefully prepare what they will say during interviews and networking meetings.

However, knowing what you will say is only part of the picture. Just as important is having an understanding of how to convey your messages through your body language. Your interviewing and networking success will be largely determined by the impression people get of you, and how they respond to what you say.

Review this list of nonverbal skills and work on any areas where you think you could improve.

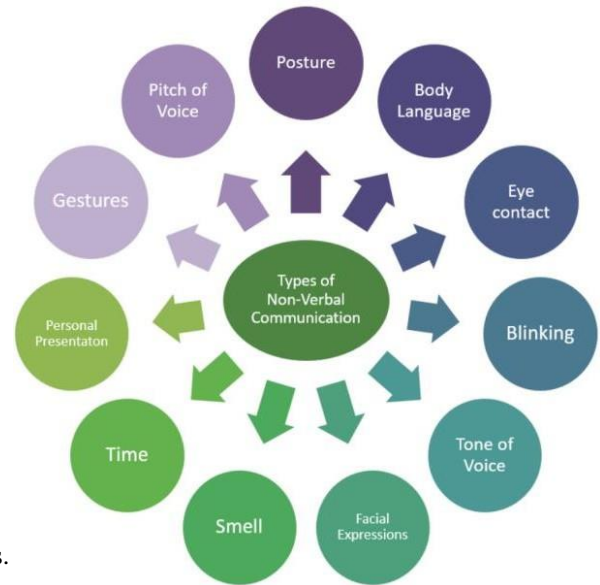
- Avoid slouching. Sit with your back straight up against the chair or lean slightly forward to convey engagement.
- Steer clear of smiles or laughter when messages are serious.
- Display some animation with your hands and facial expressions to project a dynamic presence. (But avoid talking with your 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.

Communicating at Job Interviews

Your nonverbal communications can either support the tone of your conversation or leave the interviewer wondering whether you're all talk and no substance. Displaying nonverbal behaviors that are a match for your messages can help you to convince employers that you are genuinely interested in the job and suited for the work.

Another hiring factor is the subject's apparent ability to relate effectively with clients, co-workers, and other stakeholders. For example, subtly mirroring interviewers' body language can make you appear more trustworthy to them. In the same vein, lack of eye contact is a sign of low confidence and an inability to truly engage with others. In general, what's most important is to be positive and engaging. If you feel confident about your ability to do the job and know you'll be an asset to the employer, you can show that by your actions as well as your words.



Practice Makes Interview Perfect

Practicing your delivery of messages through role-playing with counselors and friends can help you to hone your nonverbal communication skills. Try recording your practice sessions so you can analyze some of the nuances of your style. Here are some tips to practice interviewing.

Spending some time practicing will ensure your skills are up to par. You'll also feel more comfortable when you're interviewing or networking if you've spent time getting ready. The less nervous you are, the better you'll be able to communicate—both verbally and nonverbally.

Communicating at Networking Events

When you're attending career networking events, your nonverbal communication skills matter. If you come across as awkward or flustered, you'll be less likely to make connections who can help with your job search or career. Practicing how you'll introduce yourself can make the entire process go more smoothly so you can make the best impression.

Communicating at Work

In many occupations, establishing credibility and trust is a significant success factor. Using nonverbal behavior (like eye contact, for instance) can further demonstrate your sincerity and engaging personality.

Nonverbal communication is colorful and full of intrigue. A shrug of the shoulders and a roll of the eyes allows us to say, "I don't like you," without uttering a single word. Better yet, a warm smile and an outstretched hand says, "I'm so glad to see you."

In every personal encounter, we send and receive nonverbal communication cues whether we realize it or not. While the world encourages us to "be ourselves," there *is* a time and a place for nonverbal cues. When we're at work, it's wise to take note of how we communicate with both our words and our gestures. Together, let's dive in to several examples of nonverbal communication.

Facial Expressions

The first, and most obvious, clue to nonverbal communication is a person's facial expressions.

Even though we only have one face, it can exhibit a wealth of expressions. From a half smile, to a full-blown smirk, to a casual eye shift, our facial expressions demonstrate a range of emotions. Instead of delving into all the nuances like a quirk of the lip or a twitch of the eye, let's take a look at the three most prominent expressions:

1. **Smiling** - A smile generally indicates happiness or contentment.
2. **Scowling** - A scowl or frown indicates discontentment or frustration.
3. **Lack of Expression** - An expressionless face can indicate, at a minimum, two things. First, this can be an indication of disinterest or boredom. Second, and perhaps worse, an expressionless face

An expressionless face is hard to decipher, so if you suspect you're exhibiting what's known as a **stone face**, it might be nice to pop in a gentle smile from time to time.



Eye Contact

People place a lot of stock in eye contact. If you're talking to someone and they don't look up at you at all, you're going to feel put-off and ignored. But, the fact that someone's looking down a lot can also mean they're shy. Someone lacking in confidence tends to have trouble making and maintaining eye contact.

If you struggle with eye contact, it's the kind of thing you have to practice in order to improve. Like public speaking, it must be practiced. And it's a nice skill to have, because it allows people to see you're engaged and interested in what they have to say. Of course, extended stretches of eye contact can have the opposite effect; it can make people feel uncomfortable. You'll find the happy medium the more you practice.

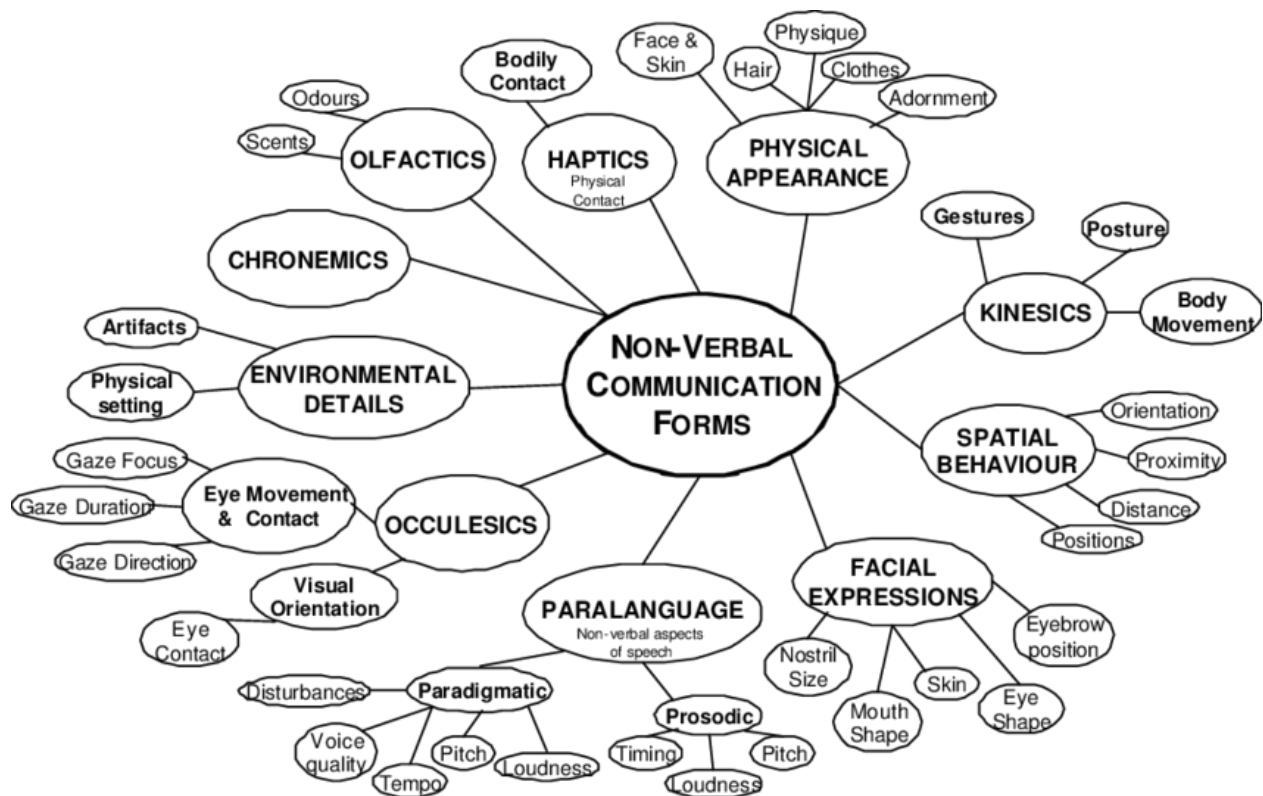
Gestures and Movement

While the face is a dead giveaway for mood, the entire body is a barometer. Have you ever watched a heated debate through a glass conference room? Here are some of the things you might've witnessed:

- Frequent and even wild hand gestures
- Finger pointing
- Arms waving in the air
- Raking fingers through their hair
- Invasion of personal space in order to send a message of hostility

On the other hand, if everyone's sitting peacefully around a conference table, you can still note nonverbal communication cues. What if someone has their arms crossed? Knowingly or unknowingly, they could be saying, "I'm closed off to you and your ideas."

Conversely, if someone's resting their hands on the table with a relaxed and open posture, they're conveying a message of openness and willingness.



Tone of Voice

There's not a lot of delineation in this example. If someone's volume is elevated and they're speaking rapidly, they're-in some way-excited. Either something's wrong or they're amped up. On the contrary, if someone is speaking in calm, slow tones, they're probably conveying their message without any cause for concern.

The way we inflect our words also impacts how they're interpreted. For example, if someone says, "I *thought* you were coming to Florida this weekend!" it could mean they hoped you were coming and they're glad to see you.

Physical Touch

Remember that conference room full of angry people? There was probably a lot of finger pointing and several invasions of personal space. All this indicates attack mode. Someone's aggressively conveying they're looking to "get you" or prove a point. In this line of attack, someone can also reach out and grab someone by the arm to shock them into attention.

Appearance

Our final example is a little bit more controversial. We're taught not to judge a book by its cover. We can't assess a person's intelligence or demeanor by the clothes they wear. Yet, in a professional setting, one's appearance does send a message. This is why we wear suits to interviews or enjoy casual Friday at the workplace.

Nod in Nonverbal Agreement

The study of nonverbal communication is an interesting one. There are many layers and most elements don't follow hard and fast rules. While a raised voice means you should probably tune in, not every crossed arm is meant to send a negative sign.

Source Reference:

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**SCHOOL OF SCIENCE AND HUMANITIES
DEPARTMENT OF ENGLISH**

UNIT – III – English for Effective Communication – SHS1609

I. Presentation Skills- Speaking

A presentation is the process of presenting an idea or a topic to an audience. It is typically a demonstration, introduction, lecture, or speech meant to inform, educate, persuade, inspire, motivate, or to build good will or to present a new idea or product. Presentations need to be effective and it must help achieve the expected goal of positively influencing the audience with the new information being presented.

Guidelines for Presentations- Six basic steps:

1. Analyze your audience and goals
2. Plan, research, and organize your content
3. Draft and revise the presentation
4. Prepare speaking notes
5. Practice the presentation
6. Deliver the presentation

Do's:

- Use the planning time to prepare what you're going to say.
- Write short notes in point form.
- Use more formal language.
- Use short, simple sentences to express your ideas clearly.
- Pause and don't speak fastly
- Speak clearly and at the right volume.
- Have your notes ready in case you forget anything.
- Practise your presentation.
- Record yourself and listen to your presentation.
- Make your opinions very clear.
- Look at the people who are listening to you.

Don't:

- Write out the whole presentation and learn every word by heart.
- Write out the whole presentation and read it aloud.
- Use very informal language.
- Only look at your note card.
- Look up at your listeners when you are speaking.
- Useful language for presentations

Explain what your presentation is about at the beginning: I'm

going to talk about ...

I'd like to talk about ...

The main focus of this presentation is ...

Use these expressions to order your ideas: First of

all, ...

Firstly, ...

Then, ...

Secondly, ...

Next, ...

Finally, ...

Lastly, ...

To sum up, ...

In conclusion, ...

Use these expressions to add more ideas from the same point of view: In addition, ...

What's more, ...

Also, ...

Added to this, ...

To introduce the opposite point of view you can use these words and expressions: However,

...

On the other hand, ...

Then again, ...

Speaking effectively is defined as speaking in such a way that your message is clearly heard and, if possible, acted upon. There are two main elements to speaking effectively: what you say, and how you say it. Similarly, the way that you speak will also vary in different situations. However, there are also likely to be some common factors: for example, whether you naturally talk quietly or loudly, and how you use body language.

There are three main elements of effective speaking

1. The words you use.
2. Your voice.
3. Your other non-verbal communication, particularly body language.

1. Choosing Your Words

What you say—the words you choose—matters. It is therefore important to choose carefully, especially when you are saying something important. Things to consider include:

- **Your audience.**
- **Shorter sentences are easier to process and understand.**
- **Simpler words are also easier to understand.**

Regional and ethnic accents are part of individual personality and add a unique element to the way that you speak. It is worth remembering, however, that words are only a part of your overall communication and message. The tone of voice and your body language also send strong messages.

2. Maintaining Your Voice

Your voice can reveal as much about your personal history as your appearance. The sound of a voice and the content of speech can provide clues to an individual's emotional state. A shy person may speak quietly, but someone who is confident in themselves will be more likely to have command of their voice and clarity of speech.

Vocal Production

The following three core elements of vocal production need to be understood for anyone wishing to become an effective speaker:

- **Volume** - to be heard.
- **Clarity** - to be understood.
- **Variety** - to add interest.

Volume

When talking to a group or meeting, it is important not to aim your talk to the front row or just to the people nearest you. Instead, you need to consciously project what you have to say to those furthest away. By developing a *strong voice*, as opposed to a loud voice, you will be seen as someone positive.

Clarity

Some people tend to speak through clenched teeth and with little movement of their lips. It is this inability to open mouths and failure to make speech sounds with precision that is the root cause of inaudibility. The sound is locked into the mouth and not let out. To have good articulation it is important to unclench the jaw, open the mouth and give full benefit to each sound you make, paying particular attention to the ends of words. This will also help your audience as a certain amount of lip-reading will be possible.

Variety

Vocal variety can be achieved by variations in:

- **Pace:** This is the speed at which you talk. If speech is too fast, then listeners will not have time to assimilate what is being said. It is also a good idea to vary the pace - quickening up at times and then slowing down – because this will help to maintain interest.
- **Volume:** By raising or lowering volume occasionally, you can create emphasis. If you drop your voice to almost a whisper (as long as it is projected) for a sentence or two, it will make your audience suddenly alert. Be careful not to overuse this technique, though, or it will lose its impact.
- **Pitch - Inflection - Emphasis:** When speaking in public, try to convey the information with as much vocal energy and enthusiasm as possible. This does not mean your voice has to swoop and dive all over the place in an uncontrolled manner. Try to make the talk interesting. Remember that when you are nervous or excited, your vocal chords tense and shorten, causing the voice to get higher. Emphasise certain words and phrases within the talk to convey their importance and help to add variety.
- **Pause:** Pauses are powerful. They can be used for effect to highlight the preceding statement or to gain attention before an important message. Pauses mean silence for a few seconds. Listeners interpret meaning during pauses so have the courage to stay silent for up to five seconds – dramatic pauses like this convey authority and confidence.

Focusing on Body Language

Tone of voice, pace and emphasis are all part of non-verbal communication. However, your body language is more important. This includes how you stand, your facial expressions, the way you use your hands to emphasize your speech, and even whether and with whom you make eye contact.

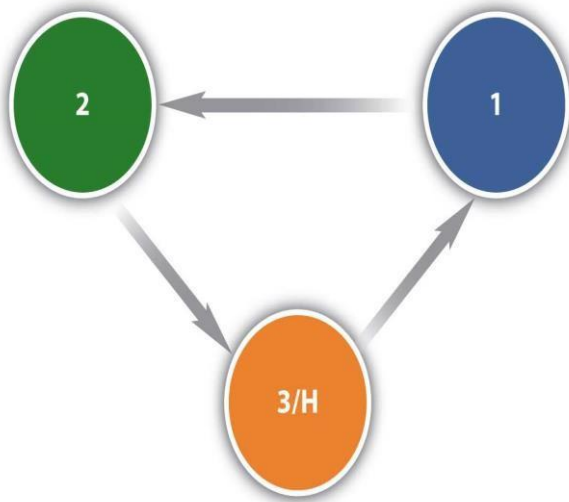
Body Language.

Movement is an important aspect of your speech and requires planning, the same as the words you choose and the visual aids you design. Be natural, but do not naturally shuffle your feet, pace back and forth, or rock on your heels through your entire speech. These behaviors distract your audience from your message and can communicate nervousness, undermining your credibility.

Positions on the Stage

In a classical speech presentation, positions on the stage serve to guide both the speaker and the audience through transitions. The speaker's triangle indicates where the speaker starts in the introduction, moves to the second position for the first point, across for the second point, then returns to the original position to make the third point and conclusion. This movement technique can be quite effective to help you remember the main points.

Speaker's Triangle



Gestures

Gestures involve using your arms and hands while communicating. Gestures provide a way to channel your nervous energy into a positive activity that benefits your speech and gives you something to do with your hands.

As professional speakers lead up to a main point, they raise their hand slightly, perhaps waist high, often called an **anticipation step**. The gesture clearly shows the audience your anticipation of an upcoming point, serving as a nonverbal form of foreshadowing.

The implementation step, which comes next, involves using your arms and hands above your waist. By holding one hand at waist level pointing outward and raising it up with your palm forward, as in the “stop” gesture, you

signal the point. **The relaxation step**, where the letting go motion complements your residual message, concludes the motion.

Facial Gestures

As you progress as a speaker turn your attention to facial gestures and expressions. Facial gestures involve using your face to display feelings and attitudes nonverbally. They may reinforce, or contradict, the spoken word, and their impact cannot be underestimated.

When giving a presentation,

- Avoid looking over people’s heads, staring at a point on the wall.
- Avoid letting your eyes dart all over the place.
- Move your eyes gradually and naturally across the audience
- Try to look for faces that look interested and engaged in your message.
- Do not to focus on only one or two audience members.
- Try to give as much eye contact as possible across the audience.
- Keep it natural, but give it deliberate thought.

II. FORMAL SPEAKING

Presentations are formal method of communicating your messages in a powerful manner to create the desired impact. There are numerous presentation audio visual tools and aids available which can be used to make the presentations more powerful and effective. One should prepare well for making an effective presentation. For that we need to understand the finer nuances of presentation.

Speaking is the second of the four language skills. It is called a "productive" skill because when we speak we produce language going out:

1. listening (← in)
2. speaking (out →)
3. reading (← in)
4. writing (out →)

Formal versus informal speaking

Just like in your own language, the way you speak depends on who you are speaking to or with. Informal speaking situations include speaking with close friends, family workers and probably co-workers. Slang, idiom and relaxed pronunciation are more common in these situations. Small talk becomes less necessary when you are speaking with friends, but is considered polite in an informal situation with acquaintances. Sometimes your pace and volume shifts when you feel more comfortable. Formal situations require a different kind of language. Your speaking may even be rehearsed in some situations. You may feel nervous about saying everything properly. You must also consider manners and body language.

Effective Speaking tips

1. **Listen first.** Try not to think about what you are going to say as you're listening. Focus on listening, then focus on responding.
2. **Make eye contact.** It's important to make eye contact when you're listening and speaking. Even if you're nervous, try not to look at the ground. If you're doing a presentation, practise enough so that you don't have to read every word from your notes. Visuals can help you in a presentation.
3. **Learn transitional phrases and useful expressions.** You will keep your listeners' attention if you know some key expressions that will make the conversation flow.
4. **Use gestures appropriately.** If you're in a foreign country, take time to learn about body language. Some gestures in your country may mean something different in another country.
5. **Relax.** You don't have to speak perfectly. Many native English speakers are also nervous when they have to speak out loud in a group or with people that they don't know. Try not to show that you are nervous.
6. **Don't say sorry.** If you apologize for your English, people will expect it to be poor. Believe that you are a strong English speaker, and your listeners will believe it too. If you make a mistake, simply keep talking or correct yourself.
7. **Be yourself.** Let your personality out! People will enjoy speaking with you because of who you are, not because of the language you speak.
8. **Keep it simple.** As with writing it is important to speak in the simplest way you can. Don't try to impress people with your large vocabulary. Use words and expressions that you are confident using.

9. **Pause and pace.** Try not to speak too quickly, which may make it difficult for people to understand you. Listen to English speakers often to hear where natural pauses occur.
10. **Practise pronunciation**, including word stress. One of the most important aspects of understanding each other's spoken English is through the natural rhythm of our words and sentences. Native English speakers don't think about word stress. They just speak. People who learn English as an additional language need to listen to English often in order to be able to use natural word stress.

How to practise speaking

- Talk to yourself
- Read aloud
- Find a conversation partner
- Take an English class
- Find a tutor or private lessons
- Video chat with other learners or teachers
- Voice chat with other learners or teachers
- Record your voice
- Sing along to English songs
- Call a friend on the phone
- Call businesses and ask questions
- Strike up a conversation with a stranger at the bus stop, on an airplane, in a cafe
- Use role-play cards with friends
- Try some tongue-twisters
- Travel

When people don't understand you

Recognize why people don't understand you. First figure out which barriers are preventing other people from understanding you. Next, reduce or eliminate the barriers that you have control over. For example:

- You spoke **too fast**.
- You spoke in a **monotone voice** (boring).
- You used **vocabulary or idioms incorrectly**.
- You assumed people had **previous knowledge** of your subject.
- Your **accent** is very strong.
- Your recording is of **poor quality** (not loud enough or too much background noise).
- Your audience is **not interested** in the topic.
- You are **worried** because the people you are talking to have a higher level of English.
- You are nervous because of a **test or interview situation**.
- You are afraid of **making mistakes**.
- You are **tired**.
- You are **hungry**.

Types of speaking – Practice questions

Reading aloud: You are given a paragraph and asked to read it out loud for the examiner

Describing a photo: You look at a photograph and describe it with details

Responding to questions: You are provided with information or a scenario and you have to respond to show your comprehension

Proposing a solution: You are given a problem (via text or audio) and you have to suggest a solution.

Expressing an opinion: You are asked to state your opinion about an issue that people feel strongly about

Talking about familiar topics: You are asked to speak logically about a familiar topic

Comparing and contrasting two readings or recordings: You are asked to read or listen to two different pieces. Then you have to compare and contrast these items using appropriate language.

Reporting on someone's opinion: You listen to or read someone else's opinion and report on it in your own words.

Paraphrasing what you've heard: You repeat what you have heard or read using your own words. An understanding of how to use reported speech is necessary.

Speaking terms

A glossary of words and terms that we use to talk about speaking

accent (noun): a mode of pronunciation that is common in a certain region

apologize (verb): to say sorry for something you have done

barrier (noun): something that blocks or hinders

condolences (noun): an expression of compassion to someone who is experiencing grief contrast (verb):

to describe things that are opposite or different

dialogue (noun): a conversation between two people farewells

(noun): goodbyes

gesture (noun): a body movement that expresses something specific greeting

(noun): an expression that you say when you first see someone

interrupt (verb): to stop someone who is speaking so that you can say something

karaoke (verb): to practise singing someone else's song; the lyrics and music are provided monologue

(noun): a long speech or spoken part delivered by a solo speaker

monotone (noun): one sound; no intonation

negotiate (verb): to try to come up with a fair business decision that will make two different sides or people happy

nervous (adjective): a worried or fearful feeling that things will not go well pace

(noun): the timing in one's speech; how fast or slow one speaks

paraphrase (verb): to repeat something you have read or heard in your own words persuade

(verb): to convince someone of something

recite (verb): to say something with the text provided (eg. poetry)

small talk (noun): a casual conversation about everyday things like weather, the family, or a vacation standardized test

(noun): a test with a set format that people take in order to prove proficiency in a skill such as language

transitional phrase (noun): a group of words that connects thoughts; used in writing and speaking (for example: on the other hand)

word stress (noun): emphasis on a specific word in a sentence; helps the listener understand the meaning of a sentence

III. FORMAL Vs INFORMAL COMMUNICATION

Formal communication is communication through pre-defined channels set by organizations. They are typically conveyed from top leadership to various departments that funnels down to lower level employees. It is backed by organizational procedure, and it is necessary to fulfill the goals of the organization.

Informal communication is more relational than formal. It is not backed by any pre-determined channels and can happen anywhere within the organization. The primary goal of this messaging is to preserve and establish relationships with colleagues and superiors and subordinates. Since it is not defined by any channels, messaging moves a lot faster, but it is without any paper trail or official documentation.

Most of the communication we do is informal. Formal communication represents only a small percentage of the verbal communication that takes place within an organization, while informal communication can take place in meetings, between coworkers, and at company events. Becoming skilled at informal communication is key for any employee. This course will help you develop a basic understanding of listening principles, persuasive messages, the role of negotiation, office politics, and meetings.

The Challenges of Formal and Informal Communication

Formal Communication Challenges

1. Acknowledging a New Generation

With the increase of social media and a favoring of more informal communication methods by millennials, companies are going to have to go easy on the formal board meeting and email memos. Younger generations prefer having multiple ways of communicating whether it be through social media platforms, text messaging, and co-working software. Business leaders are trying to find effective ways to incorporate new mediums of communicating company vision, policy and procedures.

2. Buy-In from Employees

Many times, it can be more comfortable for formal messaging to be accepted by employees if it is done in a way that is more about the “why” than the “what.” Authoritative tones can be a turn-off, so upper management has to be sure to balance conversations about rules and procedures with how they align with the overall goal of the company. If not, employees may not be ready to buy in totally.

3. Inflexibility

As a result of the messaging coming through pre-determined channels, many voices in upper management have to be heard before a message is sent down the ranks. A lot of people have to agree and approve what is being sent out. This makes it difficult for anyone to change a formal message if something needs to be tweaked or left out.

4. Contributes to a Lack of Understanding

Mass formal communications that are not tailored to everyone’s communication style can create confusion and stress. A new procedure can be worded in a way that it means one thing to one employee and an entirely different thing to another. It is challenging for upper management to account for a general lack of communication.

5. Slow Decision Making

Some employees and departments depend on formal messaging from upper management to make important decisions. As mentioned above, because it takes a lot of people to sign off on a decision or message from top management it can take a lot longer to reach who it needs to. Therefore, formal communication can be frustrating to managers or employees who need it. It can even cause the demise of a product or project.

Informal Communication Challenges

1. Rumors Can Spread Rapidly

While informal communication is excellent for creating relationships and producing unity among staff, those same communication flows can also present opportunities for rumors to spread. Because messaging is not pre-determined or controlled, it makes this event even more likely. This means that other employees might be receiving incorrect information about procedures, critical changes, or policies from colleagues or managers.

2. Lack of Control

Informal communication is impossible to control. It is not affiliated with management-approved channels, and as a result, it does not necessarily obey the same messaging rules as formal communication. As a result, problematic issues such as harassment, bullying, or sensitive information sharing could be taking place. If an employee does not alert management about these predicaments, it would be impossible for them to know and stop any problems.

3. An Increase in Conflict

As in any setting, as humans interact with each other, a conflict has a higher chance of happening. It can breed competition among employees or departments or problems between superiors and subordinates. In turn, this can decrease or halt productivity.

4. Contradict Formal Communications

Informal communication can directly contradict information sent from pre-defined channels. Someone may say they heard something different than the official memo sent from upper management, or a manager might confuse formal communications and provide an inaccurate explanation to an employee with a question. Upper management can dictate when and how messaging flows from their channels, but they cannot determine how those messages are interpreted or spread to others.

5. Lack of Secrecy

Again, a lack of control increases the chance for company secrets to travel. A rumored promotion, coming retirement, or the advent of a new product not yet released to all parts of the company might be leaked to others who do not need to know. This can potentially damage a new product release or breach the trust of employees.

Informal and Formal Communication Best Practices

1. Foster a Culture of Effective Communications

Employees respond well if they feel they can trust that upper management has their best interest at heart. Formal communication does not start when the messages are sent; it begins the second an employee begins their first day. Upper management should reach out to employees in ways that do not always feel rigid and formal to increase their trust and buy-in. This will make it easier for them to accept more essential messages and stay away from potential rumors.

2. Streamlined Decision Making

Employees can become agitated if a work task depends on formal communication channels of upper management. Leaders can decrease this frustration by better assessing who needs to be involved in the decision-making process and utilizing an approach to get decisions to employees faster.

3. Talk About the “Why” Behind the Rules

To ensure a safe environment for everyone, there should be established policies for formal and informal communications. However, business leaders should explain why these rules exist and why breaking them can impact the work environment of those around them. The conversation should center on behaviors and how they should align with the mission and vision of the company.

IV. TYPES OF SPEAKING

Public speaking is an amazing art. It becomes even more amazing when a speaker has a specific objective in mind in regards to their speech.

Types of Public Speaking Activities

1.The Informative Technique

This type of public speaking focuses on explaining a concept or idea to the audience.

Informative speakers tend to focus on specific subject matter, such as people, events, places, stories and so on. Examples could include a college professor holding a lecture on a particular subject, or a company's senior executive giving a presentation on last year's sales.

First, research your topic like crazy. You need to know the ins and outs of your content by heart. Second, and more importantly, you have to keep your speech (or presentation) short and simple.

2. The Persuasive Technique

This is the bread and butter of public speaking and presentations; indeed, it's widely perceived as the power- move of public speaking. Persuasive speaking is the act of convincing members of your audience to do something, based on them agreeing with your viewpoint. In this technique, the spectrum of persuasion is broad: Lawyers, politicians, and salespeople all use this technique to their benefits. Here are some tips to get you going:

- Embed emotion into your message.
- Use the AIDA principle.
- Prepare for any questions audience members may have after your speech or presentation.
- If you're using slides, then delete the Thank You slide from your deck.

3.The Demonstrative Technique

This one's a little debatable because it focuses more on the actions omitted during a speech or presentation rather than the words being spoken. Still, it's worth talking about. Demonstrative speeches are ones where the speaker performs actions, and clearly explains those actions in the process. The idea is to engage the audience in both verbal and non-verbal communicational methods. That's considered an example of demonstrative speaking. Other examples include scientific revelations or even role-playing scenarios.

4. The Ceremonial Technique

Ceremonial speeches are all about giving speeches during special occasions (such as weddings, birthdays, graduations, and so on).The goal of ceremonial speaking is to trigger an emotional response from an audience. It's all about fostering an emotional connection with the people who are taking the time to listen to you.

Four Types of Speeches

Speeches can be categorized into four broad areas depending on the amount of preparation that is undertaken and depending upon the nature of the occasion. The four types of speeches are manuscript, memorized, extemporaneous, and impromptu.

Manuscript Speech

Unless you are specifically told by your instructor to prepare and deliver a manuscript speech, you should never write out the entire speech. Spend your time developing your outline, organizing your ideas, and determining where you can best insert your supports. Then practice using the outline while speaking.

Memorized Speech

That said, there are a couple of parts of the speech that you may want to have memorized -or practiced so well that you can deliver them almost as if memorized. These include:

1. ***Your introduction:*** It sets the stage for the entire speech. The words should be well chosen and rehearsed. You may find that as you repeat this portion of the speech during your rehearsals you do come to memorize it word for word. If so, this is fine. After all, once you have determined the best way of saying something, why not use it? Just make sure the presentation does not sound memorized.
2. ***Your conclusion:*** The summary and call to action are the final words that your audience will hear. As with the introduction, if you practice this repeatedly you will develop the best way to say what you want and you will probably have perfected this portion of the speech.

Impromptu Speech

There will come a time for all of us when we are asked to “say a few words ” without much preparation. You haven’t prepared any notes, you haven’t practiced what you’ll say, and you’re being asked to “wing it. ” While this may seem incredibly scary, impromptu presentations are the most common type of public speaking. You’re in class and suddenly the professor wants to hear how group projects are going. You, as the leader of your group, are asked to stand and briefly discuss what the group is doing and how much you’ve completed so far. That’s an impromptu speech.

Extemporaneous Speech

The focus of most college courses in public speaking is the extemporaneous speech. This is because this is the type of speech used most in business, education, preaching, and political affairs. Few of us will ever have a professional staff of speechwriters or ever deliver a speech with the aid of a teleprompter. But when you do have a speech or presentation to deliver, you’ll want to sound prepared, authoritative, and clear.

Different Styles of speaking

Mussitation

Talking softly with an “indoor voice” is one thing. Your lips might be moving, but not much is coming out - or at least it’s too muffled for anyone to fully understand. If your friends are constantly asking you to speak up or beg you to slow down when you’re telling a story, mussitation might be taking over your speech.

Discursive

It’s normal for topics to change in the middle of a conversation. For example, you might be talking about your latest project with a coworker and then lunch pops into your chat. It means you’re discursive, and the topics you’re bringing up are thrown around as quickly as a hot potato.

Ponderous

If your speaking style is described as ponderous, that’s just a fancier word to say it’s, well, booooooooooring. Whether you’re lacking enthusiasm or your story is downright dull.

Flowery

Poetic speech isn’t always a bad thing. In fact, it can be nice to listen to the occasional fancy word or skillful sentence. However, when it’s over-the-top it can be exhausting.

Prolix

Long, drawn-out speeches make just about everyone zone out. So, if you are guilty of wordy sentences that go on and on for what seems like forever, you may be described as prolix. It’s time to get to the point already!

Sesquipedalian

Bigger doesn't always mean better, especially when it comes to words. If you have a tendency to be sesquipedalian, this means you're all about throwing in long words (with an abundance of different syllables) into your everyday sentences. Words like these should be used sparingly, and with care.

Loquacious

Some have the gift of gab, making for easy conversation. But, when a person is overly chatty, the gabfest can shift from engaging to dreadful. A loquacious person is one who babbles about anything and everything, making them a hard person to say goodbye to, no matter how hard you try.

V. MOCK INTERVIEW

Mock interview refers to a training practice which utilizes simulation of an actual job interview in order to prepare the candidate for the real thing. This practice is operated by a professional person in a particular form of the profession who performs an interview with the candidate for the purpose of providing experience. He/she then provides feedback and points to things the candidate should work on.

Benefits of mock interview

- Helps the candidate to understand what is expected in a real job interview
- Helps the candidate improve his/her self-presentation
- Provide the candidate with valuable feedback
- Helps a candidate to gain confidence for real interviews
- Provides the candidate with important skills to handle an upcoming interview

Need for a Mock Interview

A mock interview mirrors an actual job interview. It gives you an opportunity to know what to say and do during an interview and get feedback. Whether it's face-to-face, online, or through a webcam, a mock interview is useful in reviewing your answers to common interview questions and assessing other factors such as your outfit, mannerisms, and body language. As the saying goes, "practice makes perfect." Doing a mock interview will show your strong and weak points and boost your self-confidence.

How to Prepare for a Mock Interview

A mock interview is a practice interview, but you need to take it seriously, just as you would an actual job interview. Consider the mock interview as a dress rehearsal.

Keep the following things in mind to ace your mock interview:

1. **Choose the right mock interviewer.** It's easy to ask a friend or a family member, but if you want to get objective and honest feedback, you may want to ask someone with experience in interviewing job candidates. You can also choose a professional who works in your industry.
2. **Choose a professional setting.** You need a venue that simulates the environment of an office.
3. **Be early.** Arrive 15-30 minutes early.
4. **Bring the necessary items.** Don't forget to bring your resume and any other documents you may need. Also, bring a notepad so that you can take notes from your mock interviewer's feedback.
5. **Dress smart and sharp.** Wear the same kind of attire you expect to wear to the actual interview.
6. **Prepare your answers to common interview questions**, but don't memorize them. You want to avoid sounding like a robot with canned responses. Bear in mind that you're doing an interview not to take a test but to engage in a conversation to determine if you're suitable for the job.

Common Interview Questions

You may not know the exact questions that the interviewer will ask you, but preparing answers for commonly-asked questions can be useful. The questions vary depending on the job level and industry you're in, but it helps to practice answering the following questions in your mock interview:

1. *"Tell me something about yourself"*

It doesn't mean that the interviewer wants to know your life story. This is your opportunity to explain how your educational background, knowledge, and skills suit the job you're applying for.

2. *“What are your strengths and weaknesses?”*

When it comes to your strong traits, focus on your skills or accomplishments that align with what is needed in the job. When stating your weak characteristics, make sure to share what you’ve done to improve them.

3. *“Where do you see yourself in five years?” or “What are your career goals?”*

It may be tempting to say that you aim to climb the corporate ladder and be a senior manager in five years’ time, but a more appealing answer would be about the skills that you want to develop or further improve over that time frame.

4. *“Why do you want to be part of our company?”*

This is where your research about the organization comes in. Make sure to know a bit more about the company before the interview. Learn its mission and the culture. To answer the question, explain how your knowledge and skills are well-suited to what they’re looking for. You can also say something about your career aspirations and share how you can contribute to achieving the company’s goals.

5. *“Do you have questions for me?” or “What questions do you have for me?”*

This is your opportunity to ask well-researched questions, not only to know more about the company but also to show the interviewer that you did your homework and you’re genuinely interested in the job.

Mock interviews help you get comfortable and allow you to identify weak areas of your potential job interview.

1. Find an objective “interviewer.”

Trust me, you want to leave your family, friends, and significant others out of this. It won’t be pretty. You need someone, perhaps a colleague, mentor, or coach, to conduct a fair, uninterrupted mock interview experience. Plus, if they know what they’re doing, they can help you prepare much better than someone who’s just winging it to help you out.

2. Treat your mock interview as if it was the real deal.

Again, the whole point of doing a mock interview is to practice for the real thing. That means you need to prepare and perform as if it was the real job interview. Don’t goof off or get embarrassed. You need to get comfortable with your responses and body language so you can knock your real job interview out of the park.

3. Prep your mock interviewer.

Give your mock interviewer some background on the both the job and the company so he or she has some context. This can help him or her ask you questions related to the industry, company, and role, which will help you prepare more effectively for the real thing. Also, consider giving your mock interviewer a list of common interview questions they should ask you so you can practice.

4. Dress like you're going in for the real interview.

You might feel a little ridiculous going into your mock interview dressed to the nines, but it's part of the prep work. You want to make sure everything looks good, fits right, and feels right before your formal interview. The last thing you want is to wear a blouse or a dress shirt that's see-through.

5. Get (honest) feedback from your mock interviewer.

The most important part of doing a mock interview is to get HONEST feedback from your interviewer. You need to have a clear understanding of what you should improve before you go in for the real job interview. Ask them for their overall opinion of the mock interview, then get their thoughts on your attire, body language, responses, and anything else you'd like to get feedback on.

Doing a mock interview is a great way to practice for an actual job interview. It gives you an idea of what you need to do and sets your expectations. Practice so that you will see areas where you can improve. By the time the real job interview arrives, you're well-prepared.

VI. GROUP DISCUSSION ETIQUETTES

What is a Group Discussion?

A group of participants are given a topic and are made to speak on it for a particular time. Thereafter, based on several skills such as, communication skills, knowledge of the topic, ability to perform in a team, etc., the candidates are analyzed.

How is a GD helpful?

A Group Discussion (GD) provides a chance to various candidates for being vocal. The candidates must shed away all the shyness and put-forth their opinions. Group discussion helps the participants to expand their knowledge as there is an exchange of ideas and opinions.

There are two ways of organizing a group discussion. In one case, the topic is given to the candidates well in advance and the participants are expected to come prepared for the discussion. In the other case, the topic is disclosed to the participants after they assemble and they are given about ten minutes to think about it. In order to evaluate a student's personality, group discussion is being conducted by several organizations, these days.

Based on the method of conduct, group discussions can be further classified into the following:

(i) **Structured Group Discussion:** In this type of group discussion, the topic is given to the participants by the selectors and a time-frame is allotted to complete the discussion. This is the most commonly followed technique for a group discussion.

(ii) **Unstructured Group Discussion:** In unstructured group discussions, unlike in the case of structured group discussions, the candidates themselves decide the topic with mutual consent. This formal method of group discussions is rarely used.

Do's and Don'ts of a GD:

- Maintain an accurate posture. Sit straight and confidently.
- Be natural. Be yourself. In an attempt to be someone else, your thoughts will not come across.
- Gather your thoughts, evaluate the pros and cons of the given subject/ topic and then speak.
- If you are thorough with the topic and have full knowledge on the same, then do not miss the chance to speak up first. The candidate who initiates the conversation, mostly, leaves a good impression on the examiner.
- Learn to choose your words, wisely. Remember, you are being judged.
- Eye contact is a must. It shows that you are interested in other participants' views too. Also, when the other participants speak, keep nodding your head, it shows receptivity.
- Let others speak too. Remember, it is a group. Listen to what others have to say, let them contribute to the discussion as well.

In order to express a thought, you can also use real life examples, experiences, quotes, facts etc. This shows that you are aware of your surroundings and well-read.

Be an active participant. Do not keep quiet, learn to make a move. Do not forget that the evaluator wants to hear you speak. But, at the same time, do not speak more than the required. Nobody wants to hear lengthy answers.

If you are opposing something that the other person has spoken, be very sure and confident of your answer. You must have a solid reason to counter-attack. Do not show over-confidence.

Be crisp and clear. Do not demonstrate a flop show of confused thoughts.

Types Of GD

GDs can be topic-based or case-based.

1. TOPIC BASED GD'

Topic based GD's can be classified into 3, they are as below: In topic based group discussions, the group members are given a topic to discuss. A topic is typically in the form of a statement. By the end of the discussion, the group should strive to arrive at a consensus on the issue that is covered by the topic.

- Factual Topics
- Controversial Topics
- Abstract Topic

Factual Topics:

Factual topics are about practical things, which an ordinary person is aware of in his day-to-day life. Typically these are about socio-economic topics. These can be current, i.e. they may have been in the news lately, or could be unbound by time. A factual topic for discussion gives a candidate a chance to prove that he is aware of and sensitive to his environment. Examples: The education policy of India, Tourism in India, State of the aged in the nation.

Controversial Topics:

Controversial topics are the ones that are argumentative in nature. They are meant to generate controversy. In GDs where these topics are given for discussion, the noise level is usually high, there may be tempers flying. The idea behind giving a topic like this is to see how much maturity the candidate is displaying by keeping his temper in check, by rationally and logically arguing his point of view without getting personal and emotional. Examples: Reservations should be removed, Women make better managers.

Abstract Topics:

Abstract topics are about intangible things. These topics are not given often for discussion, but their possibility cannot be ruled out. These topics test your lateral thinking and creativity. Examples: A is an alphabet, Twinkle twinkle little star, The number 10.

2. CASE-BASED GD'

The case study tries to simulate a real-life situation. Information about the situation will be given to you and you would be asked as a group to resolve the situation. In the case study there are no incorrect answers or perfect solutions. The objective in the case study is to get you to think about the situation from various angles. IIM A, IIM Indore and IIT SOM Mumbai have a case-based discussion rather than topic-based discussion in their selection procedures.

In case studies, a short description of a situation (called a "case") is given to all the participants. The case will typically be a problem situation that requires a solution. The participants have to study the case, analyze the problem and then discuss various situations to the problem. Article-based GD cover wide range of areas, like current affairs, politics, economics, technology etc. The participants are given 4-5 minutes to read the article and are then asked to hold a regular group discussion of around 10-15 minutes on the article.

Important Ingredients for Success In Group Discussions

(i) Positive Personality: Group discussions are an effective tool for assessing the overall personality of the candidate. Personality includes not only one's external appearance but also the traits one possesses. Thus, during group discussions the dressing style, speaking style, attitude towards others, presentation style, and so on, are evaluated. During the twenty-five-thirty minutes one has, one needs to create a favorable impression on the evaluators. A pleasing personality makes a favorable impression giving one an edge over the others.

(ii) Communication Skills: The key to an effective group discussion lies in the ability to communicate effectively through both one's verbal and non-verbal skills. One needs to express the ideas and opinions logically and with clarity. Brilliant ideas and sound knowledge are of little use unless they are expressed properly.

(iii) Sound Knowledge and Awareness Level: The participants' knowledge and general awareness is another major ingredient for a successful group discussion. The participant needs to have originality in his/her ideas, that is, he should hold his own viewpoint and have considerable depth of knowledge. Lack of knowledge and ideas may lead to repetition and monotony. This is not a desirable and may go against one's success.

(iv) Ability to Coordinate: The participant's ability to coordinate the team and work in harmony with others is another ingredient for success in group discussions. Cooperation and positive contribution towards the discussion are vital. One must display the ability to take control of the discussion without operating to be dominating.

Factors Contributing to Group Cohesiveness

- **Time Together:** It is quite natural that the more time people spend together, the more they will get to know each other and more tendency there will be to get closer to each other, thus strengthening the degree of cohesiveness. These interactions typically lead to common interests and increased attraction.
- **Group Size:** Since continuous and close interaction among members is a fundamental necessity for cohesiveness, it would be natural to assume that large groups restrict the extent of communication and interaction with each other, thus resulting in the reduction of degree of cohesiveness.
- Another problem with large size groups is that there is a likelihood of forming small groups within the large groups. This would result in the dilution of the common group goal thus increasing the extent of power politics play. This tends to decrease the overall cohesiveness.
- **Gender:** Another interesting aspect about group cohesion depends upon whether the group is all male, all female or mixed. Studies showed that if all members were of the same sex then small groups had better cohesion than large ones. But when the groups were made up of both males and females, then larger groups had better cohesion.
- **Difficult in Entry:** Some groups are not easy to join. The members are very carefully selected and the selected member feels a sense of pride and accomplishment. The more difficult it is to get into a group, the more cohesive that group becomes.
- **Threat and Competition:** Whenever the common group goal is threatened, cohesiveness increases. Also, such cohesiveness increases the importance of the goals. When we fight for a goal then the goal gets the highest priority.

- **Previous Successes:** When a group achieves a meaningful goal, the cohesiveness of the group increases because the success is shared by all the members and each one feels responsible for the achievement. For example, when a sports team wins an important game, everyone in the team congratulates every other member of the team for this success.
- **Similarity of Attitudes and Values:** One of the strongest sources of group cohesiveness is the similarity in values, morals, beliefs and code of conduct. We enjoy the company of others who hold similar opinions and characteristics as ourselves.

Techniques

Group discussion is not a debate in which you either support or oppose the topic. There are no clear cut positions or stands to be taken. Group discussion is a continuous discussion, a live interaction in which you examine a subject or problem from different angles and viewpoints. And as a participant you may disagree with or support other points of view or bring in another point of view.

The techniques that you can adopt to manage factual topics are:

- Try and find the stake holders in the given issue- try and figure out those elements that have been responsible for the occurring of the problem. Also, figure out the elements that are going to lose or benefit from the issue
- A good way to start is asking why- Try to find the root of the topic i.e. what has caused this issue
- Try to explore the history of the topic- find the people/events that triggered the issue
- Discuss the Pros and Cons and offer your perspectives
- Give examples relevant to the issue

Techniques to be used for idea generation for factual topics: SPHELTIR (Example: Reservation in India)

- **Social-** Inequalities in rural and urban India like Untouchability, Reservations for socially and educationally backward classes (Art. 15)
- **Political-** Caste based vote-bank politics Women Reservation Bill?
- **Historical-** Genesis of Caste System in India. Was there a timeline set by constitution?
- **Economic-** Creamy Layer Reservations in jobs and educational institutes
- **Legal-** Indian Constitution, Right to equality (Art. 14). However, 'positive discrimination' is allowed (Art. 15)
- **Technological-** Reservations in private sector like IT/ITES. Is Reservation in IITs/IIMs killing merit?
- **International-** Is Reservation making India less competitive in world? Similar policy of Affirmative Action in USA too
- **Religion-** Reservations for Minorities; Sachar Committee Report

Handling Abstract Topics:

The techniques that you can adopt to manage abstract topics are:

- **Creativity and Lateral Thinking:** Focus the Group on thinking as creatively as possible and then translating that thinking into concrete ideas and words
- **Linking to factual issues:** A creative idea is best if linked to a factual issue and preferably a matter currently in news
- **Ability to understand and develop:** Paying close attention to other people's points so that they can be developed further
- **Linking abstract concepts:** Connecting two concepts to form a third one and creating a new area of thought is an impressive way to take forward the discussion

- Funnel Approach: An advancement of the above idea where the participant combines not just 2 or 3 but a whole range of diverse ideas to find common grounds between them and bring them together

Techniques to be used for idea generation for abstract topics: POP-BEANS

Example: BLACK

- **People-** corrupt/ dishonest people
- **Objects-** Black hole, manipulated balance sheet (commerce point)
- **Place-** Historical monuments, graveyard, South or North pole
- **Behaviour-** rude and aggressive behaviour
- **Event-** 26/11, other tragic events
- **Actions-** Honour killing, female foeticide , Negligent behaviour
- **Nature –** environmental degradation, catastrophic events,
- **Society-** Decline in values, morals

Here are the guidelines for all GD participants:

1. How to join in the discussion

- I'd like to raise the subject of.....
- What I think is.....
- I think it is important to consider the question of.....
- I could say a word about.....
- May I make a point about.....

2. To support what some other participant has said

Remember that you should not say that you support so and so or I agree with him/her. You should support the views of the person not the person

- I'd like to support Miss Natasha's point of view about
- That is just what I also think.....
- I agree fully with what Mr Richard has just said. I am in complete agreement with fee slashing.

3. To support disagreement

Again remember that you are opposed to the idea, and not the person who holds it. You can disagree by using polite expressions, instead of curt expressions such as "You are wrong", you can say

- Please allow me to differ.....
- I would like to differ.....
- I think differently on this issue.....
- I do not agree; in my opinion.....

4. To make a point very strongly

- I am convinced that.....
- You can't deny that.....
- Anybody can see that.....
- It is quite clear to me that.....

VII. TELEPHONE SKILLS

Great telephone skills are the building blocks of every business and it is easy to see why. Many of the important experiences that your existing, new, and potential customers are having are based upon the level of customer service they are receiving from your employees while on the phone. Employees that can use their telephone skills to effectively deliver excellent service will grow and maintain a thriving business.

To make an effective business or sales call you need much more than just a basic set of telephone skills. In fact, making business over the phone requires you to master a handful of qualities which later on – when put in use – will help you turn every call into a closed deal.

Telephone skills:

1. Positive Tone
2. Answering business calls
3. Putting callers on hold
4. Preparation & research
5. Controlling the conversation
6. Leaving them satisfied
7. Mastering the body language
8. Adjusting your voice
9. Providing top quality
10. Handling tough questions
11. Providing ongoing feedback
12. Sincerity over excuses
13. Being a professional



Tips and techniques to build great telephone skills

1. Telephone Responsibility - It is important to identify and clarify whose role it is to answer the phone to avoid confusion and chaos
2. The Greeting - It is much more than a "hello" or "good morning." Use your greeting to warmly welcome existing and potential customers to your business
3. Telephone Etiquette - It's not so much "what you say," but "how you say it," that truly matters to your customers - continue to provide important information but focus on the delivery
4. Scheduling Appointments - Make sure your employees know how to schedule those appointments - don't take it for granted that they already know
5. Placing Callers on Hold - Establish a customer - friendly manner to place callers on hold without offending the customer
6. Transferring Calls - Don't leave the caller hanging; let him or her know when and why you are transferring their call to another employee
7. Leaving and Taking Messages - Identify what an appropriate message is to leave for a customer, as well as, how to gather all the necessary information when taking a message for other employees

8. Handling the Unhappy Caller - It is important that employees keep their own cool when talking with an unhappy caller and work towards a mutually acceptable answer to the caller's concern

9. Handling Tough Questions - Recognize how much information is okay to provide and when it is time to seek the assistance of a more seasoned employee

10. Personal Calls - There really is no time that is acceptable for employees to make and receive personal calls. This behavior communicates to the customer that their time is more valuable than the customer's - a big put-off!

VIII. HANDLING COMPLAINTS

7-Step process and tactics for handling the call

1. Recognise there is a problem

You don't get a different ring tone when a caller is going to complain or act in an unpleasant manner. Difficult calls can catch you with your defenses down. Recognize if someone is agitated. Pick up the vocal cues that alert you to potential difficulties.

2. Acknowledge their issue or frustration

Show your appreciation and use blameless apologies e.g.

"Thanks for taking the time to call" "I'm sorry to hear that"

"I'm sorry you've had such a difficult time getting in touch with us."

3. Actively listen

Don't start thinking about how to respond. Instead, focus on the caller. Make notes and don't interrupt – Let them finish even if what they say doesn't make sense to you at first.

4. Clarify and confirm your understanding of their issue

Be patient with them even if they aren't patient with you. Often people don't explain themselves coherently and clearly when they are emotional. If necessary, ask further questions and restate your understanding of the problem. Remember your intention is to make them feel good about having contacted you.

5. Find out what your customer wants

Some customers simply need to blow off steam (perhaps justifiably) but don't really expect anything to be done. In this case, you have helped simply by listening respectfully. If a solution is required, ask what they would like you to do.

6. Share information and suggest alternatives

Ask for permission by saying, *"Would you like me to explain?"* If they say 'yes' they have agreed to listen. If they say 'no' they weren't going to listen anyway.

7. Close the call with confidence

Take responsibility for the follow up andfollow up.

Re-thank them for bringing the problem to your attention and offer your personal service in the future. Ensure they have your name and direct contact details – that will give them confidence!



Four main irate customer personality types and suggested phrases for tackling them

1. The Offloader is the one who is very much focused on amplifying the most minor of complaints

Phrases:

- "I'm so sorry that you feel this way, Mrs Brown..."
- "As a solution,"
- "May I suggest that...?"

- “What I’ll do right now is...”
- “We really do appreciate this feedback, Mrs Brown...”
- “May I arrange for an update call, at a time most convenient for you?”

2. The Legitimate Grievance is the one who is very much focused on Mistakes that happened

Phrases and expressions used to respond to complaints:

- “Thank you so much for letting us know about this, Sir/Madam...”
- “I’m so sorry to hear about this, Mrs Brown...”
- “I completely understand how you feel, Sir/Madam...”
- “Thank you so much for your patience/understanding, Mrs Brown...”
- “I will action this for you right away...”

3. The Abusive Customer is the one who uses high pitch and generous use of profanity.

Phrases:

- “I truly understand your concern, Sir/Madam, but unfortunately we cannot tolerate the kind of language you are using right now...”
- “I’m going to do my very best to help you, Mrs Brown...”
- “You seem very upset, Mrs Brown. Would you prefer to continue this conversation through email or post?”
- “I’m sorry you’re so upset, Sir/Madam. Would you like for us to call you back when you feel a little calmer?”
- “I apologize, Mrs Brown, but if you continue to use this language, I will be forced to end this call.”

4. The Threat-Maker seeks to obtain appeasement through emotional or even physical intimidation.

Phrases:

- “I do understand the inconvenience you’ve faced, Sir/Madam...”
- “Let me see how I can fix this, Mrs Brown...”
- “I recommend that you (insert action here), Sir/Madam, so that I can take further action without delay.”
- “I am more than happy to help you, Mrs Brown...”
- “For the quickest resolution, I would request you to...”

IX. ORAL TECHNIQUES

Preparing an Effective Presentation

An effective presentation is more than just standing up and giving information. A presenter must consider how best to communicate the information to the audience.

Organize your thoughts. Start with an outline and develop good transitions between sections. Emphasize the real-world significance of your research.

Have a strong opening. Why should the audience listen to you? One good way to get their attention is to start with a question, whether or not you expect an answer.

Define terms early. If you are using terms that may be new to the audience, introduce them early in your presentation. Once an audience gets lost in unfamiliar terminology, it is extremely difficult to get them back on track.

Finish with a bang. Find one or two sentences that sum up the importance of your research. Design PowerPoint slides to introduce important information.

Time yourself. Do not wait until the last minute to time your presentation. You only have 15 minutes to speak, so you want to know, as soon as possible, if you are close to that limit.

Create effective notes for yourself. Have notes that you can read. Do not write out your entire talk; use an outline or other brief reminders of what you want to say.

Practice, practice, practice. The more you practice your presentation, the more comfortable you will be in front of an audience. Practice in front of a friend or two and ask for their feedback. Record yourself and listen to it critically. Make it better and do it again.

PowerPoint Tips

Microsoft PowerPoint is a tremendous tool for presentations.

- Use a large font. As a general rule, avoid text smaller than 24 point.
- Use a clean typeface. Sans serif typefaces, such as Arial, are generally easier to read on a screen than serif typefaces, such as Times New Roman.
- Use bullet points, not complete sentences. The text on your slide provides an outline to what you are saying. If the entire text of your presentation is on your slides, there is no reason for the audience to listen to you. A common standard is the 6/7 rule: no more than six bulleted items per slide and no more than seven words per item.
- Use contrasting colors. Use a dark text on a light background or a light text on a dark background. Avoid combinations of colors that look similar. Avoid red/green combinations, as this is the most common form of color blindness.
- Use special effects sparingly. Using animations, cool transition effects, sounds and other special effects is an effective way to make sure the audience notices your slides. Unfortunately, that means that they are not listening to what you are saying. Use special effects only when they are necessary to make a point.

Presenting Effectively

- Be excited. You are talking about something exciting. If you remember to be excited, your audience will feel it and automatically become more interested.
- Speak with confidence. When you are speaking, you are the authority on your topic, but do not pretend

that you know everything. If you do not know the answer to a question, admit it. Consider deferring the question to your mentor or offer to look into the matter further.

- Make eye contact with the audience. Your purpose is to communicate with your audience, and people listen more if they feel you are talking directly to them. As you speak, let your eyes settle on one person for several seconds before moving on to somebody else. You do not have to make eye contact with everybody, but make sure you connect with all areas of the audience equally.
- Avoid reading from the screen. First, if you are reading from the screen, you are not making eye contact with your audience. Second, if you put it on your slide, it is because you wanted them to read it, not you.
- Blank the screen when a slide is unnecessary. A slide that is not related to what you are speaking about can distract the audience. Pressing the letter B or the period key displays a black screen, which lets the audience concentrate solely on your words. Press the same key to restore the display.
- Use a pointer only when necessary. If you are using a laser pointer, remember to keep it off unless you need to highlight something on the screen.
- Explain your equations and graphs. When you display equations, explain them fully. Point out all constants and dependent and independent variables. With graphs, tell how they support your point. Explain the x- and y-axes and show how the graph progresses from left to right.
- Pause. Pauses bring audible structure to your presentation. They emphasize important information, make transitions obvious, and give the audience time to catch up between points and to read new slides. Pauses always feel much longer to speakers than to listeners. Practice counting silently to three (slowly) between points.
- Avoid filler words. Um, like, you know, and many others. To an audience, these are indications that you do not know what to say; you sound uncomfortable, so they start to feel uncomfortable as well. Speak slowly enough that you can collect your thoughts before moving ahead. If you really do not know what to say, pause silently until you do.
- Relax. It is hard to relax when you are nervous, but your audience will be much more comfortable if you are too.
- Breathe. It is fine to be nervous. In fact, you should be all good presenters are nervous every time they are in front of an audience. The most effective way to keep your nerves in check aside from a lot of practice before hand is to remember to breathe deeply throughout your presentation.
- Acknowledge the people who supported your research. Be sure to thank the people who made your research possible, including your mentor, research team, collaborators, and other sources of funding and support.

The principle of the “four Cs”: Be calm, be confident, be clear, be concise. Calm

You need to be calm in order to give a convincing presentation at a podium or as part of a round-table discussion. Stage fright affects many people and can lead to nervous, rapid presentations where you might capture the audience’s sympathy – but for the wrong reasons. Being calm just before you start your presentation is important. 150 words per minute should be your maximum speed, but it is wise to slow down when you are delivering particularly complex information and when you wish to emphasize key points.

Confident

There are two aspects to confidence. You must be confident in yourself and your ability as a speaker. And you must be confident in the material you are presenting. Rehearse your presentation, talking out loud. You also need to be confident about handling the technology you need to use for your presentation. So make sure that you know the set-up – the computers, remote controls, projectors, and other devices that you will be using.

Clear

No matter how complex the subject you are talking about, you must present it with clarity. Short sentences are better than long ones. It may also help to deploy key words and phrases that you repeat throughout the presentation. Make sure that your presentation has a logical structure and that your arguments are presented in a coherent, easy-to-follow way.

Concise

Even if you have 30 minutes or an hour at your disposal, keep the presentation concise. Don't waffle. Keep your sentences as short as possible. Give as much detail as you need to give – and the amount of detail will vary according to the type of presentation – but give it in concise chunks.

The attention curve

This brings us to another “C” that we need to be aware of: the attention curve. When you start speaking you will have everybody's attention. However, attention is easily lost and a good speaker is one who is able to hold an audience throughout the whole presentation.



Far better to follow this simple “1-2-3” model:

1. Greeting
2. Pause
3. Attention-grabbing comment

So, start by addressing the audience: “Mister/Madam chairman, ladies and gentlemen” and then pause and look around the room to see if people are paying attention. In fact, by doing this you ensure that you *do* have their attention. You also test the sound system and can judge how loudly you will need to speak.

Then hit them with a dramatic, lively statement or question which gets to the heart of your presentation. Speak slowly to create maximum impact and, of course, practice this opening several times to get it right.

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I. SOFT SKILLS

What are Soft Skills?

Soft skills are character traits and interpersonal skills that characterize a person's relationships with other people. In the workplace, soft skills are considered to be a complement to hard skills, which refer to a person's knowledge and occupational skills. Sociologists may use the term soft skills to describe a person's emotional intelligence quotient (EQ) as opposed to intelligence quotient (IQ). Soft skills are the more intangible and non-technical abilities that are sought from candidates. For example:

- Communication
- Teamwork
- Problem-solving
- Leadership
- Responsibility



Soft skills are sometimes referred to as transferable skills or professional skills.

Why Are Soft Skills Important?

Soft skills are the difference between adequate candidates and ideal candidates. In most competitive job markets, recruitment criteria are not limited to technical ability and specialist knowledge. Every job role requires some interaction with others, whether they are colleagues or customers, so soft skills will be important to most employers. Earlier in your career, recruiters will be looking for people who have the potential to become leaders. They won't expect you to have all the qualifications and experience from day one, but they will need to know that you have the qualities that will allow you to learn and grow in the role.

- A doctor is required to have an extensive repertoire of hard skills, especially the ability to diagnose and prescribe treatments for an array of ailments. But a doctor who does not have the soft skills of emotional intelligence, trustworthiness and approachability is not likely to be very highly regarded by their patients.
- A salesperson, who may have an unrivalled and exhaustive knowledge of their market, will find it difficult to close a deal and retain their clients if they lack the soft skills of interpersonal skills and negotiation.
- A customer services professional with amazing organisational skills will only do well if they are also able to interact professionally with customers, and have empathy and listening skills.

Soft skills are not just important when facing external customers and clients. They are equally important when it comes to interacting with colleagues. Employer's value soft skills because they enable people to function and thrive in teams and organizations as a whole. A productive and healthy work environment depends on soft skills. After all, the workplace is an interpersonal space where relationships must be built and fostered, perspectives must be exchanged and, occasionally, conflicts must be resolved.

The 10 Key Soft Skills?

1. Communication

Communication is one of the most important soft skills. Able communicators can adjust their tone and style according to their audience, comprehend and act efficiently on instructions, and explain complex issues to colleagues and clients alike. A key, often forgotten, communication skill is listening. Whether you are dealing with a customer complaint or working with your colleagues, good listening skills will help you learn and respond correctly to the circumstance you have been presented with. Equally as important are your verbal and non-verbal skills. Verbal skills are key to fostering relationships that are collaborative and respectful, and, ultimately, productive. This also applies to your written communication. A lot of business communication is now played out by email, so it's important to know good email etiquette and give instructions clearly and concisely.

2. Self-Motivation

Having a positive attitude and the initiative to work well without around-the-clock supervision is a vital soft skill for any employee. Not only does it demonstrate reliability and commitment, but it also shows that you can fit efficiently into an organisational structure without the need for constant supervision. To demonstrate your motivation, think about these key skills:

- Positivity
- Ambition
- Commitment
- Initiative

3. Leadership

Leadership is a soft skill you can show even if you're not directly managing others. Those with strong leadership skills will have the ability to inspire others and lead teams to success. This is why it is a particularly sought-after skill. People with good leadership skills will have a range of skills that are useful in the workplace, including:

- A positive attitude and outlook
- The ability to make quick and effective decisions
- Exemplary problem-solving or conflict management skills
- The ability to communicate effectively
- An aptitude for both self-motivating and motivating others

Even if you are applying for an entry-level role, don't be afraid to demonstrate your potential by showing how you have positively influenced others to take a project to success.

4. Responsibility

Responsibility is a seldom talked-about but highly valued soft skill. Colleagues who fail to take responsibility for their work will be less productive and less successful overall. To demonstrate a high level of responsibility, make sure you can master these skills:

- Trustworthiness
- Discipline
- Motivation
- Conscientiousness
- Accountability

Taking responsibility means taking ownership of not only your goals but the wider company goals. This will mean taking the initiative to make improvements, accepting responsibility for any failures and really caring about working your way to success.

5. Teamwork

Like leadership, good teamwork involves a combination of other soft skills. Working in a team towards a common goal requires the intuition and interpersonal acumen to know when to be a leader and when to be a listener.

Good team players are perceptive, as well as receptive to the needs and responsibilities of others.

6. Problem Solving

Problem solving does not just require analytical, creative and critical skills, but a particular mindset; those who can

approach a problem with a cool and level head will often reach a solution more efficiently than those who cannot. This is a soft skill which can often rely on strong teamwork, too. Problems need not always be solved alone. The ability to know who can help you reach a solution, and how they can do it, can be of great advantage.

7. Decisiveness

Decisiveness is characterised by the ability to make quick and effective decisions. It does not mean recklessness or impulsiveness.

Decisiveness combines several different abilities:

- The ability to put things into perspective
- Weigh up the options
- Assess all relevant information
- Anticipate any consequences, good and bad

A decisive employee will take effective and considered action quickly, especially when under pressure.

They take responsibility for the consequences of their decision and can adapt when mistakes are made. This ensures that opportunities aren't missed by lengthy analysis or debate.

8. Ability to Work Under Pressure and Time Management

Many jobs come with demanding deadlines and, sometimes, high stakes. Recruiters prize candidates who show a decisive attitude, an unfaltering ability to think clearly, and a capacity to compartmentalise and set stress aside.

Time management is closely related to the ability to work under pressure, as well as within tight deadlines. Employees who manage their time well can efficiently prioritise tasks and organise their diaries while adopting an attitude which allows them to take on new tasks and deadlines.

9. Flexibility

Flexibility is an important soft skill, since it demonstrates an ability and willingness to embrace new tasks and new challenges calmly and without fuss. Flexible employees are willing to help out where needed, take on extra responsibilities and can adapt quickly when plans change. Employers are looking for candidates who can show a willing and upbeat attitude, and who are unfazed by change.

10. Negotiation and Conflict Resolution

This is another of those soft skills which employers look for in potential leaders. To be an adept negotiator is to know how to be persuasive and exert influence, while sensitively seeking a solution which will benefit all parties. Similarly, conflict resolution depends on strong interpersonal skills and the ability to establish a rapport with colleagues and clients alike.

How to Push Your Soft Skills in Your Resume and at Interview

As with hard skills, you should spend some time considering what your soft skills are (it may help to ask people who know you well) and highlight them in your resume and in job interviews. Hard skills can be shown via qualifications, but soft skills are more slippery. It is important to fully research the company you are applying to and identify which of your soft skills are most relevant to the role.

Can I Learn Soft Skills?

Even though soft skills are not as easily learnt as technical ability or passing an exam, they can certainly be developed and improved over time. Improving your soft skills can be tricky as this requires quite a lot of introspection, which can be difficult or uncomfortable if you haven't done it before.

Participate in self-reflection. In order to improve, you must first be honest about where your shortcomings are. This isn't always easy. If you are struggling, ask a friend or family member to help you identify your true strengths and weaknesses.

Look for online training. Once you have identified the areas you need to improve, look for some online courses that will help you learn skills that would be useful in the workplace.

Observe others. Look to others who exemplify the soft skills you want to improve. If you have a relationship with them, ask for their advice or coaching.

Practice. All soft skills will improve with practice. Once you have obtained training or coaching, practise using your new-found skills with friends or family before your interview. This will give you the confidence to take these skills into the workplace.

II. LISTENING SKILLS

The Listening Process

Listening within the work context is the process by which you gain an understanding of the needs, demands, and preferences of your stakeholders through direct interaction. A stakeholder could be anyone from your boss, a client, customer, co-worker, subordinate, upper management, board member, interviewer, or job candidate. There are two components to active listening in the workplace: attention and reflection.

- **Active listening** involves holding eye contact, nodding, having good posture, and mirroring the speaker's body language to show genuine interest in what they're saying. In addition to these nonverbal cues, you must also allow the speaker to finish their thought in its entirety.
- **Reflection** is the repeating and paraphrasing of what the speaker has said to show that you truly understand what they're telling you.

Why listening is important

It should not be difficult to realise the importance of listening when we consider that it occupies about 45 per cent of the time adults spend in communication. This is significantly more than speaking, which accounts for 30 per cent, and reading and writing, which make up 16 per cent and nine per cent respectively. Yet, for all its importance, students (and even teachers) often fail to give listening the attention it needs. This is all the more remarkable as learners often say that listening is the most challenging of all the skills in English.

What Makes a Good Listener

Good listeners always strive to fully understand what others want to communicate, particularly when the statement lacks clarity. Listening demands the attempt to decode and interpret verbal messages and nonverbal cues, like tone of voice, facial expressions, and physical posture. Active listeners also show their curiosity by asking questions. Do this, and you will make a great impression. Through body language and other cues, good listeners subtly communicate to the speaker that they're listening. Additionally, they encourage and welcome the thoughts, opinions, and feelings of others. One way to demonstrate active listening is to allow the interviewer to complete each question and statement before responding. Do not interrupt and be sure that your responses genuinely answers the question. Remember that it's perfectly fine to take a few moments to frame the right response. Doing so shows that you've fully absorbed the speaker's words and are considerate enough to formulate the best answer.

What Makes a Bad Listener

Interrupting indicates that your listening skills are underdeveloped. Likewise, responding in a way that fails to answer the question will reflect poorly on your listening skills, especially in a job interview. Talking too much is also problematic, as proper conversations should be well balanced, with parties getting equal time to speak. Monopolizing a conversation prevents you from listening and the other party from fully expressing what they want to say. In the end, this will lead to you making a poor impression. Looking distracted is also a quality of a poor listener. This could involve anything from avoiding eye contact to checking your phone or watch while someone else is talking.

Examples of Effective Listening

- A job candidate shares her understanding of an unclear question during an interview and asks if she has it right.
- An interviewer notices that a candidate doesn't look her in the eye when asserting a key strength.
- A customer service worker repeats a patron's problem or complaint back to her to reassure her that she has been heard.
- A counselor nods and says, "I hear you," to encourage a client to continue to talk about their traumatic experience.

- A meeting facilitator encourages a reticent group member to share her views about a proposal.
- An interviewer asks a follow-up question to gain further clarification on the ways in which a candidate has applied a critical skill in a past job.
- A manager summarizes what her team has said during a staff meeting and asks them if she has heard things correctly.
- At the end of a performance review, an employee restates the specific areas in which his supervisor asks he improve.
- At a client meeting, a salesperson asks an open-ended question like, "What can I do to serve you better?" and encourages his counterpart to express any concerns fully.
- A nurse informs a patient that she is aware of how scared they are about their upcoming surgery and says she is there for her.
- An employee pays careful attention to a speaker at a training session and asks clarifying questions on the information they are receiving.

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Listening challenges for English language learners

1. Predicting content
2. Listening for gist
3. Detecting signposts
4. Listening for details
5. Inferring meaning

What is active listening?

Active listening is the ability to focus completely on a speaker, understand their message, comprehend the information and respond thoughtfully. Unlike passive listening, which is the act of hearing a speaker without retaining their message, this highly valued interpersonal communication skill ensures you're able to engage and later recall specific details without needing information repeated.



Active listeners use verbal and non-verbal techniques to show and keep their attention on the speaker. This not only supports your ability to focus, but also helps ensure the speaker can see that you are focused and engaged. Instead of thinking about and mentally rehearsing what you might say when the speaker is done, an active listener carefully considers the speaker's words and commits the information to memory.

Why is active listening important in the workplace?

Whether you're seeking a new job opportunity, striving to earn a promotion or working to improve in your current role, improving your active listening skills will help you succeed. Much like critical thinking and conflict resolution, this soft skill will help increase your value as an employee.

Here are several benefits of being an active listener:

It helps you build connections.

Active listening helps others feel comfortable sharing information with you. When you demonstrate your ability to sincerely listen to what others have to say, people will be more interested in communicating with you on a regular basis. This can help open up opportunities to collaborate with others, get work done quickly or start new projects. All of these things can help lead you to success in your career.

It helps you build trust.

When people know they can speak freely to you without interruptions, judgment or unwelcome interjections, they'll be more likely to confide in you. This is especially helpful when meeting a new customer or business contact with whom you want to develop a long-term working relationship.

It helps you identify and solve problems.

Actively listening to others will help you detect challenges and difficulties others are facing, or problems within projects. The more quickly you're able to spot these issues, the sooner you can find a solution or create a plan to address it.

It helps you increase your knowledge and understanding of various topics.

Great employees are always striving to learn something new and grow their knowledge base. Because active listening helps you retain information, it will also help you better understand new topics and remember what you've learned so you can apply it in the future.

It helps you avoid missing critical information.

Because active listeners are highly engaged with the speaker, they're able to recall specific details. This is especially important when the speaker is providing instructions, training you on a new process or delivering a message you're responsible for passing along to others.

Active listening skills examples

Here are a variety of active listening exercises you can use to help improve your interpersonal communication skills.

Verbal active listening skills

Paraphrase. Summarize the main point(s) of the message the speaker shared to show you fully understand their meaning. This will also give the speaker an opportunity to clarify vague information or expand their message.

Example: *"So what you're saying is, your current content management system no longer meets your teams' technical needs because it doesn't support large video files."*

Ask open-ended questions. Ask questions that show you've gathered the essence of what they've shared, and guides them into sharing additional information. Make sure these questions cannot be answered with a simple "yes" or "no."

Example: *"You're right—the onboarding procedure could use some updating. What changes would you want to make to the process over the next six months?"*

Ask specific probing questions. Ask direct questions that guide the reader to provide more details about the information they've shared or narrow down a broad subject or topic.

Example: *"Tell me more about your current workload. Which of these projects is the most time consuming?"* **Use short**

verbal affirmations. Short, positive statements will help the speaker feel more comfortable and show you're engaged and able to process the information they're providing. Small verbal affirmations help you continue the conversation without interrupting the speaker or disrupting their flow.

Example: *"I understand." "I see." "Yes, that makes sense." "I agree."*

Display empathy. Make sure the speaker understands you're able to recognize their emotions and share their feelings. By showing compassion, rather than just feeling it, you're able to connect with the speaker and begin establishing a sense of mutual trust.

Example: *"I'm so sorry you're dealing with this problem. Let's figure out some ways I can help."*

Share similar experiences. Discussing comparable situations will not only show the speaker you've successfully interpreted their message, but it can also assist in building relationships. If the speaker has shared a problem, providing input from how you solved similar challenges is valuable to others.

Example: *"I had a tough time getting started with this program, too. But it gets much easier. After just a few weeks, I felt completely comfortable using all the features."*

Recall previously shared information. Try to remember key concepts, ideas or other critical points the speaker has shared with you in the past. This demonstrates you're not only listening to what they're saying currently, but you're able to retain information and recall specific details.

Example: *"Last week you mentioned adding a more senior coordinator to help with this account, and I think that's a great idea."*

Non-verbal active listening skills

Nod. Offering the speaker a few simple nods shows you understand what they're saying. A nod is a helpful, supportive cue, and doesn't necessarily communicate that you agree with the speaker—only that you're able to process the meaning of their message.

Smile. Like a nod, a small smile encourages a speaker to continue. However, unlike a nod, it communicates you agree with their message or you're happy about what they have to say. A smile can take the place of a short verbal affirmation in helping to diffuse any tension and ensure the speaker feels comfortable.

Avoid distracted movements. Being still can communicate focus. To do this, try and avoid movements like glancing at your watch or phone, audibly sighing, doodling or tapping a pen. You should also avoid exchanging verbal or non-verbal communications with others listening to the speaker. This can make the speaker feel frustrated and uncomfortable.

Maintain eye contact. Always keep your eyes on the speaker and avoid looking at other people or objects in the room. Just be sure to keep your gaze natural, using nods and smiles to ensure you're encouraging them rather than making the speaker feel intimidated or uneasy.

By implementing the above verbal and non-verbal techniques into future conversations, you can work toward developing stronger relationships and retaining more information from your workplace interactions.

III. MOTIVATION SKILLS

What is Motivation?

Motivation is what pushes us to achieve our goals, feel more fulfilled and improve our overall quality of life.

Understanding and developing your self-motivation can help you to take control of many other aspects of your life.

Motivation is one of the three areas of personal skills that are integral to the concept of emotional intelligence.

Daniel Goleman, the author of several seminal books on Emotional Intelligence, identified four elements that make up motivation:

- Personal drive to achieve, the desire to improve or to meet certain standards;
- Commitment to personal or organisational goals;
- Initiative, which he defined as ‘readiness to act on opportunities’; and
- Optimism, the ability to keep going and pursue goals in the face of setbacks. This is also known as resilience.

To improve self-motivation, it is therefore helpful to understand more about these individual elements.

The Elements of Self-Motivation

1. Personal drive to achieve

You could think of a personal drive to achieve as ambition, or perhaps personal empowerment. However, it is also worth thinking about it in terms of mindset.

There are two types of mindset, fixed and growth.

- Those with a fixed mindset believe that talent is ingrained, and that we cannot change our level of ability.
- Those with a growth mindset believe that they can improve their skills through hard work and effort. Research shows that those who believe that they can improve—that is, who have a growth mindset—are far more likely to achieve in whatever sphere they choose. A growth mindset is therefore an important element in a personal drive to succeed.

For more about this, see our page on Mindsets.

Other elements of personal drive include being organised, particularly being good at time management, and avoiding distractions.

2. Commitment to goals

There is considerable evidence, even if much of it is anecdotal, that goal-setting is important to our general well-being.

Types of Motivators: Intrinsic and Extrinsic Motivators

In thinking about self-motivation, it is helpful to understand what motivates you to do things. There are two main types of motivators: ‘intrinsic’ and ‘extrinsic’. In their simplest form you can think about these two types of motivation as: Intrinsic = related to what we want to do.

Extrinsic = related to what we have to do. A more detailed definition is:

Intrinsic: To perform an action or task based on the expected or perceived satisfaction of performing the action or task. Intrinsic motivators include having fun, being interested and personal challenge.

Extrinsic: To perform an action or task in order to attain some sort of external reward, including money, power and good marks or grades.

Different people are motivated by different things and at different times in their lives. The same task may have more intrinsic motivators at certain times and more extrinsic motivators at others, and most tasks have a combination of the two types of motivation.



Motivation at work plays vital role. Source of motivation can be internal and external. You can feel motivated internally only when you have burning desires to achieve. External motivation comes through bosses, peers, parents or spouse.

Motivational skill is very important for the leaders to lead from front in order to get task done effectively and on scheduled time.

To motivate team, you need to apply following skills.

1. Give recognition to the team's achievement.
2. Giving respect would motivate people to give best.
3. Extend help.
4. Provide opportunities to grow.

Motivation means encouragement. It's a driving force that helps any individual to move further. Many a times we are made to do the same job everyday. This is where motivation comes into picture. By motivating the individual he may be encouraged to work and bring new prospects and revenues.

Points to remember:

- From a professional perspective motivation can be given in the form of perks, bonus etc.
- It may not always be monetary. Listening to grievances of the individual can be an important factor to motivate.
- Every individual has a different way of being motivated.
- Motivation skills are not just about how good can you motivate others; but how good can you motivate yourself.
- Creating challenges occasionally is also a form of motivation.

Why Motivations?

- Reduces boredom.
- Brings new prospects and revenues.
- Leads to job satisfaction and mental peace.
- Avoids jealousy and prejudice amongst team.
- Helps to achieve deadlines faster.

Ways of motivating

Students can be motivated by

- Giving a positive feedback on their assignments, projects etc
- Giving them new opportunities
- Creating a comfortable atmosphere in class
- Helping the students in the course
- Allowing them to participate in extra curricular activities
- Emphasizing on their hard work rather than grades

New and old employees can be motivated by

- Offering perks and incentives regularly
- Incentives may not always be monetary
- For old employees, a friendly and supportive atmosphere matters
- To retain old employees, appraisals works the best
- Organizing events and programs to reduce monotony
- Sending employees on site.
- Giving them new challenges apart from their daily tasks.
- Appreciating their hard work.

Motivation is one of the most important reasons behind people's actions and behavior. It can also be used to direct someone's actions and behavior in a constructive direction. Scientists have asserted that motivation is the name given to a collection of instincts that is a critical step in our evolution and it has helped us survive.

What are Instincts?

Human instincts are very different from the ones that animals and birds have, which are some very basic instructions hardwired into them that they start following as soon as they are born. Examples of such instincts are a tortoise crawling towards the sea as soon as it hatches out of its egg, or a baby elephant trying to start walking within minutes of it being born, or a dog vigorously shaking itself dry immediately after it is drenched.

This type of instinct is called an "Imprint Instinct". Konrad Lorenz observed that as soon as the geese hatched out of their eggs, they started to look around for the first moving object they could find and treat it as their mother, who they will then depend on for their feeding.



Using this observation, he could successfully demonstrate that the baby geese used this imprint to identify their mother. He waited for some geese to hatch out of their eggs while the mother duck was away. When they started looking around, he started moving in front of them. All the geese then started following him wherever he went. However, the instincts that human beings have are not related to the following instructions; they are more to do with survival. These instincts follow Darwin's Law of Natural Selection, which says that only the fittest will survive in the end. Keeping this in mind, human beings are hardwired to look for positive qualities in a partner so that their offspring has enough qualities to survive in the future.

Motivating Skills - Theories

Motivation is one of the most widely researched studies ever so there are many widely-accepted theories on it.

Herzberg's Motivational Theory

Frederick Herzberg formed a theory known as "Motivation-Hygiene Theory" which was based on the idea that there are many factors in a person's workplace which determine his levels of motivation towards doing his job properly. He labelled these factors as hygiene factors. According to him, every workplace has the ability to influence the productivity of its employees by either encouraging him to work further or by discouraging him. If the person was satisfied with the working environment, he would have motivation to work even harder. On the other hand, if he was dissatisfied with the working conditions, then he would not be willing to give his 100% into his job.

To quantify his theory, Herzberg interviewed many employees about the kind of working conditions they are asked to do their jobs in, and what are their feelings at work. Based on their responses, he published his observations in 1959 in a book titled "**The Motivation to Work**". The most interesting thing that Herzberg observed that the absence of ideal working conditions, which he called "Hygiene Factors" was one of the biggest reason for job dissatisfaction. However, there were a vast number of employees who had ideal working conditions, yet they had a low motivation to improve. He reasoned that giving employees ideal working conditions is not enough to keep them motivated, but removing the hygiene factors would definitely cause a lot of dissatisfaction among the employees. Examples of such hygiene factors could be unwanted changes in the working environment, very strict implementation of log-in, log out timings, not getting the expected raise in salary, etc. Herzberg stated that the following factors were the top reasons behind job satisfaction –

- Rules & Policies
- Supervision
- Equation with Boss

- Nature of Work
- Career Progress
- Relationship with co-workers
- Individual Achievement
- Recognition of Hard Work and Talent
- Working Conditions
- Job Responsibility
- Salary
- Organizational Growth

Vroom's Expectancy Theory

Victor Vroom posed a theory that shifted the focus from the needs of a person to the outcomes of his action, as the source of his motivation. According to this theory, a person doesn't derive his motivation from identifying and taking actions to meet his needs, rather he derives his motivation by assessing the outcomes of those very actions. If he was pleased with the outcome of the actions, and was convinced that such performances will help him to address his needs, then the person will find motivation from it, and all his subsequent actions will be the result of this new-found motivation. He proposed the idea that a person needs to be given that initial confidence that his output has had the desired outcome, so that he can use this confidence as an impetus and proceed on to other actions, which will deliver the desired results. According to Vroom, a person can be motivated only when he sees a connection between the action he took, the efforts he put, and the outcome of his performance. Depending on these three factors, he defined these three variables

- Expectancy
- Instrumentality
- Valence

Self-Motivation vs Motivating Others

There is one important difference between people motivating themselves and people motivating others, that being the fact that when you motivate yourself, you will most likely try to focus on your work and responsibilities and try to improve yourself in that field. In other words, the areas that get benefitted from your self-motivation are all within your control. With things like hiking salary, adding more perks and giving more benefits might keep dissatisfaction at bay, but it won't necessarily bring job satisfaction or motivation in itself. Different people will have different areas of motivation. Some might appreciate a frank discussion with their boss every now and then, others might like their work to be praised and acknowledged. A successful manager is he who manages to identify these areas and keep motivating people towards that.

McClelland's Need-Based Model

David McClelland, a noted American psychologist, who was famous formulating a scoring system of the Thematic Apperception Test (TAT), had mentioned in his "Need Theory" that motivation is based on individual needs. According to him, each of us has a few fundamental needs –

- Achievement
- Affiliation
- Authority

To demonstrate his point, McClelland set up his famous experiment "Fairway Throw", which involved a group of people who were asked to throw rings over a peg. If the ring landed through the peg, then they were supposed to be given rewards.

There was no instruction as to where the people need to stand. It was observed that some people from the group tried to do crowd-pleasing activities like throwing from a distance, walking directly to the peg and dropping the ring, etc. Some were not participating themselves, but were sternly instructing others on how a ring can be thrown. They were providing others with strategies and were celebrating the success of others as their own. There was a third category of people who drew McClelland's attention the most. These people kept changing positions in such a way that their distance from the peg was neither too less nor too lot. They were interested in winning but not in an easy victory.

IV. LEADERSHIP SKILLS

There are fifteen leadership qualities that can make you a good leader.

1. Honesty and integrity
2. Confidence
3. Inspire Others
4. Commitment and Passion
5. Good Communicator
6. Decision Making Capabilities
7. Accountability
8. Delegation and Empowerment
9. Creativity and Innovation
10. Empathy
11. Resilience
12. Emotional Intelligence
13. Humility
14. Transparency
15. Vision and Purpose



1. Honesty and Integrity

The 34th President of United states, Dwight. D.Eisenhower once said, “The supreme quality of leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office.” Honesty and integrity are two important ingredients which make a good leader. How can you expect your followers to be honest when you lack these qualities yourself? Leaders succeed when they stick to their values and core beliefs and without ethics, this will not be possible.



2. Confidence

To be an effective leader, you should be confident enough to ensure that other follow your commands. If you are unsure about your own decisions and qualities, then your subordinates will never follow you. As a leader, you have to be oozing with confidence, show some swagger and assertiveness to gain the respect of your subordinates. This does not mean that you should be overconfident, but you should at least reflect the degree of confidence required to ensure that your followers trust you as a leader.



3. Inspire Others

Probably the most difficult job for a leader is to persuade others to follow. It can only be possible if you inspire your followers by setting a good example. When the going gets tough, they look up to you and see how you react to the situation. If you handle it well, they will follow you. As a leader, should think positive and this positive approach should be visible through your actions. Stay calm under pressure and keep the motivation level up. As John Quincy Adams puts it, “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” If you are successful in inspiring your subordinates, you can easily overcome any current and future challenge easily.



4. Commitment and Passion

Your teams look up to you and if you want them to give them their all, you will have to be passionate about it too. When your teammates see you getting your hands dirty, they will also give their best shot. It will also help you to gain the respect of your subordinates and infuse new energy in your team members, which helps them to perform better. If they feel that you are not fully committed or lacks passion, then it would be an uphill task for the leader to motivate your followers to achieve the goal.





5. Good Communicator

Until you clearly communicate your vision to your team and tell them the strategy to achieve the goal, it will be very difficult for you to get the results you want. Simply put, if you are unable to communicate your message effectively to your team, you can never be a good leader. A good communicator can be a good leader. Words have the power to motivate people and make them do the unthinkable. If you use them effectively, you can also achieve better results.



6. Decision-Making Capabilities

Apart from having a futuristic vision, a leader should have the ability to take the right decision at the right time. Decisions taken by leaders have a profound impact on masses. A leader should think long and hard before taking a decision but once the decision is taken, stand by it. Although, most leaders take decisions on their own, but it is highly recommended that you consult key stakeholders before taking a decision. After all, they are the ones who will benefit or suffer from your decisions.

7. Accountability

When it comes to accountability, you need to follow the approach highlighted by Arnold H Glasow when he said, **“A good leader takes little more than his share of the blame and little less than his share of the credit.”** Make sure that every one of your subordinates is accountable for what they are doing. If they do well, give them a pat on the back but if they struggle, make them realize their mistakes and work together to improve. Holding them accountable for their actions will create a sense of responsibility among your subordinates and they will go about the business more seriously.



8. Delegation and Empowerment

You cannot do everything, right. It is important for a leader to focus on key responsibilities while leaving the rest to others. By that, I mean empowering your followers and delegating tasks to them. If you continue to micromanage your subordinates, it will develop a lack of trust and more importantly, you will not be able to focus on important matters, as you should be. Delegate tasks to your subordinates and see how they perform. Provide them with all the resources and support they need to achieve the objective and give them a chance to bear the responsibility.



9. Creativity and Innovation

What separates a leader from a follower? Steve Jobs, the greatest visionary of our time answers this question this way, **“Innovation distinguishes between a leader and a follower.”** In order to get ahead in today’s fast-paced world, a leader must be creative and innovative at the same time. Creative thinking and constant innovation is what makes you and your team stand out from the crowd. Think out of the box to come up with unique ideas and turn those ideas and goals into reality.

10. Empathy

Last but certainly not the least, is empathy. Leaders should develop empathy with their followers. Unfortunately, most leaders follow a dictatorial style and neglect empathy altogether. Due to this, they fail to make a closer connection with their followers. Understanding the problems of your followers and feeling their pain is the first step to become an effective leader. Even that is not enough until you work hard and provide your followers with the suitable solution to their problems.





11. Resilience

When the going gets tough, the tough gets going. You might have heard this adage many times, but did you know that great leaders also follow this rule. They are resilient and have a positive attitude. Irrespective of how difficult the circumstances might be, you will find them rallying their followers. While most people are busy in complaining about the problems, great leaders always focus on solutions, not the problems.

12. Emotional Intelligence

Good leaders always have higher influence but how do they increase their influence on the point where people accept what they say. They do this by connecting with people emotionally. That is where emotional intelligence comes into play. Here are some of the reasons why a leader should be emotionally intelligent.

- Manage emotions effectively
- Better social awareness
- Seamless communications
- Conflict Resolution

With emotional intelligence, leaders can control their emotions, which prevents negative emotions from influencing their decision-making skills. As a result, they are less likely to make hasty decisions. Moreover, emotionally intelligent leaders are great at understanding the emotions and care about the feelings of others. That is not all, leaders who have this leadership quality not only handles conflict in a better way but also play an important role in conflict resolution.



13.



Humility

“Pride makes us artificial and humility makes us real.”—Thomas Merton How would you feel when you are promoted to leadership status? You will feel proud. A good leader is always selfless and always think about his or her followers. That is why the leadership styles most great leaders adopt put lots of emphasis on problem-solving and team dynamics instead of focusing on self-promotion.

14. Transparency

One of the best ways to win the trust of your followers is by being transparent. Instead of hiding information, you should openly share it with them. By giving visibility to your followers, they will buy into your vision and support you with conviction in achieving the goal. More importantly, it gives your followers clarity, autonomy and make them feel more empowered while keeping them engaged.



15. Vision and Purpose

“Good business leaders create a vision, articulate the vision, passionately own the vision, and relentlessly drive it to completion.”—Jack Welch

Good leaders always have a vision and purpose. They not only visualize the future themselves but also share their vision with their followers. When their followers were able to see the big picture, they can see where they are heading. A great leader goes above and beyond and explain why they are moving in the direction they are moving and shares the strategy and action plan to achieve that goal.

V. INTERPERSONAL SKILLS

Interpersonal skills are **the qualities and behaviors we exhibit while interacting with other people**. They are considered to be one of the most sought-after types of soft skill.

Types of Interpersonal Skills

Communication

One of the most important interpersonal skills in any job is communication. Whether you work in IT, customer service, construction, or any other industry, you will need to be able to communicate clearly and effectively with others through both oral and written communications. Some jobs also require skills in effective public speaking.

- Nonverbal communication
- Public speaking
- Verbal communication

Conflict Management

Whether you are a manager or an employee, you will likely need to resolve conflicts at some point in your job. This might involve solving an issue between two staff members, between yourself and a colleague, or between a client and your company. You will need to be able to listen fairly to both sides and use creative problem-solving to arrive at a solution.

- Conflict resolution
- Constructive criticism
- Counseling
- Mediating
- Problem-solving

Empathy

Part of being a good manager, employee, or colleague is the ability to understand and show empathy for others. If a customer or colleague calls with a complaint, for example, you will need to listen thoughtfully to the person's concerns and express compassion for their issue. Empathy is an important skill that will help you get along with everyone in the workplace.

- Caring
- Compassion
- Diplomacy
- Diversity
- Helping others
- Kindness
- Patience
- Respect
- Sensitivity
- Sympathy

Leadership

Even if you are not a manager, it is important to have some leadership experience and ability. Leadership requires being able to motivate and encourage others and help a team achieve success.

- Encouraging
- Inspiring trust
- Instructing
- Management
- Mentoring
- Motivation
- Positive reinforcement

Listening

Listening is a skill that goes hand in hand with good communication. While you need to be able to express your own ideas, you also need to thoughtfully listen to the ideas of others. This will help your clients, employers, colleagues, and employees feel respected and valued.

- Active listening
- Curiosity
- Focus
- Inquiry

Negotiation

Negotiation is an important skill for many positions. Depending on the specific job, it might involve creating formal agreements (or contracts) between clients or helping colleagues solve a problem and determine a solution. To be a good negotiator, you have to be able to listen to others, use creative problem-solving, and arrive at an outcome that satisfies everyone.

- Negotiating
- Persuasion
- Research

Positive Attitude

Employers want to hire employees who make the office a brighter place. They want people with a friendly, positive demeanor. This doesn't mean you have to be the most social person in the office, but you have to be willing to develop some sort of a positive rapport with your colleagues.

- Behavioral skills
- Developing rapport
- Friendliness
- Humor
- Networking
- Social skills

Teamwork

Even if your job involves a lot of independent work, you still need to be able to collaborate with others. Teamwork involves a number of the skills already mentioned: you need to be able to listen to others, communicate your own goals, motivate your team, and resolve any conflicts that may arise.

- Collaboration
- Group facilitating
- Team-building
- Teamwork

Showcase Your Interpersonal Skills

Match your qualifications to the job. Review the job description and make a list of the characteristics the employer is looking for. Then match your qualifications to the job by making connections between their requirements and your skills and abilities.

List your skills in your resume, particularly if your resume features a summary at the top or if your work history section is formatted with paragraphs rather than bullet points. This way you're showing what you accomplished rather than what you did.

VI. TEAM SKILLS

Teamwork skills are essential to your success at work, no matter your industry or job title. Working well with clients, colleagues, managers and other people in your workplace can help you complete tasks efficiently while creating an enjoyable environment both for yourself and others. An organization that emphasizes good teamwork skills is typically a healthy, high-functioning workplace.

What are teamwork skills?

Teamwork skills are the qualities and abilities that allow you to work well with others during conversations, projects, meetings or other collaborations. Having teamwork skills is dependent on your ability to communicate well, actively listen and be responsible and honest. There are many other additional soft skills that can help you be an exceptional teammate at work we will discuss more below.

Why are teamwork skills important?

You will be required to work alongside others in every industry at every level in your career. Doing so in an empathetic, efficient and responsible manner can help you accomplish career goals, grow your resume and contribute positively to your organization. It can also help you build rapport with others. Building rapport can lead to deeper working relationships, new connections and possibly new opportunities.

Examples of teamwork skills

Teamwork skills are made up of many other soft skills you can work to develop over time. Here are just a few examples of qualities that can help you improve your teamwork skills:

- **Communication.** The ability to communicate in a clear, efficient way is crucial to having good teamwork skills. When working with others, it is important that you share relevant thoughts, ideas and key information. There are many different types of communication skills including both verbal and nonverbal.
- **Responsibility.** Within the dynamic of teamwork, it is important that every party involved both understand the work they are responsible for and makes the effort to complete said tasks on time and up to the expected standard. With the entire team functioning properly by taking responsibility for their own work, they can work together towards a common goal.
- **Honesty.** It is important to be honest with your team. This might mean sharing a disagreement, explaining that you were not able to complete a certain task on time, or sharing a new development. Without transparency, it can be difficult for a team to develop trust and therefore work together efficiently.
- **Active listening.** Much like communication, active listening skills can help a team to understand and trust each other. Active listening is the act of making an effort to focus intently on one person as they share their ideas, thoughts or feelings. You might also ask follow-up questions to dig deeper into what they are communicating.
- **Empathy.** Having empathy for your teammates can allow you to better understand their motives and feelings. Deeply understanding how others think and work can help you to communicate with them in a way they will respond to positively.
- **Collaboration.** Teamwork exists so that a group of individuals with a diverse set of skills and talents can work together to create something better than one could create on their own. It is crucial to work with other teammates to share ideas, improve each other's work and help one another to form a good team.
- **Awareness.** In teamwork, it is important that you hone your ability to be aware of the team dynamic at all times. For example, if one person is dominating the conversation or does not allow others to share ideas, it is important that balance is restored for each teammate to contribute evenly. Alternatively, if one person tends to be shy and hesitant to share ideas, it is important to create space so that all teammates feel comfortable to contribute their unique skills and abilities.

Team Roles:

1. **Shaper** – drives work forward and gets things done, has a clear idea of the desired direction of travel;
2. **Implementer** – also gets things done, looking for ways to turn talk into action and generate practical activity;
3. **Completer-Finisher** – focuses on completing tasks, and tidying up all the loose ends;
4. **Coordinator** – manage the group dynamics, often in a leadership role;

5. Team Worker – helps the team to work effectively by supporting personal relationships;
6. Resource Investigator – gathers external resources and information to help the team;
7. Plant – generates ideas and creative solutions, not all of them practical;
8. Monitor-Evaluator – good at critically assessing ideas and proposals, and at making decisions; and

Key Task-Focused Team Skills

The skills which are needed to take on task-focused team roles include::

Organising and Planning Skills

Team Worker – helps Some people are naturally more organised than others, and if this is an area in which you struggle, take a look at our pages on Organising Skills and Time Management for some ideas.

Decision-Making

Group decision-making often requires compromise, and sometimes a willingness to give up one's own point of view in favour of the group's shared decision. Investigator – gathers external resources and information to help

Problem-Solving

Task-focused people are often adept at problem-solving, especially if the problem relates to the task. Plants look for innovative ideas to solve the problem, and Implementers will turn ideas into practical action. team;

How to improve your teamwork skills

While it can take time and work to improve a soft skill such as teamwork, it is certainly possible to build these qualities. Here are a few steps you can take to improve your teamwork skills:

- **Get honest feedback.** It can be difficult to identify your own areas of improvement. Finding a trusted friend, colleague or mentor that can offer you honest feedback about your teamwork strengths and weaknesses can help you improve them.
- **Set personal goals.** Using both your own observations and feedback from others to form achievable, relevant and time-constrained goals can help you improve one teamwork skill at a time. Using the SMART goal framework is an easy way to set appropriate goals for your career.
- **Practice.** It takes time and practice to see improvements in your skillset. Pay close attention to your teamwork interactions throughout the day both in and out of work. Take mindful steps to practice the specific qualities you are trying to build.
- **Mimic others with strong teamwork skills.** When you see examples of great teamwork, take note and identify why the interaction stood out to you. Apply those qualities in your own interactions when working with others.

Traits that bosses appreciate in their team members:

- Hard work and dedication
- Loyalty and discipline
- Being a team player
- Giving credit to the boss and the team

Flexibility

At times they may need to restructure the team or experiment making some changes in the tasks you do, don't be resistant. Take a flexible approach and help him try out new things. You can definitely discuss if you foresee any problems in the new approach and give the possible solutions.

Constructive feedback

Feedback is important but if it can't be put to any use, it won't be much helpful. If you want to report a problem area, offer some possible solutions also.

Discuss everything with the boss first

Keep the boss updated about your work. Whatever it is, good or bad, tell it to your boss first. He needs to be prepared to answer the questions that may arise related to you.

Not directly approaching the big boss

If you want to report a problem, it is always a good idea to go directly to your line manager and discuss it with him rather than directly going to the big boss. If you directly go to the big boss, it puts your line manager in an awkward situation.

Taking Initiatives

Supporting the company during tough times. Appreciate the opportunity you are given and be thankful

Traits that bosses do not appreciate in their sub-ordinates:

Giving Surprises

Surprises, good or bad are not appreciated by the bosses. They give an impression that the boss is unaware about the happenings in his department and do not give him a chance to prepare himself to answer the questions that might arise.

Unannounced leave

There may be times when the boss is relying on you for a particular task and all of a sudden if you take a leave without informing the boss, imagine where it will lead him to. If you have to take a leave inform your boss in as much advance as possible so that he can plan his activities accordingly.

Excuses for underperformance

Accept the responsibility for underperformance rather than blaming it on the customers or colleagues. Try to find out and propose the solutions. Always ask the question “Why”. Why did we score more in this test? Why did we sell less in this season? What can we do to improve the results?

Doing personal stuff while at work

Would you like it if you are required to pay an employee for his personal work which he wants to do in the office? Similarly bosses also do not like it when you take out your books and start preparing for your entrance exam in the office. Your company is paying you for the time when you are at office, don't do personal work there.

Being Idle

If you are done with your assigned work, do not take out a novel and start reading it. Give the advantage of your free time to your company. Go to the boss and ask him if he would like you to do something extra. **Stretching lunch**

hours or coffee breaks

If your company gives you a lunch break of 30 minutes, do not go out to smoke a cigarette or for a stroll for another 10 minutes. Finish your lunch and associated activities within 30 minutes and get back to your place.

Taking a break at busy time of the day

How would you feel if you go to the bank to notice that the cashier is away from his place during the work hours and you are required to wait for 30 minutes? Wouldn't it be irritating? The boss also feels the same when you are away from your place during the busy hours of the business.

Overtime when boss didn't ask for

Your company has a policy of paying the employees for every extra working hour. You make it a habit to do an overtime of 2 hours everyday without your boss wanting you to do it. Wouldn't it irritate the boss? Do not misuse the flexibility your company offers.

Laughing around at boss's mistake

Every human being is error prone. If your boss makes a mistake, do not make it a habit to point it out and laugh around at it. Genuinely bring it to his notice and move ahead.

Badmouthing the boss or company

Many employees have an habit of bad mouthing the boss and the company. Have you ever thought, if you your company or boss is so bad, why do you want to hang around there?

- Wasting time grooming yourself
- Taking Personal calls at work
- Misusing office facilities
- Stealing on company's things
- Socializing too much at work

Developing teamwork skills can help you both in your career and when seeking new opportunities. Take time to evaluate your current skill set and identify areas for improvement. With time and practice, you can begin building a strong set of teamwork skills.

VII. EMOTIONAL INTELLIGENCE SKILLS

According to the APA dictionary of psychology, Emotional Intelligence is “*a type of intelligence that involves the ability to process emotional information and use it in reasoning and other cognitive activities*” – (Dictionary.APA.org, 2018)

The term was coined by two American Psychologists, John Mayer and Peter Salovey in 1997, and from their definition, we can get a great idea of what Emotional Intelligence skills are all about:

“The emotionally intelligent person is skilled in four areas: identifying emotions, using emotions, understanding emotions, and regulating emotions.”

What is emotional intelligence or EQ?

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps you build stronger relationships, succeed at school and work, and achieve your career and personal goals. It can also help you to connect with your feelings, turn intention into action, and make informed decisions about what matters most to you.

Emotional intelligence is commonly defined by four attributes:

1. **Self-management** – You’re able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
2. **Self-awareness** – You recognize your own emotions and how they affect your thoughts and behavior. You know your strengths and weaknesses, and have self-confidence.
3. **Social awareness** – You have empathy. You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
4. **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Why is emotional intelligence so important?

Intellectual ability or your intelligence quotient (IQ) isn’t enough on its own to achieve success in life. Yes, your IQ can help you get into college, but it’s your EQ that will help you manage the stress and emotions when facing your final exams. IQ and EQ exist in tandem and are most effective when they build off one another.

Emotional intelligence affects:

Your performance at school or work. High emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging important job candidates, many companies now rate emotional intelligence as important as technical ability and employ EQ testing before hiring.

Your physical health. If you’re unable to manage your emotions, you are probably not managing your stress either. This can lead to serious health problems. Uncontrolled stress raises blood pressure, suppresses the immune system, increases the risk of heart attacks and strokes, contributes to infertility, and speeds up the aging process. The first step to improving emotional intelligence is to learn how to manage stress.

Your mental health. Uncontrolled emotions and stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand, get comfortable with, or manage your emotions, you’ll also struggle to form strong relationships. This in turn can leave you feeling lonely and isolated and further exacerbate any mental health problems.

Your relationships. By understanding your emotions and how to control them, you’re better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life.

Your social intelligence. Being in tune with your emotions serves a social purpose, connecting you to other people and the world around you. Social intelligence enables you to recognize friend from foe, measure another person’s interest in you, reduce stress, balance your nervous system through social communication, and feel loved and happy.

Building emotional intelligence: 4 key skills to increasing your EQ

The skills that make up emotional intelligence can be learned at any time. However, it's important to remember that there is a difference between simply learning about EQ and applying that knowledge to your life. Just because you know you should do something doesn't mean you will—especially when you become overwhelmed by stress, which can override your best intentions. In order to permanently change behavior in ways that stand up under pressure, you need to learn how to overcome stress in the moment, and in your relationships, in order to remain emotionally aware.

The key skills for building your EQ and improving your ability to manage emotions and connect with others are:

1. Self-management
2. Self-awareness
3. Social awareness
4. Relationship management

1. Self-management

Emotions are important pieces of information that tell you about yourself and others, but in the face of stress that takes us out of our comfort zone, we can become overwhelmed and lose control of ourselves. With the ability to manage stress and stay emotionally present, you can learn to receive upsetting information without letting it override your thoughts and self-control. You'll be able to make choices that allow you to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

2. Self-awareness

Managing stress is just the first step to building emotional intelligence. The science of attachment indicates that your current emotional experience is likely a reflection of your early life experience. Your ability to manage core feelings such as anger, sadness, fear, and joy often depends on the quality and consistency of your early life emotional experiences. If your primary caretaker as an infant understood and valued your emotions, it's likely your emotions have become valuable assets in adult life. But, if your emotional experiences as an infant were confusing, threatening or painful, it's likely you've tried to distance yourself from your emotions.

3. Social awareness

Social awareness enables you to recognize and interpret the mainly nonverbal cues others are constantly using to communicate with you. These cues let you know how others are really feeling, how their emotional state is changing from moment to moment, and what's truly important to them. When groups of people send out similar nonverbal cues, you're able to read and understand the power dynamics and shared emotional experiences of the group. In short, you're empathetic and socially comfortable.

4. Relationship management

Working well with others is a process that begins with emotional awareness and your ability to recognize and understand what other people are experiencing. Once emotional awareness is in play, you can effectively develop additional social/emotional skills that will make your relationships more effective, fruitful, and fulfilling.

VIII. EXPRESSING IDEAS

FOUR Steps to Express Ideas in English Step 1:

Prepare

Preparation is always the best first step, it helps you feel ready and reduces nerves.

If you know a meeting is coming up, or a brainstorming discussion, a presentation or a sales meeting, think about what you want to say ahead of time, note down some keywords or phrases you might use.

Practice saying the words and sentences you might say out loud. Seriously, it works.

Step 2: Keep it Simple

As you prepare, keep your idea simple and focused.

Don't worry about complex English grammar or the best sounding English words. Everyone will be happier and everyone will understand more clearly if you keep it simple.

Step 3: Use Visuals

When appropriate and possible, use visuals to help you.

If you are talking about a graph, refer to or show the graph. If you are talking about sales, show everyone what numbers you are talking about. If you are brainstorming ideas, draw a sketch or show a picture.

Most people are visual learners. This will help you and them and sometimes we feel less nervous when people are looking at the visuals, it can take the pressure off.

Step 4: Bite the bullet

Bite the bullet is a great idiom that we use when you have been putting something off, delaying doing something, when you have been avoiding something because you think it will be horrible or unpleasant, and now it is time to just get on with it and just do it, bite the bullet and just get it done. When you see your chance to share your idea, that is your moment, you need to take it, you need to bite the bullet. It doesn't mean you won't be nervous, but being brave means feeling nervous and doing it anyway. It is okay to be nervous, you just need to take a deep breath and jump right in. Go for it, take the risk.

Common Phrases to Introduce and Express Ideas in English First, politely ask for time to share your idea:

- I would just like to add something...
- Can I jump in here? (to politely interrupt the flow of conversation)
- Can I share something here?
- I would love to run an idea by you...
- Perhaps another option might be...

Second, give your perspective or idea by saying:

- I think that...
- As I see it...
- As I thought about this problem/issue/situation, I realized that...
- I'd like to point out...
- From my point of view...
- Personally, I think that...
- Based on my own experience, I find that...
- I don't know about you, but I can say/but I think...
- I was wondering if it might be possible to...
- Maybe we could consider...

Here is what that would look like altogether:

1. **Can I jump in here? Personally, I think** there are many great ways to build fluency in English. But this is what has worked best for me and what I would recommend...
2. **I'd just like to share something. As I thought about this situation, I realized that** there isn't just one best way to learn English.
3. **I don't know about you, but I know for me** practicing everyday has made all the difference in my fluency. One way to start is...

4. **I strongly believe that** if we just do a little practice every day, our English will improve! And here's how we can start...

Phrases that can be used:

● EXPRESSING OPINION

Personal:

In my opinion...
In my experience...
Speaking for myself...
Personally, I think...
I (strongly) believe that... I
really feel that...
If you ask me...

General:

Some people say that...
Many/Most people think/believe that...
Everybody knows that...
According to scientists...
The thing is that...
The point is that...

● CHECKING IF THEY UNDERSTAND

Do you know what I mean?
Does it make sense?
I don't know if I'm explaining it correctly.

● EXPLAINING THINGS BETTER

What I mean is...
What I'm trying to say is that...

● ASKING FOR AN OPINION

What's your idea (on...)?
What do you think about it?
Do you agree with that?
Is that what you think?
Have you got an opinion about it?
How do you feel about it?
Do you have anything to say about it?
And you? What do you think?
Is that right?

● AGREEING

Of course
You're absolutely right
Yes, I agree.
I think so too.
That's a (very) good point.
Oh yes, that's right.
Exactly.

I don't think so either.
That's true.
That's just what I was thinking. I
couldn't agree more.
That's exactly what I think. I
think you're right.
I hear you.
Yes, me too / me neither.

● PROTESTING POLITELY

That's not what I mean/said.
No, what I'm trying to say is that...
You got me wrong.
I'm probably not making myself very clear.
That's not exactly what I was trying to say.

● PROTESTING RUDELY

You're not listening, are you?
Did you hear a word I said?
Can you understand what I say?
But who said that?

● DISAGREEING POLITELY

I see, but that's different. Sorry,
I don't agree with you. I don't
see it that way.
That's not entirely true.
That's partly true but... I
see your point but...
I'm sorry to disagree with you but... Yes,
but don't you think...?
I think that's not the same thing at all.
On the contrary...
Well, I'm not so sure about that.
Sorry, I think that's wrong.
Yeah, but the problem is that...
Well, I think it's not as simple as that.

● SHOWING EMPATHY BEFORE DISAGREEING

Yes, I agree with you but...
I can see your point, but...
That's very true, but...
Of course, you're right, but... I
know what you mean but... I
can understand that but...
Well, that sounds very good but... I
partly agree, but...
Yeah, that's true, but on the other hand...
You could be right but I think that...
You are probably right but...



● DISAGREEING IN A RUDE WAY (colloquial)

Are you crazy or what?
You must be kidding, right?
I can't believe you're saying that.
No way!
I can't buy that.
You can't be serious.
How can you even say that? I
think you're totally wrong.
Oh, come on, where's your logic?
That doesn't make any sense.
Absolutely wrong.
That's totally B.S. (=bullshit)

● AGREEING STRONGLY (colloquial)

Oh yea, you said it.
But of course!
Who can disagree with that?
Now you're talking.
Yes, yes, that's the point! I
totally agree with you
You're so very right!
You're reading my mind.

IX. TRAINING & FEEDBACK

To practice, you can use this list of topics:

University should be free
We should build more nuclear power stations
Dogs are better pets than cats
Television is increasing violence in our society
Alcohol should be illegal
Spring is much nicer than autumn
A weekend in the mountains is better than on the beach
Breakfast is the most important meal of the day
Females are better students than males
When learning English, listening is more difficult than speaking
Summer is the best season of the year
Secondary school students should wear uniform
People should be older than 20 to have a driving license
Everybody should go to university

SAMPLE CONVERSATIONS

→ FORMAL

- The city council is going to build a new parking site under the park over there.
- Oh no, why are they going to do that? It's terrible.
- You think so? I think it's a very good idea, actually.
- On the contrary, I think it's a disaster.
- A disaster? I think we need more parking sites.
- Well, I agree with that, but not under the park.
- Why not? It's the best place.
- Do you think so? I totally disagree. Why the park?
- Well, you need a big open space for that.
- I see your point, but don't you think trees are more important than cars?
- Of course I agree, but we all have cars, and we need a place to park them.
- Yes, that's right. But they can do it near the station.
- Oh no, that's too far away, we need a parking site in this area.
- Well, that's true, but maybe walking a bit wouldn't hurt anyone.
- A bit? The station is at least 10 minutes away. Just imagine, on a rainy day...
- You could be right, but I still think trees are more important than cars.
- You've got a point there, but maybe they can plant trees near the station instead.
- Oh, that sounds very good, but we're talking about very old and big trees.
- Yes, but we have to choose, don't we? We can't have everything.
- Yeah, I suppose you're right, but still, I think it's a very bad idea.

INFORMAL

- Man, did you hear that? They're gonna build a parking site under the park over there.
- Are you serious? But that's crazy, why do they want to do that?
- Why? Well, because there are too many cars in the area. We need more parking space.
- Nonsense! What we need is more trees. Cars should disappear.
- You can't be serious.
- Yes, I am. They pollute and are too noisy and...
- Come on, man, that's all B.S. Do you think you could live without a car today?
- Of course I could.
- Oh, come on, where's your logic? How would you go to work?
- Obviously, I would work near home, and not an hour away. Or I could take the bus.
- Yea, I know what you mean, but we use the car for so many things.

- That's very true, but we could always find other alternatives.
- Such as...?
- Such as coaches, trains, etc.
- You must be kidding, right? We don't even have a train here, and coaches don't go everywhere.
- Yes, you have a point there, but if we didn't have cars, we would have more and better public transport.
- Yes, I agree. But still, having a car is so comfortable.
- Of course, it is, I know. But we can't have everything, can we?
- Exactly. That's what I think. We can't have everything, so I prefer having a car.
- Oh man, you're impossible.

Source Reference:

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**SCHOOL OF SCIENCE AND HUMANITIES ...
DEPARTMENT OF ENGLISH...**

UNIT – V – English for Effective Communication – SHS1609

I. Technical Communication

Technical communications as a field within business communications encompasses a range of disciplines that work together to communicate complex information to those who need it to accomplish a defined task or goal.

Scope

The scope of technical communications in an organization can vary depending on the type of organization and industry, but in general, the following disciplines tend to fall within technical communications:

- Information Architecture
- Technical Writing/Authoring
- Technical Editing
- Technical Illustration
- User Experience Design
- Information/Document Design
- Instructional Design
- Training
- Translation/Localization
- Publishing/Content Delivery
- Technical Support/Knowledge base Management
- Technical Marketing



Definition of Technical Communications

Technical communications is an increasingly collaborative profession, as specialists from these disciplines work together with designers, engineers, analysts, project management, quality control, sales, logistics, and customer support to ensure that accurate and relevant information is communicated at each stage of the product lifecycle. Media used to deliver technical communications include websites, books, brochures and other printed materials, social media, meetings and live presentations, e-books, video, and audio.

Because technical communications activities are key throughout many strategic and operational areas of an organization, planning and executing an *integrated technical communications* (ITC) strategy becomes increasingly important. ITC can be defined as *the coordination and integration of all technical communication processes, tools, functions, and sources within an organization to convey information and knowledge relevant to optimizing the users' product experience.*

Integrated Technical Communications strategy encompasses six high-level processes:

- Analysis
- Research
- Design & Creation
- Production & Dissemination
- Archival & Disposition
- Feedback

Because each of the six processes can occur multiple times throughout the organization's production cycle, technical communications processes are not solely sequential in nature. For example, in a software company, feedback can occur at multiple points, during design or testing, and after the sale of the software to a customer. The goal of the feedback is to produce a better product experience, so the activities that comprise feedback processes fall within the realm of technical communications, even if those performing the activities work in programming, QA, or the help desk.

Technical Writing-A part of Technical Communication

Technical writing comprises the largest segment of technical communications. Technical writers work together with editors, graphic designers and illustrators, document specialists, content managers, instructional designers, trainers, and analysts to produce a wide range of information products for use by internal or external audiences, including:

Technical writing is a type of writing where the author is writing about a particular subject that requires direction, instruction, or explanation. This style of writing has a very different purpose and different characteristics than other writing styles such as creative writing, academic writing or business writing. **Focus on Technical Writing**

Technical writing is straightforward, easy to understand explanations and/or instructions dealing with a particular subject. It is an efficient and clear way of explaining something and how it works.

The subject of technical writing can either be:

- Tangible - Something that can be seen or touched, such as a computer or software program, or information on how to assemble a piece of furniture.
- Abstract - Something that involved a series of steps that aren't related to a tangible object. One example of this might be steps required to complete an office process.

Some examples of technical writing include:

- Instruction manuals
- Policy manuals
- Process manuals
- User manuals
- Reports of analysis
- Instructions for assembling a product
- A summarization of a long report that highlights and shortens the most important elements



Tips for Good Technical Writing

Regardless of the type of document which is written, technical writing requires the writer to follow the properties of knowing their audience, writing in a clear, non-personal style and doing extensive research on the topic. By including these properties, the writer can create clear instructions and explanations for the reader.

- Know your audience. An expert in the field will understand certain abbreviations, acronyms, and lingo that directly applies to such a field. The novice will not understand in the same manner and, therefore, every detail must be explained and spelled out for them.
- Use an impersonal style. Write from a third person perspective, like a teacher instructing a student. Any opinions should be omitted.
- The writing should be straightforward, to the point, and as simple as possible to make sure the reader understands the process or instruction. This at times may appear as simply a list of steps to take to achieve the desired goal or may be a short or lengthy explanation of a concept or abstract idea.
- Know how to research. Gather information from a number of sources, understand the information gathered so that it can be analyzed thoroughly, and then put the information into an easy to understand format to instruct those who read it. The more inexperienced your audience, the more information you will need to gather and explain.
- Be thorough in description and provide enough detail to make your points

II. Forms of Technical Communication

Forms of Technical Communication There are many different forms of technical communication. Some of these forms are as follows:

- Television
- Radio
- Computer Programs
- Speeches
- Online Documents
- Manuals
- Email

Some of these forms are remembered more often, like manuals and email, when thinking of technical communication. Other forms, such as television and radio, can also be used to communicate technical communication.

Characteristics of Technical Communication

According to Markel, technical communication has seven major characteristics and these are shown below:

- Addresses particular readers
- Helps readers solve problems
- Reflects an organizations goals and culture
- Is produced collaboratively
- Uses design to increase readability
- Consists of words or graphics or both
- Is produced using high tech tools



Technical Writing Genres

Examples of different genres of technical writing, including instruction manuals, proposals, reports, posters and visual communication, technical descriptions, product recalls, and white papers.

Databases with Multiple Types of Technical Documents

These databases contain research reports, progress reports, feasibility reports, proposals, technical descriptions, instruction manuals, executive summaries, and other types of technical writing. For best results, use Advanced Search and include the document type as part of a TITLE search, such as "progress report" AND solar then check the full text to make sure you have the type you want.

NASA Technical Reports Server

Various genres of scientific and technical information related to research created or sponsored by NASA.

OSTI.gov

Primary way to search for research results from the U.S. Department of Energy. Includes links to many government publications that are harder to find elsewhere. Advanced Search options are available for more control of search terms.

Executive Summaries National Academies Press

Source for free online books on science and technology topics--most books here start with an "Overview" or "Summary" of the content; lengths vary.

Pew Research Center: Internet, Science & Technology

Research reports on Americans' attitudes and behaviors regarding technology. Most begin with a "Summary of Findings."

Instruction Manuals

Quick Start Guide

Follow these steps for a quick start with the D800.

1 Attach the camera strap.

Attach the strap securely to the camera eyelets.



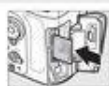
2 Charge (□ 19) and insert the battery (□ 21).



3 Attach a lens (□ 24).



4 Insert a memory card (□ 29).



Front

Instruction manuals for consumer products are easy to find with your favorite search engine; just include "instruction manual" or "product manual" with the name of the product in your search.

Online Technical Writing:

Links to sample instruction manuals and other examples of types of technical writing from an online writing textbook.

News Releases

[PR Newswire - Consumer Technology News](#) [PR](#)

[Newswire - Energy News](#)

[PR Newswire - Environment News](#)

Posters and Visual Communication

[Posters from ISU Symposium on Undergraduate Research & Creative Expression](#)

Examples of posters created by ISU students.

[Speaking Guidelines for Engineering and Science - Scientific Posters](#)

Links to sample posters and poster templates.

[Examples of Posters - Creating Effective Poster Presentations](#)

Scientific poster examples from NCSU, including critiques of the posters.

Product Recalls

[U.S. Consumer Product Safety Commission](#)

The "Recalls" tab of the CPSC site lists recent product recalls. [Recalls.gov](#)

Lists product recalls issued by six U.S. government agencies, in categories from motor vehicles to medicine.

Proposals

[GrantSpace: Sample Documents](#)

Examples of grant proposals for projects in various fields.

Reports

(Can include progress, problem-solving, feasibility, laboratory, research, and recommendation reports.) [National Technical Reports Library \(NTIS\)](#)

[Institute for Transportation \(InTrans\) Project Reports](#)

Reports from the Institute for Transportation at ISU in collaboration with the Iowa DOT.

Laboratory Reports

How-to writing page with links near the top to example laboratory reports.

Technical Descriptions

Google Patents

[Apple Tech Specs](#)

Specifications/product descriptions for Apple products. [Energy Star](#)

[Product Specifications](#)

White Papers

[eGain Customer Services White Papers](#) [Find](#)

[White Papers](#)

Requires free registration to view white papers on business technology topics. [Tech](#)

[Republic](#)

Vendor-supplied technical white papers, accessible with free site registration.

III. Grapevine communication

Grapevine is a form of informal communication, operates both in internal and external informal channels which can contribute to and benefit the organization. Therefore, it is found in all organizations. It does not follow any prescribed or predetermined rule and spreads any information quickly. Through the grapevine, information flows in different directions linking almost every one of an organization. It is governed by social and personal relationships rather than officially recognized rules and formalities.

Grapevine operates both in internal and external informal channels. It passes opinions, suspicions, and rumors that generally do not move through normal channels. By nature, the grapevine is a channel of horizontal communication. However, in fact, it does not follow any set pattern. It effectively operates horizontally, vertically and even diagonally. Grapevine is a natural outgrowth person-to-person informal communication channel through which information flows horizontally, vertically or diagonally without following any set rule or regulation among the people within or outside the organization.



Five Ways to make Grapevine Beneficiary to Organization

- Providing real news to the grapevine initiators.
- Considering grapevine as a pulse feeling tool.
- Contradicting the false rumor.
- Allowing workers in the decision-making process
- Developing a good organizational climate.

Providing real news to the grapevine initiators

Managers should identify the people who take an active part in grapevine channels and provide them with real news so that they can transmit real facts to the grapevine channels.

This will eventually, resist transmission of rumor, untrue and distorted messages.

Considering grapevine as a pulse feeling tool

Since grapevine is an important source of receiving feedback, managers should use it as a tool for feeling the pulse of the employees.

Contradicting the false rumor

If any false rumor occurs in the organization, management should immediately contradict and protest the rumor through formal channels.

As a result, the feeding of false rumors will decrease.

Allowing workers in the decision-making process

If the workers are allowed to take part in the decision-making process, they will be well informed of the facts. In such a situation, there will be nothing to suspect and to create a false rumor.

Developing good organizational climate

Good organizational climate impels the employees to develop a sense of belongingness, to maintain status, chain of command and self-respect, and to enhance satisfaction.

All these will facilitate the occurrence of grapevine in the most desired and effective way.

At last, we can say that though the organization cannot hire and fire the grapevine, it can ensure an environment where people can practice grapevine in the most desired and effective way.

Four Patterns or Types of Grapevine

The grapevine communication is usually horizontal in nature. But it can be horizontal, vertical and diagonal. Prof. Keith Davis has classified grapevine into 4 types.

- Single Strand Chain.
- Gossip Chain.
- Probability Chain.
- Cluster Chain.

Single Strand Chain: The single strand chain involves the passing of information through a line of persons to the ultimate recipient. In the figure, the person A tells B, who tells C, who tells D, and so on, till the information has reached most of the persons involved or concerned.

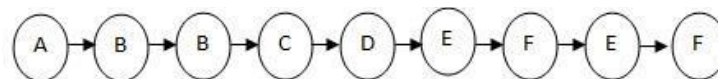


Figure: Grapevine Pattern-Single Stand Chain

Gossip Chain: In the gossip chain, one person seeks and tells the information to everyone. This chain is just like the wheel where one person stays at the centre and the information passes along the spokes of the wheel to others stationed on the rim. In the following figure, A is at the center and passes the information to others staying on the rim of the wheel.

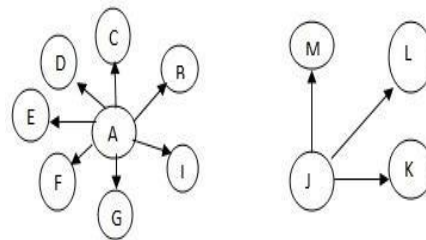


Figure: Grapevine Pattern-Probability Chain

Cluster Chain: In the cluster chain, a person tells the information to the selected persons who may in turn relay (pass) the information to other selected persons. Most of the information communication follows this chain. Cluster chain is shown in the following figure-

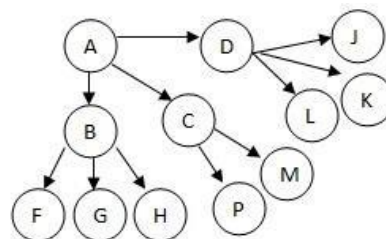


Figure: Grapevine Pattern-Probability Chain

So we find four major patterns of grapevine available in different organizations. They are not mutually exclusive rather than inclusive.

Six Reasons Why Grapevine Communication Exists in Organization

Communication through the grapevine is a matter of spontaneous feelings. Some personal matters and other situations may cause these feelings. Keith Davis said in this regard-“The grapevine is more a product of situation than it is of the person.” Typical examples of situations prompting grapevines include layoffs, takeovers, promotions, the introduction of new technology, etc. However, Personal factors also encourage involving in grapevine actively.

Six reasons why grapevine communication happenings in Organization;

- The emotion of Employees.
- The existence of Informal and Peer Groups.
- Exceptional Information.
- Job Itself.
- People of Talkative Nature and Suspicious Attitude.
- Organizational Climate.

Causes that may activate the grapevine

Emotion of Employees

Some organizational issues like the insecurity of service, the uncertainty of promotion, a prohibition to forming and enter into trade unions, undermining the role of subordinates by superiors, etc. are likely to create emotions in the mind of workers and make them excited.

Thus for relieving the emotions and cooling down the excitement of some workers tend to activate grapevine.

Existence of Informal and Peer Groups

Grapevine is a symbol that reveals the existence of informal and peer groups in the organization.

For exchanging most personal and some organizational matters, they start channeling information through the grapevine.

Exceptional Information

Exceptional events or information like the innovation of new products, investment in the new field, providing special facilities to a particular employee, etc. should be disseminated throughout the organization.

If these are not disclosed to the employees, someone may activate the grapevine channel.

Job Itself

It is observed that some jobs or positions such as personal assistant, personal secretary, driver, etc. by their nature can hold some important messages and play an active role in feeding information in grapevine.

Keith Davis pointed out in this regard that – “Secretaries to the managers are four times likely to be key grapevine communicators, compared with other employees”.

People of Talkative Nature and Suspicious Attitude

People of talkative nature or people holding suspicion on any matter play an active role in channeling information through the grapevine.

Organizational Climate

Now a day, many organizations permit their employees to communicate with each other frequently. This also inspires them to activate grapevine.

Pros and Cons of Grapevine Communication

Advantages of Grapevine Communication

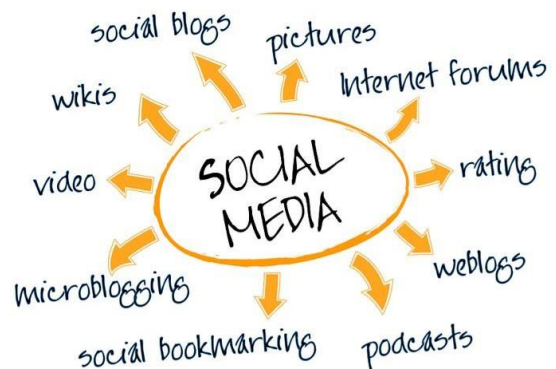
1. Grapevine channels carry information rapidly. As soon as an employee gets to know some confidential information, he becomes inquisitive and passes the details then to his closest friend who in turn passes it to other. Thus, it spreads hastily.
2. The managers get to know the reactions of their subordinates on their policies. Thus, the feedback obtained is quick compared to formal channel of communication.
3. The grapevine creates a sense of unity among the employees who share and discuss their views with each other. Thus, grapevine helps in developing group cohesiveness.
4. The grapevine serves as an emotional supportive value.
5. The grapevine is a supplement in those cases where formal communication does not work.

Disadvantages of Grapevine Communication

1. The grapevine carries partial information at times as it is more based on rumours. Thus, it does not clearly depicts the complete state of affairs.
2. The grapevine is not trustworthy always as it does not follow official path of communication and is spread more by gossips and unconfirmed report.
3. The productivity of employees may be hampered as they spend more time talking rather than working.
4. The grapevine leads to making hostility against the executives.
5. The grapevine may hamper the goodwill of the organization as it may carry false negative information about the high level people of the organization.

IV. Characteristics and functions of social media

With the increasing number of online community participation, the social media network has become a major medium that is being explored by Marketers, who find it the most effective way of getting closer to the customers and getting to know the customers. Marketers have dual advantage in the fact that they are able to get in touch with those who have already become their customers and experienced their products as well as those prospective customers who might be inclined to or may be influenced to buy the product.



Features

Social media when compared to traditional news media is different in several fundamental aspects. Unlike the traditional media where the readers or viewers are passive participants, social media network is one place where the customers as well as ‘would be’ customers are actively participating and exchanging information, sharing experience, giving their opinion and reviews based on their understanding as well as experience.

Firstly, the markets are able to interact with the customer in ‘real time’ basis and benefit from the communication. The Organization actually gets to ‘listen’ to the customer and understand more about the customer’s perception about the brand as well as the product etc. The social media channels help build collective opinion and precipitate healthy discussions about the relevant topics.

Second important feature is that social media network spread across variety of channels and medium as compared to the limited channels that print and news media operate with. Social media network operates with several tools including audio, video, text, audio pods, and private forums, public discussion boards, SMS, chatting, emails as well as blogging etc.

Thirdly, social media network is a dynamic, flexible medium that keeps changing interms of content, tools and keeps evolving all the time. As the participants keep giving inputs and the collective wisdom of the group results in change and up-dation of the content as well as creates demand for more tools to be made available. **Fourthly**, social media network calls for a different kind of participation from the marketers. Unlike the traditional media where marketers run campaigns and customer designed advertisements focused on a particular audience or group, social media network enables the participants to steer the discussion and the marketers are required to do more of listening than leading the discussion. Marketers have got to approach the prospective customers in a indirect fashion by helping to build public opinion and then indirectly steer them towards taking an interest in your product.

Social media network is evolving at a very fast pace and in line with faster changing technology tools that are being made available. Marketers have got no option but to tune in with the media, understand how things work and make sure they are present. Not being present in the social media networks in the current times is not an option for marketing companies.

Some basic features that app developers need to adopt

1. Ease of Connectivity.

The entire point of social media is a way to bring internet users together. Before the invention of the concept, the internet was just one vast “planet” of sorts that everyone navigated alone. Of course, our innate human need for connection found this to be extremely uncomfortable and ever since have discovered new ways to create convenient and quick connectivity between users. Social media allows you to keep in touch with friends,

family, and idols all over the world. To build a successful social media app you will need to maintain or build upon this ease of connectivity. Your app would need seamless navigation features. There should be little or no stress in signing up, login in or socialize as it is. All the major social media apps require little effort from users to connect, and your app would have to follow suit to attract a fanbase.

2. Ability to Extensively Customize Individual Profiles.

One significant advancement experts have come to observe in social media is the gradual ability for users to create customized profiles in order to stand out. Once upon a time, chat rooms allowed users only to use avatars in their image displays. Today, apps allow and expect you to use an image of yourself on their platforms. In addition, users now have the ability to upload image or videos of their personal lives, where they have been, what they ate, or who they are with. Of course, the latest in this trend is live videos; Facebook live, Instagram live, Snapchat and Twitter Periscope allow users to give live updates of what they are doing. It seems the more ability users have to customize their social media pages the happier they are. To this effect, it may be work in your best interest to add filters, special fonts, or other groundbreaking effects to your app that will help users create unique and exciting profiles.

3. Ability to Expand User Following.

This is one of the primary reasons Instagram has experienced so much success with its app. Instagram gives the easiest access to millions of people all over the world. As a result, it is easy to build a following on the platform, and anyone can gather thousands of fans in a relatively short period compared to other social media apps. Mobile app developers should take a cue or two from Instagram and make it as simple as possible for users to find a following on their platform at least at the beginning. This will not only enhance the social image of the app but also encourage users to post content which keeps the app relevant.

4. Choosing the Right Platform.

Mobile app developers now have the option of launching their apps on several popular platforms such as Windows, iOS, Android, and more. It is not exactly advisable to launch on all platforms particularly in the beginning stages of your app development. Choose a platform that supports your features best, especially one that affords the best interactive medium for your social media app. Also, choose a platform that supports various devices so as to enhance the performance of the app.

5. Easy Integration With Other Social Media Platforms.

For your social media app to quickly become popular it is important to integrate it with other top social apps like LinkedIn, Twitter and Facebook. Outbound sharing not only increases the popularity of your app, but also grow users organically, and drive adoption. In addition to this users should be able to directly invite their friends to use personal messaging channels like Email, Whatsapp, SMS, Facebook and more. Deferred deep linking should also be used to develop a personalized experience for each invitee.

6. Privacy and Security.

As much as social media revolves around interaction, without the proper level of privacy and security lines can be crossed. People can end up losing their personal information to other users with the wrong motives. As such, advanced levels of privacy and security must be provided to keep users trust. Any breach in this can completely destroy the reputation of a social media app, especially at its beginning stages. Therefore, using the best methods for maintaining security is highly essential.

7. Notification and News Feed.

Any successful social media app must have the ability to compress all of a user's many activities into a single view. Allow easy discovery of other users contents, and must be powerful for retention. As for news feed, it is important for any social media app to generate a constant flow of relevant content including photos, videos, and articles to enhance discovery and interaction between users.

There are several other important features that a social media app must have. A great example is adequate user support and consistent updates. Users should also be able to post reviews, update their status, share various forms of content, leave comments, suggestions, and feedback, and like or dislike content.

Ten types of social media and what they're used for:

1. **Social networks**—Connect with people (Facebook, Twitter, LinkedIn)
2. **Media sharing networks**—Share photos, videos, and other media(Instagram, Snapchat, YouTube)
3. **Discussion forums**—Share news and ideas (reddit, Quora, Digg)
4. **Bookmarking and content recovery networks**—Discover, save, and share new content(Pinterest, Flipboard)
5. **Consumer review networks**—Find and review businesses(Yelp, Zomato, TripAdvisor)
6. **Blogging and publishing networks**—Publish content online (WordPress, Tumblr, Medium)
7. **Interest-based networks**—Share interests and hobbies (Goodreads, Houzz, Last.fm)
8. **Social shopping networks**—Shop online (Polyvore, Etsy, Fancy)
9. **Sharing economy networks**—Trade goods and services (Airbnb, Uber, Taskrabbit)
10. **Anonymous social networks**—Communicate anonymously (Whisper, Ask.fm, After School)

V. Writing Blogs

A **blog is a type of website that focuses mainly on written content**, also known as blog posts. In popular culture we most often hear about news blogs or celebrity blog sites, but as you'll see in this guide, you can start a successful blog on just about any topic imaginable.

Bloggers often write from a personal perspective that allows them to connect directly with their readers. In addition, most blogs also have a "comments" section where readers can correspond with the blogger. Interacting with your readers in the comments section helps to further the connection between the blogger and the reader.

This direct connection to the reader is one of the main benefits of starting a blog. This connection allows you to interact and share ideas with other like-minded people. It also allows you to build trust with your readers. Having the trust and loyalty of your readers also opens up the door to making money from your blog, which is something I discuss later in this guide.

How to Write a Blog Post

Five Easy Steps

1. Step 1: Plan your blog post by choosing a topic, creating an outline, conducting research, and checking facts.
2. Step 2: Craft a headline that is both informative and will capture readers' attentions.
3. Step 3: Write your post, either writing a draft in a single session or gradually word on parts of it.
4. Step 4: Use images to enhance your post, improve its flow, add humor, and explain complex topics.
5. Step 5: Edit your blog post. Make sure to avoid repetition, read your post aloud to check its flow, have someone else read it and provide feedback, keep sentences and paragraphs short, don't be a perfectionist, don't be afraid to cut out text or adapt your writing last minute.

Now let's review each step in more detail.



Step 1: Planning

First, a disclaimer – the entire process of writing a blog post often takes more than a couple of hours, even if you can type eighty words per minute and your writing skills are sharp. From the seed of the idea to finally hitting "Publish," you might spend several days or maybe even a week "writing" a blog post, but it's important to spend those vital hours planning your post and even thinking about your post (yes, thinking counts as working if you're a blogger) before you actually write it.

Step 2: Writing a Great Headline

Everyone and their grandmother has an opinion about headlines. Some say you should be as specific as possible (to avoid misleading your readers and manage their expectations), while others recommend taking a more abstract approach. Vague headlines might work just fine if you're Seth Godin, but for most of us, being specific is better. There are two main approaches you can take to writing blog post headlines. You can either decide on your final headline before you write the rest of your post (and use your headline to structure your outline), or you can write your blog post with a working title and see what fits when you're done.

3: The Writing Part

So, you've done your research, settled on a headline (or at least a working title), and now you're ready to actually write a blog post. So get to it. Similarly to headlines, there are two main approaches to writing a blog post. You can either sit down and write an entire draft in a single sitting (my preferred workflow), or you can chip away at it gradually over time. There is no right or wrong answer here – only whatever works for you.

Step 4: Using Images Effectively

Writing for the web is an entirely different animal than writing for print. Oftentimes, people simply don't have the time, will, or ability to focus on lengthy blog posts without some visual stimulation. Even a well-formatted blog post consisting solely of text is likely to send your reader screaming back to Reddit or Twitter within minutes, which is why it's so important to include images in your posts.

Step 5: The Editing Part

Actually writing a blog post is hard. Editing a blog post is harder. Many people mistakenly assume that editing is simply striking through sentences that don't work or fixing grammatical errors. Although sentence structure and grammar are both very important, editing is about seeing the piece as a whole and, sometimes, being willing to sacrifice words (and the hours it took to write them) for the sake of cohesion.

To be successful as a blogger there is really just one requirement: a passion for your topic.

At its heart, blogging is about sharing your knowledge with the world. Choosing a topic that you are passionate about makes the process of starting a successful blog so much easier. Writing about more than one topic is totally fine too. As long as you are writing about things that you are genuinely interested in, your passion will shine through and keep your readers interested.

So why would you go to the trouble of blogging? There are a few reasons:

- **Make money from home.** Blogging can be quite lucrative if done correctly. The top bloggers in the world obviously earn quite a bit, but even a part-time blogger can expect to make a nice profit if things are done correctly. The best part about it is that blogging is a form of passive income, since you can spend just a few hours a week writing a blog post and then continue to make money from it long after the blog post is written. I go into much more detail on how to blog for money later in this guide.
- **Share your story.** A blog allows you to have a voice and be heard. You can share your story with the entire world if you so choose. One of the most common ways blogs are used are as a diary where the blogger writes about their daily experiences so that friends, family, and others can all be a part of their lives.
- **Recognition for yourself or your business.** No, you probably won't have paparazzi following you around because of your latest blog post. But a successful blog makes your idea into a reality, and can gain you a ton of recognition in your respective field. Many bloggers are known as experts just because of their blogs, and some have even gotten book and movie deals based on their blogs.
- **Find a community.** Blogging at its heart is interactive. You write a blog post and people comment on it. This is a great way to connect with people who are interested in the same things as you are. Blogging allows you to teach these people based on your experience, and it gives you the opportunity to learn from your readers as well.

The good news is that the internet is exploding with growth right now. More people than ever are online. This explosion in growth means more potential readers for your blog. In short, if you are thinking about starting a blog then there is no better time than right now.

So, just how do you start a blog?

How to Start a Blog in 6 Steps

Learn how to create a blog in about 20 minutes following these steps:

1. **Pick a blog name.** Choose something descriptive.
2. **Get your blog online.** Register your blog and get hosting.
3. **Customize your blog.** Choose a free template and tweak it.
4. **Write & publish your first post.** The fun part!
5. **Promote your blog.** Get more people to read your blog.
6. **Make money blogging.** Choose from several options to monetize your blog.

VI. Online discussion

Online group discussion

Online group discussion tools allow individuals to access a virtual environment remotely. Here participants can post their views, questions and concerns, and receive feedback from other participants and/or from a moderator.

Main characteristics of text-based computer-mediated communication, which are:

- Text based communication and the absence of nonverbal elements of face-to-face communication, although emoticons and abbreviations can be used to express general feelings.
- Anonymity of the participation, as participants are usually identified by an identification number (ID) or nickname to hide their real identity.
- Less cooperation in discourse construction and frequent occurrence of dysfunctional communicative behaviours. For instance, lurking, which consists of observing the discussion without taking part and is more frequent in forums, or flaming, a communicative style characterized by swearing and insults – more common in chats.
- Contributions may be more superficial than those offered in a traditional focus group as the pace is faster and more informal.
- Lower cost, shorter time for data gathering and storage/coding, and the opportunity to overcome geographical barriers.

Given their nature, these tools seem particularly suited to explore consumers and stakeholders views and opinions around a topic in an inexpensive and quick way. They also seem uniquely suited to enable discussion between hard-to-reach populations (e.g., experts from different European countries) and, by promoting a sense of anonymity, to study sensitive topics.

Rules and ethics

- Group discussions should be held in sites that are familiar and considered safe by the audience.
- A semi-structured interview guide should be used to moderate all discussions.
- Participants must be well informed about the purpose and procedure, and reassured about privacy and confidentiality issues.
- Determine whether or not participants are required to identify themselves.
- Determine the moderation style and the extent to which participants are able to set the agenda for debate. Types of

online group discussions

There are three types of online group discussion: synchronous, discussion take place in real time (e.g., chats), asynchronously (e.g., forums) and a mixed type (e.g., forums with chat).

Synchronous group discussions

In synchronous group discussions, online participants interact and discuss their opinions in real time. Chat-rooms are the most common tool of this type of online group discussion. In this setting, participants share their points of view synchronously as in a face-to-face focus group. They can be conducted in a private Web site and interviewees participate anonymously. Group size should be small to promote a more conversational style discussion. Synchronous group discussions usually present the following characteristics:

- Interaction seems more democratic, because all participants have the same time to express their opinions, taking turns to speak spontaneously, without negotiating with the others.
- Many times is more similar to a brainstorming session rather than a real group discussion. Participants interact intensely, continuously introducing new stimuli, ideas and topics.
- The speech is usually fragmentary and very quick, and moves more in lines of content, provoking sometimes episodes of misunderstanding.
- Discussion is more spontaneous than in other discussion formats and participants appear keener to disclose their private experiences and feelings. Participants tend to reveal their opinions directly,

without roundabout expressions or metaphors.

- Given the anonymity and the spontaneous nature of the conversation, episodes of flaming and misconduct can take place.
- Requires a directive moderation style, given the intense and chaotic interaction.
- Moderation requires an individual with fast typing skills and some experience with this type of real time discussion.

Given their nature, synchronous group discussions seem particularly suited to elicit affects and emotions related to the topic of interest and to reach an understanding of participants' concrete strategies. They seem also useful to generate new ideas or solutions, for instance to formulate new campaigns.

Asynchronous group discussions

In asynchronous group discussions, participants do not need to be online at the same time, and can log into the discussion platform and write their messages at any time of day. Forums are the most common tool of this type of online group discussions. These can be conducted in a private Web site expressly set up for the research and interviewees participate anonymously, usually hiding their identity behind a personal ID. Normally, participants are able to read all posted messages at any time and write their comments as a new message or in response to a specific message (e.g., reply).

Asynchronous group discussions usually present the following characteristics:

- Interaction is less frequent and intense.
- Discourse is better thought out. Participants tend to contribute to the discussion in a more rational manner and with well thought arguments.
- Tendency for monologues. Participants tend to contribute with little reference to the content of previous messages.
- Episodes of flaming and misconduct are rare.
- Requires little moderation and the moderator does not need to have much experience with this type of discussion.

Given their nature, asynchronous group discussions seem particularly suited to explore consumers and stakeholders reasoning and rational attitudes and to reach a detailed and well-meditated description of personal experiences.

Mixed type group discussions

In mixed type group discussions, both synchronous and asynchronous discussions are combined. The combination of the two communication styles allows the integration of the two settings' potentials, getting over some of their respective limitations. For instance, discussion can start with a forum during which participants log onto the site to write their comments at a convenient time for them. Then, interviewees can participate in an online chat. The starting forum permits members to get acquainted with the information system, the topic of discussion and with other participants. This also allows participants to share knowledge and to negotiate rules of interaction, promoting a sense of belonging to a group. The chat allows for a more interpersonal discussion.

Mixed type group discussions usually present the following characteristics:

- Synchronous interaction is more organized and less fragmentary.
- Misunderstandings and disagreements are less frequent.
- Wider thematic discussion, from abstract and more rational reflections to accounts of concrete personal experiences.
- Episodes of misconduct and flaming are rarer, even on synchronous discussion.
- Styles of moderation need to be adapted to the discussion context.

Given their nature, asynchronous group discussions seem particularly suitable when a broad and multidimensional description of the topic is sought

Argumentation visualization tools

When using online group discussions, one could also consider using argumentation visualization tools to help organize proposed arguments around a topic, review the reasonableness of claims, and select or support a particular claim based on its reasonableness. Within a research environment, argument visualization can be used to structure consumers or stakeholders' reasoning around a topic and to evaluate their preference regarding different claims and opinions.

Given their nature, these tools seem particularly suited when it is important to understand competing viewpoints among consumers and stakeholders or to gather and organize specific knowledge within an online group discussion (e.g., experts).

Examples: Reason!able, Austhink

Online Discussion Forum

1. It is a feature of a learning management system that supports course-related online discourse among students engaged in online learning. Online discussion forums can be implemented using a variety of platforms such as instant chat, video conferencing, and social media. A forum enables students to integrate different types of media to support their viewpoints. Learn more in: Online Strategic Discussion Forum: Models, Strategies, and Applications
2. An environment on the World Wide Web for holding discussions, or the Web application software used to enable these discussions. Learn more in: Online Discussion Groups
3. An online hub, called a "forum," where users post messages to hold a discussion around a given topic. In educational contexts, online discussion forums are typically housed within a learning management system. Learn more in: Pedagogical Cases in Integrating Technology Into Instruction: What Can We Do to Celebrate Failure?
4. An online discussion; each discussion usually consists of an original post, usually a question but sometimes a provocative statement, which other participants then answer or respond to in subsequent posts. Learn more in: Using Online Writing Communities to Teach Writing MOOCs

VII. Basic computer skills

What are computer skills?

Computer skills fit into two categories: hardware and software. Hardware skills allow you to physically operate a computer. Hardware skills can be as simple as knowing how to turn devices on and off. They might also involve more complex tasks like connecting machines to networks, changing parts or fixing broken devices. For these complex tasks, many employers hire trained technicians with advanced computer skills.

Software skills help you to efficiently use computer programs and applications. There are some software skills that employers may consider as prerequisites to employment. Employers may not include some software skills on job posts under the assumption they are universally understood. For example, many employers may believe all applicants have a basic knowledge of word processing programs, like Microsoft Word.

Today, nearly every job requires a basic understanding of computers, and many jobs involve intermediate to advanced computer skills. This can include knowledge of specific software, applications or devices. Below, you'll discover more information about the type of computer skills employers commonly look for in job applicants.

Some common computer skills include:

- Analytics
- Social media
- Graphic design
- Microsoft Office
- Spreadsheets
- Email communication
- Marketing automation
- Data visualization

Certain software skills are more commonly desired in different fields. If you're a computer programmer, you may be required to know various coding languages like Python, C++, Java or HTML, among others. Those who are applying for positions in administrative assistance will likely need be experienced with Microsoft Office Suite, Google apps and accounting software. To find out which skills employers in your industry might expect, spend some time researching the most common software skills for your career.

Why are computer skills important?

Most jobs now require the use of computers, mobile devices or software applications in some capacity. Some employers will require prior knowledge or experience with specific applications, while others will offer on-the-job training. If you have a working knowledge of commonly used software, you may be able to more easily learn how to use new programs. Whether you're employed in customer service, manufacturing, food service or tech, employers use computer applications to automate certain tasks, streamline communication and more. Job applicants with computer skills are highly sought-after due to the increase of technology in the workplace. You can showcase your computer skills by identifying computer-related requirements on job postings and explaining on your resume how you meet or exceed those requirements with past experience.

Basic Computer Skills

Skills vary by job, of course, but there are some basic skills that will help you get hired and boost your chances of getting a promotion. The more skills you have to include on your resume, the easier it will be to find your next new job.

Microsoft Office

Virtually all workers have some familiarity with Microsoft Word. However, individuals who can carry out mail merges, modify macro scripts, format documents expertly, and execute other complex functions are most highly recruited. You can get certified in Microsoft Office, which will enhance your resume and marketing to employers.

Spreadsheets

Facility with spreadsheet programs, especially Microsoft Excel, is referenced in many job announcements. Candidates who can create complex macros to organize spreadsheet information are in particularly high demand.

PowerPoint

A solid grasp of PowerPoint for workers who wish to conduct dynamic presentations or prepare materials for bosses and colleagues is essential. Job candidates who can show employers some attractive examples of presentation slides will often have a leg up in the hiring process.

Microsoft Access

Job seekers who can organize and manipulate data through programs like Microsoft Access have an advantage in today's information-intensive economy.

QuickBooks

Many small businesses (and some larger ones) use QuickBooks for accounting, payroll, invoicing, reporting and more. If you're working in an accounting or administrative role, a working knowledge of QuickBooks is definitely an asset.

Email

We all use email as part of our personal and professional lives, but those individuals who can perform advanced functions with email programs like Microsoft Outlook can increase office productivity.

Web and Social Skills

Most organizations are looking to enhance their footprint on the web and within social media. Workers who can maintain and upgrade websites using tools like content management systems, HTML, Dreamweaver, WordPress and Java are very attractive to employers. Candidates who understand how to leverage social media to convey messages about their organization are in high demand.

Graphic and Writing Skills

Knowledge of Photoshop and graphics programs like InDesign and Illustrator enable employees to optimize the look and feel of websites and other communications.

VIII. Power point presentation

Slideshows are quick to produce, easy to update and effective to inject visual interest into the presentation. However, slideshows can also spell disaster even for experienced presenters. The key to success is to make certain your slideshow is a visual aid and not a visual distraction.

Building a powerful and engaging PowerPoint presentation

- Use the slide master feature to create a consistent and simple design template. It is fine to vary the content presentation (i.e., bulleted list, 2-column text, text & image), but be consistent with other elements such as font, colors, and background.
- Simplify and limit the number of words on each screen. Use key phrases and include only essential information.
- Limit punctuation and avoid putting words in all capital letters. Empty space on the slide will enhance readability.
- Use contrasting colors for text and background. Light text on a dark background is best. Patterned backgrounds can reduce readability of text.
- Avoid the use of flashy transitions such as text fly-ins. These features may seem impressive at first, but are distracting and get old quickly.
- Overuse of special effects such as animation and sounds may make your presentation “cutesy” and could negatively impact your credibility.
- Use good quality images that reinforce and complement your message. Ensure that your image maintains its impact and resolution when projected on a larger screen.
- If you use builds (lines of text appearing each time you click the mouse), have content appear on the screen in a consistent, simple manner; from the top or left is best. Only “build” screens when necessary to make your point because builds can slow your presentation.
- Limit the number of slides. Presenters who constantly “flip” to the next slide are likely to lose their audience. A good rule of thumb is one slide per minute.
- Learn to navigate your presentation in a non-linear fashion. PowerPoint allows the presenter to jump ahead or back without having to page through all the interim slides.
- Know how to and practice moving forward AND backward within your presentation. Audiences often ask to see the previous screen again.
- If possible, view your slides on the screen you’ll be using for your presentation. Make sure slides are readable from the back row seats. Text and graphical images should be large enough to read, but not so large as to appear “loud.”
- Have a Plan B in the event of technical difficulties? Remember that transparencies and handouts will not show animation or other special effects.
- Practice with someone who has never seen your presentation. Ask them for honest feedback about colors, content, and any effects or graphical images you’ve included.
- Do not read from your slides. The content of your slides is for the audience, not for the presenter.
- Do not speak to your slides. Many presenters face the direction of their presentation rather than their audience.
- Do not apologize for anything in your presentation. If you believe something will be hard to read or understand, don’t use it.
- When possible, run your presentation from the hard disk rather than a floppy disk. Running from a floppy disk may slow your presentation.

Source Reference:

<https://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-https://in.indeed.com/career-advice/resumes-cover-letters/computer-skills>
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