

HS3201

Soft Skills II– B. Tech 3rd Year (SEM-2)

Externals: 60 Marks

Internals: 40 Marks

L-T-P-C*

2-0-0-1

Objectives:

1. To enable students speak effectively in formal and informal situations
2. To equip the students with necessary writing skills in order to face the corporate world
3. To strengthen the writing skills of the students and help them in documentation
4. To enable students sharpen their communication skills towards writing a persuasive resume and effective job application letters
5. To equip students with pre-presentation steps, to understand the structure of a good presentation, and devise various techniques for delivering a successful presentation
6. To make students understand the importance of team work and group presentations and group discussions

Outcomes:

Students will be able:

1. communicate effectively in formal and informal situations
2. understand the structure and mechanics of writing resumes, reports, documents and e-mails
3. present effectively in academic and professional contexts
4. develop communication in writing for a variety of purposes
5. identify areas of evaluation in Group Discussions conducted by organizations as part of the selection procedure
6. overcome stage fear and tackle questions

UNIT-I

Activities on Fundamentals of Inter-personal Communication

Starting a conversation - responding appropriately and relevantly - using the right body language-Role Play in different situations & Discourse Skills using visuals.

UNIT-II

Activities on Reading Comprehension

General Vs Local comprehension- reading for facts- guessing meanings from context- scanning- skimming- inferring meaning- critical reading - effective googling.

UNIT-III

Activities on Writing Skills

Structure and presentation of different types of writing- Resume writing/ e-correspondence/ Technical report writing- planning for writing - improving one's writing.

UNIT-IV

Activities on Presentation Skills

Oral presentations (individual and group) through JAM sessions/seminars/PPTs and written presentations

UNIT-V

Activities on Group Discussion and Interview Skills - Dynamics of group discussion- intervention- summarizing-modulation of voice-body language-relevance-fluency and organization of ideas and rubrics for evaluation- Concept and process-pre-interview planning-opening strategies-answering strategies-interview through tele-conference & video-conferencing - Mock Interviews.

UNIT-I Activities on Inter-Personal Communication

Objectives:

To enable students speak effectively in formal and informal situations.

To help students enact role-plays and skits by overcoming stage fear

Introduction:

In all domains of interaction, English has occupied a prominent place. In fact, it is playing a role of uniting agent in the world. The role of English in students' life is a vital one. The knowledge of English makes him a competent and effective communicator and also brings him a lot of employment opportunities. This chapter 'Functional English' helps in providing learners (i.e. students) with the speaking skills that they need to take active and responsible role in their communities, business, everyday life and work place. The exercises and practice make the students fluent, intelligible and confident. This chapter focuses on both writing skills and speaking skills. To develop writing skills, the students are given a situation and are asked to write dialogues. To develop speaking skills, students are asked to perform role-plays. The faculty helps the students everywhere. Necessary inputs will also be given by the faculty in the class. Overall the 'functional English' aims at making every student speak effectively in formal and informal situations.

1. Starting a conversation - responding appropriately and relevantly:

How to start a conversation:

Conversations, formal or informal, are an indispensable part of everyday communication. Whether it is a dialogue with a stranger or an acquaintance, striking a conversation is an art by itself. Conversation is not just words- it is a complex interplay between people, involving many other signals, seen and implied. A good conversationalist should focus on the following parameters while launching into a conversation.

- Who are the participants in the conversation?
- What is your relationship with them?
- What is to be said?
- How is it to be said?

- Is the situation formal or informal?
- To start a conversation you need an opening gambit.

There are a plenty of good openers. They do not have to be startlingly original-indeed, the more common they are; the more likely the other person is to feel confident and able to respond.

Here are some well tested and effective openers to get a conversation started.

You can start with:

- A greeting and then go on to introduce yourself and find out about the other person.
- Comments or questions on the surroundings of the event/weather/place, for e.g “This is a lovely house”.
- Comments or question on people who are central to the event. For e.g “Richa’s 40th birthday- I can’t believe it. Have you known her long?”
- Comments on current news, stories, or recent films, books, or television programmes. For e.g “Have you seen the latest Meryl Streep film?” Most people have some interest and knowledge in these areas and like to talk about them.

Tips to improve your style:

Good conversation requires delicacy and tact, give and take. The following are a few do’s and don’ts in a conversation.

- **Talking too much-** People who talk a lot make the conversation a tedious monologue. Remember to give time for others too.
- **Talking too little** - Some people like to assume the role of an observer in conversations which can put off the other person. Make sure you respond and share your views too.
- **Interrupting** - People who are very enthusiastic, or who like to air their views, tend to interrupt a great deal. Learn to restrain your enthusiasm.
- **Too much personal disclosure** - Remember many people have been brought up not to talk about themselves, and can be unnerved if others do so. You may embarrass others if you tell them too soon about yourself.
- **Trying to be funny the whole time** - Few people tell jokes well, and someone who is always trying to be funny, can exhaust others. Avoid this trap.
- **Constantly bringing the conversation back to yourself** - The conversation of some people is all I and me, and don’t fall into this trap.
- **Being too critical** - Some people are hopeless perfectionist. Remember if you launch into criticism in the early stages of a conversation, you may prevent the other person from expressing differing views or you may provoke a strong reaction, which results in conflict. There is little to be gained from being critical.

- **Avoid sarcasm** - A sarcastic person rejects involvement with what is being said or proposed.
- **Don't complain** - One who constantly complains lowers the mood of a conversation, making it difficult for others to be positive and constructive.
- **Compliments** - In conversation, one of the best ways of encouraging another person to open up is by paying a compliment. But be sensitive how you time your compliment and where you aim it. Some people find personal comments-even positive ones –highly intrusive, others of course will regard a compliment as a sign that you like and approve of them.
- **Be a good listener** - Listening is as important in conversation as talking. Good listening involves encouraging other people to say interesting things, understanding the things that they tell you and being sensitive to thoughts and feelings that underlie the things that they tell you.
- **Using the right language** - To make good conversation, you need to use language appropriately and effectively. Remember the importance of a well- stocked mind. To equip yourself with topics for small talks and deeper conversations, read the papers, follow sport, watch television documentaries, and keep an eye on fashion and social change, look for amusing little stories as you go through each day. Remember that curiosity is the best attribute you can have if you want to be a good conversationalist.

2. How to respond relevantly and appropriately

During a normal natural conversation many different expressions are needed to show the speakers' level of intellectuality, attitude and coherence. These expressions vary from asking for or giving opinion, inviting, apologizing, complaining, suggesting, advising to asking, or giving permission. These tools help the students overcome their reluctance and dive into the discussions among their groups. Here are a few questions and their responses that would help you in your day to day communication.

Introducing One:

Question	Response
How do you do? My name is -----	How do you do ? I am.....
Hello, how are you? In fact, I have been waiting to see you	Well, good to meet you. I have been looking forward to meeting you too.

Greetings and Compliments:

Statement	Response
You look great/lovely today Really?	How nice of you to say that.
That's a nice dress you are wearing	I'm glad you like it.

Requests and suggestions:

Question	Response
Will you please come as soon as you can?	Yes, -----

Shall we-----?	Yes, that sounds good. / No, I don't think it's a good idea.
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Asking and Giving Permission:

Question	Response
Do you have any objection if.....?	Of course, you can
Is it alright if I?	Sure, go ahead / Sorry, but

Invitations and Offers:

Question	Response
Would you like to?	Thank you. I'd love to. / Thanks anyway, but
How about coming to a Magic Show tonight?	That's great! What time?

Apology and Gratitude:

Question	Response
I am extremely sorry.	That's all right/OK
We are really grateful for your help.	It was my pleasure.

Seeking and Giving Advice:

Question	Response
Do you think I should?	I advise you to..... / I don't see
The way I see it, you should.....	Thanks for your advice. I'll do that.

B. Using the right body language - Role-play in different situations.

Introduction:

This session deals with role-plays. To learn a language, there are many methods and approaches but 'learning by doing' is the best method for better learning. Role-plays serve this purpose. Role play is an activity where a student is given a role to play. The student performs a role of somebody's character (or) sometimes his own character in an imaginary situation. This is one of the best speaking activities through which a student learns through his self-experiences.

Body language:

Body language is a largely unconscious, yet a revealing aspect of our true selves. It's not what we say but how we say something is important. Many a time we speak volumes without even uttering a word. Communication is a package deal of verbal, non-verbal and vocal cues. Through extensive communication research, it has been discovered that words account for only seven percent of a message's impact. The rest comes from non-verbal cues, such as voice, tone

and facial expression. It's only when we interpret all the cues that we get the whole message – or you end up with a partial communication.

Body language is also the most powerful method of validating your words. Even if you say the most meaningful sentence with a deadpan expression, nobody will believe you. Your expressions, body, gestures and vocal pitch must match your words. Body language is what gives meaning to words; it causes the message to reach the heart and brain. In order to send the right message, be conscious of how you use your body. Body Language is reflected in terms of Physical Appearance, Posture, Facial expressions and Gestures.

Examples of non-verbal expressions and the emotions they suggest

Non-verbal form	Non-verbal Cue	What does it suggest?
a) Eye contact	<ul style="list-style-type: none"> - Sustained eye contact - brief eye contact - avoiding eye contact 	<ul style="list-style-type: none"> - Trust, admiration, stress - nervousness, fear - shyness, lack of sincerity
b) Facial expression	<ul style="list-style-type: none"> - Raising eyebrows - Lowering eyebrows - Furrowed forehead - Open mouth - Swallowing - Frowning 	<ul style="list-style-type: none"> - Surprise, question curiosity - Acceptance, submission - Anger - Shock - Nervousness - Anger, displeasure
c) Posture and body movements	<ul style="list-style-type: none"> - Leaning towards A speaker/listener - Pulling away/leaning back 	<ul style="list-style-type: none"> - Interest - Fear, anger, distrust

Practice:

Each batch (20-25 students) is divided into 3 groups. Each group is given a topic by a teacher (or) students also can come with a topic to enact. The stories (or) ready-made skits can be adopted by the students. Each student of team takes a different role to enact and he/she experience the joy of learning by involving himself/herself in the chosen character. The student also learns here, how to correct his/her attitude, and find facts and responsibilities that are required for an ideal personality. The main objectives of a role play speaking skills; listening skills and non-verbal communication are met in practice. Every role-play performed by the teams is video recorded and will be submitted to a teacher in the next class in a CD. **Exercise:** The same team will continue for exercise. Students enact a skit or role play, record and submit the CD and the transcript of their task by next week to the teacher.

Role Play: Teacher's Evaluation:

Language Fluency	Clarity	Ability to enact the role	Body language suitable to situation. i.e. eye-contact / facial expression / Movements of hands / space / etiquette
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Peer Group Evaluation:

Language Fluency	Clarity	Ability to enact the role	Body language suitable to situation. i.e. eye-contact / facial expression / Movements of hands / space / etiquette
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Reference Books:

1. Body Language – Your Success Mantra – Dr. Shalini Varma
2. How to read a person like book – Nierevberg Calero
3. Communication Skills for Engineers - Sunitha Mishra and C. Murali Krishna
4. Everyday Dialogues in English – Robert J. Dixon
5. English Conversation Practice – Grant Taylor
6. Spoken English Part-2 (A foundation course for speakers of Telugu) – Kamlesh Sadanand and Susheela Punita

Unit – II Reading Comprehension

Syllabus:

Reading for facts- guessing meaning from context- scanning- skimming- inferring meaning-critical reading.

Objectives:

1. To improve the reading comprehension skills of students
2. To make them adept in the sub skills of reading i.e., skimming, scanning, inference etc.

Introduction:

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading ability is determined by many factors, and requires the development of certain skills through early reading instruction to attain initial success and build on it. This unit will be conducted in one session.

Reading is an important communicative process and reading skills are probably the most important language skills required for academic and professional purposes. Depending on the purpose of reading, the reader will require different reading strategies and skills in order to understand the subject content and language patterns of a message. There are three types of reading skills.

These skills include:

- a. Vocabulary skills
- b. Rapid reading skills
- c. Intensive reading skills

Vocabulary skills:

These skills include word meaning recognition, identifying the context clues and signal words, guessing the meaning of unknown words from word structure and context. The reader needs to look for the contextual signal words, examples, illustrations and linguistic clues that indirectly help define an unknown word or phrase. For instance, notice the signal clue in the following sentence.

Although she is very loquacious, she remains silent before her father

The word 'although' contrasts the word 'loquacious' with the words 'remains silent' and the reader can guess that the word 'loquacious' means someone who talks a lot and does not remain silent.

Rapid reading skills:

Reading is an active process and reader approaches the text for a particular reason. This refers to a set of reading practices which help in understanding the meaning of a given text. These skills include scanning and skimming.

Scanning:

Scanning refers to the ability to locate specific information or facts as quickly as possible. It may serve several purposes, which include looking for:

- A specific point or fact in text
- Relevant graphic detail
- A formula in text
- A word in a dictionary etc

We may know how to scan a newspaper or a dictionary but may do it slowly with less accuracy. Scanning speed can be increased by regular practice and concentration. The following suggestions will help increase proficiency at scanning.

- Know what you want to find
- Do not read everything
- Use guides and aids
- Know the organization of the material to be read
- Concentrate while scanning

Skimming:

Skimming is a more sophisticated skill than scanning. It refers to the process of reading a text or passage in order to get a rough idea of what it is all about. As its main objective is to understand the central idea and the main points of a text, the reader needs to use a reading strategy that involves fast reading and quick analysis.

Skimming involves three main skills:

- i) Identifying the central idea
- ii) Recognizing main ideas
- iii) Identifying the writing patterns of the passage/text

Intensive reading skills:

Intensive reading is detailed reading that demands better concentration and motivation. The rapid reading techniques of scanning and skimming give the readers correct beginning and prepare them for intensive reading.

Intensive reading skills include:

A. Critical reading

- Distinguishing between relevant and irrelevant information
- Explicit and implicit information

B. Inferring meaning

- To understand facts and opinions
- Drawing inferences and conclusions

Inferring meaning and Critical reading:

Inferring mean using content in a text, together with existing knowledge, to come to a personal conclusion and about something that is not stated explicitly in the text. When the author provides clues but not all the information, we read “between the lines” to make predictions, revise these, understand underlying themes, hypothesize, make critical judgments, and draw conclusions. Inferring involves synthesizing information, sometimes quite simply and sometimes at complex levels.

Critical reading is an analytic activity. The reader *rereads* a text to identify patterns of elements - - information, values, assumptions, and language usage-- throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole.

Example:

Read the following passage and answer the questions

A leading Indian industrialist in a recent article on ways to strengthen India's economy has drawn attention to the problems of inflation and industrial sickness among other things. One of the main reasons for industrial sickness in our country has been the fact that business and industrial managers have not been able to look beyond the immediate future. They have been too preoccupied with their attempts to report favorable results for the current year - higher profits and larger dividends to the shareholders. The planning horizon has hardly ever exceeded five years. Investments have been inadequate for new plants and towards diversification and expansions. Modernization and asset creation has seriously lagged behind. In business, growth is needed for survival; one has to grow if one does not want to be wiped out. This is particularly true today with liberalization of imports and increasing competition. Moreover, growth and higher productivity create employment and higher employment creates larger markets both for industrial and consumer products. It was Henry Ford who brought home the need for the creation of a larger and more stable middle class, that is, a larger number of people who can afford more and more of goods and services. Even after forty years of independence our industrialists have not been able to shed the petty shopkeeper's mentality and our highly educated management has tagged along merrily and without concern.

1. What, according to the writer is the main reason for industrial sickness in our country?
2. What have the managers been preoccupied with?
3. According to the passage, what do growth and increasing productivity lead to?
4. Why did Henry Ford stress the need for a more stable middle class?
5. (a) Explain the phrase 'wipe out'
(b) Find a word from the passage which means the same as 'small' or unimportant'

Students should also practice various passages and refer to K-VAN software for additional practice to face competitive exams.

Reference Books:

- 1) Effective technical communication – M.Ashraf Rizvi,
- 2) “DELTA's key to the Next Generation TOEFL Test : Advanced Skill Practice”, New Age International (P) Ltd., Publishers, New Delhi.
- 3) “IELTS series with CDs”, Cambridge University Press.
- 4) Edgar Thorpe & Showick Thorpe, “Objective English”, Pearson Education 2007.
- 5) Jolene Gear & Robert Gear, “Cambridge Preparation for the TOEFL”, 4th Edition.

6) **Comprehension connection – bridges to strategic reading** – Tanny Mc Gregor

7) Reading Comprehension for the CAT – Sujith Kumar

Unit –III Writing Skills

Objectives

- To equip the students with necessary writing skills in order to face the corporate world.
- To strengthen the writing skills of the students and help them in documentation and assessing their progress in writing.
- To enable students sharpen their communication skills towards writing a persuasive resume and effective job application letters.

Introduction:

Writing is a skill and which, like other skills need to be learnt with special efforts. Writing involves the complete participation and involvement of the writers in order to produce the best. Writing involves the transfer of thoughts into language and also a process where thinking is used for appropriate usage of words and sentences. Writing is an excellent way of stimulating mental development. It is writing which makes vague ideas become concrete. Thinking is the prerequisite for writing which enables the writer to generate ideas on the given topic by answering the fundamental questions like , what is the purpose? and who are the audience? In the act of writing the effort to express ideas and the constant use of eye hand and brain comprises a unique way of reinforcing learning and discovering new ways of expressing ideas. The close relationship between writing and thinking on one hand and reading and writing on the other hand is a valuable part of any language learning and skill acquiring programme. All effective writers avoid ambiguity. Clear and legible writing is a bridge between the minds of the writer and the reader.

As students of Engineering need good technical writing skills and as it is the need of the hour, there is a stress on technical writing skills. The three important factors are purpose, audience and tone. The process of technical writing involves three stages- pre-writing, writing and re-writing. In this unit students are introduced to resume writing report writing and e-correspondence.

Written communication is like a bridge between writer and reader: like a bridge, its performance and efficiency depend on its materials and structure. A good structure enables a powerful message to be conveyed with minimum use of words. In section 4 appropriate structures for popular pieces, essays, literature reviews, experimental write-ups, dissertations, professional reports, academic papers and memos are suggested. This sub-section presents

general principles of structure. The overall structure of a piece of written work has blocks or sections of more-or-less homogeneous material, arranged in order.

Sequencing is the skill of organizing textual material deciding the priority, the focus of the different points and consequently the order in which it should be presented in a paragraph. Sequencing is also about linking about ideas and concepts. Some of the common linkers are: in addition to further, apart from, although however, in spite of etc.

Often the first section describes the problem, the second section collates the facts, the third discusses deductions from and implications of the facts, and the last draws conclusions about relationships (in scientific writing) or about desirable courses of action (in management plans). Factors that contribute to clear, fluent and effective writing are:

- 1 Purpose: the reason for writing
3. Audience: the readers
4. Writer's process: getting ideas, getting started, writing drafts and revision
5. Mechanics: spelling, punctuation
6. Grammar: rules of verb, agreement, articles, etc
6. Syntax: sentence structure, stylistic choice
- 7 Content: relevance, clarity, originality, logic
- 8 Word choice: vocabulary, idioms , tone etc
- 9 Organization: paragraphs, topic, cohesion and unity

Resume writing:

Introduction:

The purpose of a resume is to disclose one's qualifications and accomplishments to the admissions/ interview committee. The strategy should be to emphasize the experience and the skills that a particular organization is looking for. Resume is also an example of one's communication and organizational skills.

A Resume is a selective record of an individual's back ground. It is a professional employment seeking document that presents a summary of an individual's education, professional training, experience, skills, achievements and references etc. A well written

persuasive resume tailored to a specific job position immediately grabs the attention of an employer. There are three types of resumes, i.e, Chronological resume, Functional resume and Combination resume. The design of a resume largely depends on a person's back ground, employment needs, career goals and professional conventions in the area of specialization. The standard parts of a resume include the heading, position sought, career objective, education, work experience, specific skills, achievements, accomplishments and references.

Resume Design:

The design of a resume largely depends on a person's background, employment needs, career goals and professional conventions in the area of specialization. A resume should be original. Although resume writing software may be used to design a resume or it may be written by a professional resume writer, it should be designed according to individual needs. Keeping a resume job specific gives it the required focus and makes it more effective. The standard parts of a resume include the heading, position sought, career objective, education, work experience, specific skills, achievements, activities, interests and references.

Heading:

The heading of a resume includes contact information, which contains the applicant's name, full postal address with pin code, telephone number with area code, fax number, and e-mail address.

Position Sought:

If applying for a solicited job position, the position sought should be mentioned so that the employer is able to distinguish the application from those who might have applied for other positions available in the company / organization.

Career Objective:

It should be a specific one-sentence focused statement expressing the candidate's career goals in relation to the targeted position. It should convey his / her motivation and interest in the job he / she is seeking.

Example: To work as a product architect in innovative software company where I will be able to use my experience in the areas of product and system architecture with expertise applications.

If you are just exploring a job position by sending an all-purpose resume, you may use a general statement as your career objective. It should tell the potential employer the sort of work you are hoping to do.

- Example:** 1. Seeking a suitable position in design / project management.
2. Challenging position in maintenance of computer printers and peripherals

Profession Summary:

Some resumes may include a professional summary in place of career objective. It is a one-sentence statement listing the applicant's most important qualifications, his / her essential skills, and his / her key work experience.

Example: Six year experience in providing customer support to users of the industry's leading network routing, switching, security, and VOIP technology as a CCNA professional at CONVERGYS.

Education:

In this part of the resume, specific details regarding the applicant's education and professional training have to be included. The name and location of the school / college / university / institute attended, dates of attendance, major areas of study, degrees / certificates received should be mentioned. Relevant training programs, special courses, seminars and workshops that the applicant might have completed, attended or conducted should also be included. Reverse chronological order is used to list educational information.

Work Experience:

This part of a resume should provide a brief and specific overview of the applicant's work and professional experience. Work experience should be given in reverse chronological order, by listing the most recent employment first. Title of the position, employer's name or name of the organization / company, location of work, dates of employment, and important job responsibilities, activities and accomplishments should be included. Emphasis should be placed on those aspects of the applicant's experience that illustrate his / her capabilities and positive personality traits.

Special Skills, Abilities and Aptitudes:

In this part of a resume, the applicant's special skills, abilities and the aptitudes that are of significance and of direct relevance to the job applied for are listed.

Activities and Interests:

Extra-curricular, Co-curricular, Professional activities, and hobbies and interests must be mentioned. These activities must show that the applicant is a dynamic and energetic person who can accept challenges.

Achievements / Accomplishments / Honors:

This part should include scholarships, fellowships, awards, distinctions, certificates or anything that shows achievement or recognition. These distinguish the candidate from the rest.

References:

Some employers need references from persons who know the applicant's work or professional competence through formal and professional interaction with him / her. When applying for a solicited position where the employer wants references, the names of three persons who can give letters of recommendations or references should be mentioned. These persons may include the applicant's previous employer, teacher, immediate supervisor, research guide, colleague, subordinate and so on. The name of the reference must be mentioned, his / her designation, and full contact address should be given.

Sample Resume

Combination Resume

VIBHOR SAXENA

A-25/31, Sector-60, Noida – 201 301.

Email : vibhorsaxena@dppc.com

SKILLS

- Conversant in structural steel design and fabrication
- Have sufficient exposure to project management methodologies
- Competent in managing construction activities of large scale Heavy Engineering Project
- Proficient in MS-DOS, Microsoft Windows, Excel, and Word 98 and 2000
- Good problem-solving skills
- Excellent communication and interpersonal skills
- Competent in speaking French

EXPERIENCE:

- a) **Project Leader**, Dharampal Premchand Ltd., Sector-60, Noida-201 301 December 2001 to present
- b) Complete civil projects within or ahead of the schedule through strict planning, monitoring, and control while maintaining the best construction standards
- c) Supervise erection of auxiliary facilities like water treatment, ETP, cabling, piping and other utilities
- d) Maintain customer relations through effective presentation of technical expertise

EDUCATION:

Pondicherry Engineering College, Pondicherry

B.Tech in Civil Engineeri JJuly 1998 **Institute of**

Information Technology, Mumbai Certificate in

Computer Programming, December, 1998

ACTIVITIES:

- Member, Institution of Engineers, New Delhi
- Member, National Cadet Corps, 1994-1996
- Secretary, Society for Promotion of Science, New Delhi

INTERESTS:

- Badminton,
- Football,
- Cycling
- Classical Music, Movies, Fiction

Report writing:**Introduction:**

In session three report writing is taken up. Reports are among the most common types of communication which are from someone who has authentic information to someone who needs it. A report can be defined as formal or professional communication for a specific purpose, conveying authentic information to a well defined audience in a completely impartial and objective manner. Students on the threshold of employment need to be equipped with technical report writing skills.

Objectives:

- To equip students with a number of pointers to write professional and structured technical reports.
- To help students learn about project reports and research reports.

Theory:

The word 'Report' is derived from a Latin term 'Reportare' meaning to carry back information to someone who needs it. A report therefore is a description of an event carried back to someone who was not present on the scene. A report is useful for spreading awareness, making analysis and most important for decision making, therefore it must be drafted very meticulously and organized appropriately. Reports can be broadly categorized into Informational reports and Technical reports. A Technical report should explain what you did, why you did it, what you discovered and what is significant of your finding. The report should identify clearly what is novel about your work, and how it relates to prior knowledge. Next the components of a Technical report are discussed such as: Title, author's name, acknowledgements, table of contents, introduction, and body of a report, findings, conclusions, references and appendices if any.

Planning and preparation (reports)

An effective report is the result of careful preparation and execution of the plan. The following are the preparatory steps to writing a report:

- Define your purpose and scope
- Determine your audience
- Collect the data
- Organize the material
- Make an outline

A TR should explain what you did, why you did it, what you discovered, and what is significant of your findings. The report should identify clearly what is novel about your work, and how it relates to prior knowledge. There should be a focused topic, and an attitude about this topic. The topic should be developed according to the attitude in a thorough, logical, and orderly fashion. Throughout, the author should be helpful to the reader.

A report is useful for spreading awareness, making analysis and most importantly for decision making and therefore it must be drafted meticulously and organized appropriately.

The Components

A technical report should include each of the following items:

- **Title:** A logical, accurate, descriptive, and grammatically correct title.
Titles should be as short as possible, while still satisfying the foregoing criteria.
- **Author's name and affiliation, and date.**
- **Acknowledgments.** Acknowledge any help you received, including any use of computer equipment. Be specific.
- **Contents list:** Focus on the scientific content of the project--your questions and answers. Identify and explain interesting and important phenomena. Emphasize what is new about your project. Although it is crucial to explain your experimental procedures, be concise.
- **Introduction/Terms of reference/Scope and Procedure** which introduces the work, provides the motivation and context and outlines other related work
- **Body of a technical report:** Write a clear, informative, and thoughtful description and critique of what you did. Include carefully drawn graphs and diagrams, wherever applicable. Be sure to motivate, present, and interpret your findings.
- **Main technical chapters/Findings (the evidence)** which document the core technical work.

Project report consists of following chapters.

Chapter 1-Introduction

This section should include a clear statement of the major objectives of the project. In particular, clearly identify questions you are going to answer. The problem statement should also include any background information that may be needed to understand the major objectives

Chapter 2-Literature Survey

This section should contain a brief overview of the literature and studies that will be useful to complete the project.

Chapter 3- Present Work:

This section includes the design of the project, methodology and field work related to information. Tools used for data collection and observations of the phenomenon can also be reported

Chapter 4- Result & Discussion

This section includes a careful description of models and techniques employed, details of assumptions or constraints imposed in order to make analysis possible, a description of data inputs

required, estimated parameter values from data, and source of data. The analysis of data is also described.

Chapter 5-Conclusion & Future Scope

This chapter contains summary of the results, the methods used to obtain them, and how they relate to the stated purpose of the project. In addition to the overall significance of findings and the concepts learned, it clearly identifies connections between the main points of discussion.

- **Recommendations.**
- **Appendices:** Appendices for supplemental information and for detailed or voluminous information must fit into the body of the technical report. For example, if your project involves any computer programming, you should include a nicely documented and formatted listing of all source code written.
- **References/Bibliography:** Complete and accurate list of references helps to give credit where it is due, to be helpful to the reader to identify useful related work, and to identify the context and background of your work. Standard format of Bibliography must be used.

Writing Style

There is no fixed writing style but there are useful guidelines which aid the readability, professionalism, objectiveness and impact of a report.

Who is the rapporteur?

All reports should be written in the third person i.e., as an *objective* observer! Avoid using terms such as "I did this experiment and...". Instead substitute terms, such as "The experiment was performed ...". Note that the best written description is not necessarily the same as the best verbal description.

Who is the reader?

Decide, in advance of writing, which is likely to be assessed by the reader of the document is. The document must be pitched at an appropriate level with sufficient background to allow understanding by the target audience. Examples of target audiences are shown below.

Form

Items related to general appearance and professionalism of the report is considered to be the form.

Spelling

This may seem a small and unimportant point for an engineering text, but poor spelling makes a document seem sloppy and may convey an impression that the engineering content is as loose as the general appearance!

There are spelling checkers in virtually every word processor now.

Grammar

Many word processors now have grammar checkers as well as spell checkers, but the usefulness of these is debatable, so don't rely on them. If in doubt, keep your sentences short and don't be afraid to ask somebody how to use punctuation correctly.

The capital dilemma

Avoid excessive use of capital letters. Avoid the use of capitals for emphasis, use boldfacing or italics instead. Capitals can be used effectively to differentiate between different section heading levels. Avoid Plagiarism.

Multimedia and Visual Balance

A technical report can contain information in a variety of forms. These include text, figures, tables and equations. Choosing different means of representation can also be used to give visual balance to the document, for example by breaking up long sections of text with equations, tables or figures. In cases where several options are available for representing a particular piece of information, the author can choose appropriately to make the document a less daunting prospect to the reader through visual balance.

Figures

“A picture tells a thousand words”? There is great substance in this statement, and nowhere more obvious than in technical reports. Use figures liberally to communicate specific results (graphs) and show an overview of the system being described through block diagrams, etc. Ensure that each figure has a number and a title, so that it can be referenced from the text.

Tables

Tables are an excellent means of giving an overview of numerical results or providing information in a form which lends itself to comparison. Again, ensure that each table has a number and a title, so that it can be referenced from the text.

Equations

Some authors shun the formality of equations, preferring to describe the required relationships in textual form. However, it is generally possible to encapsulate a whole paragraph of such text in single equations. Use equations in a technical report where possible!

Number *all* equations consecutively to allow reference from the text.

Text

Text is the 'filler' and provides the bridge between the equations, figures, tables and references.

Guidelines:

- In the introduction of your report, clearly identify a focused well-defined question. Answer this question in the rest of your report.
- Analyze and interpret your data, and discuss the significance and limitations of your findings. Do not simply report your data.
- Be sure that your technical report is complete in the sense that it has each of the following components: descriptive title, author's name and affiliation, date, informative abstract, list of keywords, body, acknowledgments, and references.
- In your abstract, specifically and concretely state your findings; do not vaguely describe what you set out to do. Your abstract should summarize, not introduce. Do not begin your abstract with the hackneyed phrase "this paper".

E-correspondence

Introduction:

In session four, E – correspondence is taken up. As electronic correspondence is order of the day in academic field it has attained global acceptance and is being accepted as means of formal communication and with digital signatures it is even admissible for financial transaction.

Theory:

It is the medium of communication that sends and receives messages through specially designed computer network. With the revolution in information technology along with the rapid growth of the internet e-mail has become the most popular communication medium. More and more people are spending time on the net sending e-mail messages. There is no doubt that due to high speed , low cost and efficiency, e-mail is today one of the most important channels of communication.

Like business letters and memos, e-mail messages help to re-inforce professional and business relations. Everyday business dealings and ordinary activities of business would not be

possible without e-mail. It can be used both as a means to reach out to people outside an organization, and to send information within an organization. E-mail is used within organization through specially designed internal computer network.

The advantages of using e-mail include speed, low cost, quick distribution, flexibility, easy attachments and easy upward communication. Five characteristics that distinguish successful e-mail messages are conciseness, accuracy, clarity, conversational tone and a single theme. E-mail messages contain six segments: Heading (Date, from, to, subject, CC, Bcc) , Salutation, opening statement, body, closing statement and signature.

Students are introduced to what e-correspondence is and also etiquette and ethics. E-correspondence is an internet activity operated by exchange of computer stored data through telecommunication. However certain guidelines are necessary and become pertinent on the end user for his or her scrupulous observations while making the correspondence. It has attained significance in enhancing the scope of business communication and more as user friendly for career advancement to auguring the areas of employment and entrepreneurship at large.

Email Etiquette

- Always include a subject line in the message
- Make the subject line meaningful
- Use correct grammar and spelling
- Always use a signature if you can, make sure it identifies who you are.
- Includes alternate means of contacting you (phone/mobile number are useful)
- Use active words instead of passive
- Avoid long sentences
- Be concise and to the point

Practice:

Students write e- mails on the following:

- Write an e-mail to the Director, EFLU, Hyderabad requesting for details regarding Diploma courses in Foreign Languages.
- Write an e-mail to one of your Professors requesting for letter of recommendation to apply in a foreign university.

- Write an e-mail to the CEO of TCS, inviting him to be the Chief Guest for Tech Fest, Aura-2015.

Exercise:

Students should get in contact with one of the core department faculty members through email for a) Project report discussion and b) Technical report and submit at least three printouts of their communication to the teacher concerned.

Evaluation Sheet for (e-mails)

ID no	Relevance	Content	Organization	Language mechanics	Tone& Style	Total

Scale: a) 3 = Good b) 2= Average c) 1= Poor

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Unit – IV Presentation skills

Objectives:

- To help students make effective presentations in academic and professional contexts
- To equip students with pre-presentation steps, to understand the structure of a good presentation, and devise various techniques for delivering a successful presentation
- To help students overcome stage fear and tackle questions

Introduction:

Two formal means of communication available to engineers when passing information onto a general audience include written reports and the oral presentations. Each has its own characteristics and when an engineer gives a technical presentation, he or she should focus on those aspects unique to presentations.

There are two main types of presentations in oral presentation skills. There can be one minute talks on selected topics or group seminars. Written reports can be presented in the formats like posters, technical and project reports. Power point presentations, emails and assignments are also part of written presentation skills.

Planning and Preparing for the Presentation

A presentation should be planned well so that the material is delivered effectively. Planning the presentation helps the presenter

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

Planning a presentation involves defining the purpose, analyzing the audience, analyzing the occasion, and choosing a suitable title. Preparing for a presentation involves developing the central idea and the main points, gathering supporting material, and planning visual aids.

Structuring the presentation

The presentation should be divided into three distinct parts: introduction, body and conclusion. The introduction should

- Get the audience's attention
- Introduce the subject
- Give the audience a reason to listen
- Establish the credibility
- Preview the main ideas

The body contains the main content of the presentation. The main points should be supported by appropriate details and visual aids. The presenter should make smooth transitions to indicate a shift from one idea to another. One should ensure that the information is accurate, complete and relevant.

The conclusion should accomplish the following objectives

- Summarize the presentation
- Reemphasize the central idea
- Focus on a goal
- Motivate the audience to respond
- Provide closure

Rehearsing for the Presentation:

It is important to rehearse the presentation properly as it will give the presenter confidence and make him familiar with the content to be delivered. A rehearsal helps the presenter understand if the presentation requires modification in content, style and structure. Rehearsing before a live audience, paying attention to timing and recreating the presentation environment

facilitate a smooth delivery. Constructive feedback during rehearsals also helps in better presentation.

- Start with confidence
- Be Organized
- Stay Relaxed
- Pay Attention to Body Language
- Use Appropriate Visual Aids
- Pay Attention to all Details
- Close in a Memorable Way

Handling Stage Fright:

A presenter can overcome stage fear by following these strategies

- Concentrate on the Three Ps: Planning, Preparation and Practice
- Set Realistic Goals
- Avoid Negative Thoughts
- Begin the Presentation with a Pause
- Speak Slowly
- Learn and Practice Stress Reduction Techniques

Guidelines for making an Oral Presentation

- Start with confidence, begin with a an anecdote or a quotation
- Be Organized, make presentation in a stepwise manner
- Stay Relaxed , maintain calm, understand the mood of the audience
- Pay Attention to Body Language facial expressions , eye contact, gestures and posture
- Pay Attention to all Details, give good examples
- Close in a Memorable Way

Theory:

JAM sessions have now become an essential part of selection process for any job as they are the most effective way of testing the communication and logical thinking skills of a job aspirant. The topics are announced just five minutes before the session. The participants are expected to select a topic and speak effectively for one minute . Here the communicative competence is assessed along with the ability to analyze a topic and logical organization of thoughts.

Guidelines for JAM Sessions:

- Select a topic that is familiar to you
- Recollect and write down all the points
- Organize the points in a logical manner, starting with introductory sentence, points of discussion and closing sentence.
- Practice your speech once before you present it to the audience
- Speak confidently and clearly in a pleasant manner.

Practice:

Teacher gives some topics for preparations. Example topics: Favorite holiday spot, role model, memorable moment, your favorite political leader, favorite movie or person or day or things or food, mobiles, traffic & corruption. Students give individual JAM sessions on the topics selected by them. These sessions are recorded and put on a CD. Teacher gives feedback and suggestions. Teacher gives feedback sheets to students for peer evaluation. Students fill the sheets and return them to the teacher. Students look at some example paragraphs on the K-Van software for JAM topics.

Exercise: Students submit the transcript of the JAM topic.

Evaluation Sheet for Oral Presentation Skills(JAM)

ID no	Introduction of the topic	Organization of content	Originality of ideas	Subject knowledge	Body Language	Total(15)

Oral presentations (group) through Seminars:

Introduction:

In this session students learn how to give group seminars by understanding the structure, stages involved in preparation and the actual presentation of seminar. Students also understand the importance of team work and group dynamics that play an important role in this activity.

Theory:

Seminars are student-led small group based learning situations. They are a structured way for students to get together and think through a subject and share conclusions with each other. The seminar tutor should assist by triggering discussion on the topic. Group seminars give students an opportunity to ask questions on the topic and clarify doubts. It also helps the students in improving their communication skills. One student in the group starts the seminar but it is the responsibility of the other students to contribute their ideas, opinions and questions. For this to work well these contributions should have been researched and prepared in advance. The tutor's role is as a facilitator. Their aim is not to 'give a mini lecture' but to try to encourage contributions from all those present by asking questions that stimulate further discussion. At the end of the seminar they may sum up and draw some conclusions.

Practice:

The groups of three students make an oral presentation on the reports of Technical seminars of their seniors which they analyzed in the writing skills class. Each group gets 10 minutes time for presentation. Teacher along with the HOD observe these presentations and give feedback.

Evaluation Sheet for Oral Presentation Skills (Seminars)

ID no	Introduction of the topic	Organization of content	Originality of ideas	Subject knowledge	Body Language	Total(15)

Poster Presentations:

Written presentations include preparing posters, project and technical seminar reports. The purpose of this activity is to convert a text into a written presentation. The structure of different types of written presentations varies according to the structure and purpose. Samples of each of these are displayed in the class highlighting the differences in format and style. The parameters of evaluation for all these activities are explained to the students. Three main elements to written presentations are

- structure (the way the content is laid out)
- style (the way it is written)
- content (what you are writing about)

Introduction:

A poster is a visual description of a project, prepared for viewing by those attending a conference. Posters can depict research or evaluation findings, outline a research process, or describe a program. Posters take up a larger space on a bulletin board or wall than what the word “poster” might suggest (usually larger than 3 feet by 5 feet). Conference attendees can visit a variety of posters and talk with the people who prepared them.

Theory:

The poster presentation is a highly-used communication tool for students to display and discuss their research experiences in class and laboratory settings.

Guidelines for preparing posters

- Look at the Overall appearance, White space, Text / graphic balance, Text size, Organization & flow, Author identification, Research objective, Main points, Summary
- It should Communicate visually, Serve as an illustrated abstract
- Attractive & hold attention, make concepts easy for readers
- Initiate discussion and be concise & organized
- Present scientific / technical information
- It should not be a replication of a journal article
- It should Stand alone if /when you're not there

Practice:

Teacher divides the class into groups of three. Each group will select a topic and prepare a poster.

Exercise: Same group will continue and take up a topic for poster presentation as home work.

Evaluation Sheet for Written Presentation Skills (Posters)

ID no	Text & Layout	Language Mechanics	Visuals/ pictures	Enhancements	Body language	Audience interaction	Total (18)

Presentations through Projects:**Introduction:**

The same group of students who studied and analyzed report of their senior's project as part of writing skills will give an oral presentation on the same project report. They write down the script of their presentation.

The purpose of a project report is to present an answer to the project problem(s) and to communicate the ideas and methods used to obtain the results . This information should be a concisely worded and well-organized paper that is understandable to any other reader. The format of a typical project report is described below. This format is quite general and user friendly.

Theory:

One of the most important aspects of good project reports is to be concise, yet informative. Make sure to mention the background to, and aims of, the investigation . Include the basic concepts and theory relating to the investigation. Describe the procedures used. Identify major sources of error and explain how they were dealt with. Only data directly relevant to the calculation of final results should be presented, omit raw data. Final results should be presented clearly and concisely; include an analysis of errors, but omit details of arithmetical manipulations. If computer code was used or written, give details of the checks and validations you performed on the code. The interpretation of the results must be discussed, and improvements and possible extensions of the work suggested. Give references to any books,

articles or other sources of information (e.g. web sites) that have proved useful in preparing the report, or carrying out the work.

Evaluation Sheet for Written Presentation Skills (Projects)

ID no	Aims of	Clarity and	Interpretation	Implications	Style,	Total
	study	conciseness	of data	of findings	grammar and syntax	15

Written presentations through Reports:

Introduction:

The team working on technical seminar reports of their seniors will write a report on that. In Engineering, one of the major forms of communication is the technical report. This is the conventional format for reporting the results of research, investigations, and design projects. They help to to assess mastery of the subjects and ability to apply knowledge to a practical task. The ability to produce a clear, concise, and professionally presented report is therefore a skill students need to develop in order to succeed both in academics and in career.

Theory:

Technical reports are the primary written work products of engineers. As such, they present facts and conclusions about designs, experiments, and other projects. They include research about technical concepts and often include visual depictions of designs and data. A technical report's purpose is for an engineer to communicate information gained through a process of technical or experimental work. Therefore, the writing follows a strict sequential process that is sometimes product driven, and which can be replicated exactly. Technical reports include various types of "technical" information. For example, to report why a design or piece of equipment failed, Or, to write about a design created. Technical reports present facts and conclusions about designs and other projects. Typically, a technical report includes research about technical concepts as well as graphical depictions of designs and data. A technical report also follows a strict organization. This way, when other engineers read the report they can quickly locate the information that interests them the most.

Practice:

Students should work in the same teams of three .They prepare an oral presentation on the Technical Seminar report of their seniors and present it to the class.

Evaluation Sheet for Written Presentation Skills (Reports)

ID no	Aims of study	Clarity and conciseness	Interpretation of data	Implications of findings	Style, grammar and syntax	Total

Written presentations through PPTs / e-mails / assignments etc

Introduction:

Power Point is the most popular presentation software. It is the most useful and accessible way to present visual aids to the audience. PowerPoint presentations consist of a number of individual pages or "slides". The "slide" is a reference to the [slide projector](#). Slides may contain text, graphics, sound, movies, and other objects, which may be arranged freely. The presentation can be printed, displayed live on a computer, or navigated through at the command of the presenter.

Theory:

Some of the important features of a PPT which make it a popular method of presentation technique are quick and easy: the basic features are easy to master and make a presentation appear to be organized.

- Simple bullet points: It can reduce complicated messages to simple bullet points. Bullet points are a good basis for the presentation and remind the speaker of main points and the organization of the message.
- Easy to create a colorful, attractive design: using the standard templates and themes, amazing slides can be prepared.
- Easy to modify: when compared to other visual aids such as charts, posters, it is easy to modify the slides.
- Easily re-order presentation: with a simple drag and drop or using key strokes, one can move slides to re-order the presentation.

- Slides used in a presentation should be spare, in terms of how much information is on each slide, as well as how many slides are used. A rule of thumb is to put no more than eight lines of text on a slide, and with no more than eight to ten words per line.

Practice:

Students prepare PPTs on technical and project reports that they prepared in writing skills class.

They show the presentation to the class. Students are given feedback sheets for peer evaluation.

Teacher also gives feedback and suggestions.

Exercise:

Students submit the transcript and the recording of the PPT on a CD/Pendrive.

Evaluation Sheet for Written Presentation

Skills (Posters)

HT no	Text & Layout	Language Mechanics	Visuals/ pictures	Enhancements	Body language	Audience interaction	Total (18)

Written presentations through e-mails

Introduction:

Email is an electronic, computer-assisted online communication tool. It is used to transmit virtually every type of correspondence like simple messages, memos and letters, complex reports, tables of data, graphs and charts, blueprints, pictures etc. If it can be generated by, scanned into, or downloaded onto a computer, it can be electronically sent through cyberspace to another computer. Electronic mail is a less formal version of memos and letters. The principal advantages of electronic mail over other types of correspondence are its speed and ease of use.

Email Etiquette:

- Always include a subject line in the message
 - Make the subject line meaningful
 - Use correct grammar and spelling
 - Always use a signature if you can, make sure it identifies who you are.
 - Includes alternate means of contacting you (phone/mobile number are useful)
 - Use active words instead of passive
-
- Avoid long sentences
 - Be concise and to the point

Practice:

Teacher gives a list of situations .Students select one topic and compose an e-mail on their mail IDs and mail it to the teacher. Write a mail to amazon.com requesting them to replace a defective mobile bought online. Write a mail to Cambridge University Press asking for the list of books for Mechanical Engineering

- Write a mail to Hyundai motors asking for the catalogue of their cars
- Write a mail to naukari.com enquiring about the job opportunities for engineering graduates.

Exercise:

The same group of students will exchange three to four e-mails with the same teacher who is identified as mentor for guiding them in preparing reports on projects and reports for oral presentations.

Evaluation Sheet for Written Presentation Skills (e-mails)

	Relevance	Content	Organization	Language mechanics	Tone& Style	Total
HT no						

Written presentation through assignments

Introduction:

Assignments constitute an important component of each course evaluation. Hence, submission of assignments is compulsory. The content of the assignment should cover the importance of topic and relevance in extension. It should also examine the various facets and components with specific details and illustrations.

Theory:

The content of the assignment should reflect experiences in the application of given theme by analyzing and synthesizing various facets on the topic and drawing conclusions and suggestions. It will be useful to highlight the various issues involved in the operationalisation of the concept. Ultimately, writing the assignments should help to gain an in-depth understanding of the subject. There are some points to be understood while writing an assignment.

a) Purpose

- A. Explain the purpose of the writing assignment.
- B. Make the format of the writing assignment fit the purpose (format: research essay, position paper, brief or abstract, lab report, problem-solving essay, etc.)

b) Writing the assignment

- A. Follow the instructions and model as per the purpose of the assignment.
- B. Prepare a rough draft.

c) Revision of written drafts'

Students can check each other's' drafts for format, organization, expression, punctuation, spelling, mechanics etc.

Format

- Introduction
- Objectives of the assignment
- Details with subtopics
- Review of literature
- Illustrations
- Summary and Conclusions
- References

Practice:

Teacher will discuss one sample assignment in the class. The same group of students will work on the general topics given by the teacher for assignment. Students prepare and submit the print out of their assignment. Students are given feedback sheets for peer evaluation. Teacher also gives feedback and suggestions.

Evaluation Sheet for Written Presentation Skills (Assignments)

ID no	Accurate Information	Adequate Coverage	Well Planned	Concise with Examples	Style, grammar and syntax	Total(15)

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Unit V- Group Discussions

Objectives:

- To understand the characteristics of successful group discussions
- To identify areas of evaluation in GDs conducted by organizations as part of the selection procedure
- To chalk out strategies to exchange opinions and suggestions in group discussion.

Introduction:

‘Group Discussion’ refers to a communicative situation that allows its participants to express views and opinions about a particular topic. It is a systematic oral exchange of information, views, and opinions about a topic, issue, problem, or situation among members of a group who share certain common objectives.

Group discussion differs from debate in nature, approach and procedure. Debates are intended to advocate a particular point of view while GDs raise a particular issue for a positive exchange of views. Unlike debate, which is competitive in nature, GD is basically a cooperative group process. A debate follows a limited approach because the speaker must argue either in favour of or against a given point of view. On the other hand, in a GD the approach is not limited to a single view point. Group Discussion is a group process, that is, it involves both person-to-person as well as person- to –group interaction. Every group has to develop goal-oriented or group – oriented interaction. GD is hence a systematic, purposeful and goal –oriented activity.

This unit will be conducted in three sessions. First session deals with theoretical inputs on the nature of GD, what is assessed in a GD and Dos and Don’ts. One group discussion on general topics will be conducted in the class. Second session will deal with fact based GDs. Third session will deal with case based and abstract GD topics.

Theory:

The term “group dynamics” refers to the interactions between people who are talking together in a group setting. Group dynamics can be studied in business settings, in volunteer settings, in classroom settings, and in social settings. Group roles are largely determined by a combination of a person’s personality and his or her experience with group settings. A person who is shy is more likely to sit back in a group. A person who is impatient is more likely to push the discussion ahead. A person who is very confident will offer more opinions. If such roles are more or less pre-determined, how can the group dynamics be improved? The way a group interacts can be improved in several ways. There are training programs to attend and there are

tests one can take to learn about one's communication style. Perhaps the simplest way to improve a group's dynamics is for one or more group members to learn to *manage* the discussion, and thus help a group accomplish its goals, much as a conductor or the opportunity to improve the effectiveness of the members' interactions. The entire group is responsible for its own effectiveness and all members share equally in that responsibility.

Body language and Voice modulation in GDs

One of the most important elements of communication is body language. Our gestures, hand movements, facial expressions etc come under body language. To understand the importance of body language in group discussions candidates must understand that it is not just the mouth that speaks but the entire body acts as an instrument of speech. So, one must first understand how our body speaks and then learn to manage and control the non-verbal messages that we send across to audience.

Demonstrating a positive body language is important, pay attention to the slightest details of postures and gestures during the GDs. Experts advise that we must know how to use your body to effectively enhance our verbal message. Leaning forward slightly towards the group during the Group Discussion would go on to show that we are interested. Giving listening cues such as nodding whenever a fellow aspirant makes an important point shows your engagement in the process.

In a group discussion, positive body gestures are a sign of confidence and security. They are a sign of active participation and leave a good impression. When we communicate, it is very essential for us to have the correct body language to avoid offence to anyone.

Positive gestures include:

- Walking upright, Shaking hands confidently etc.
- Often body language conveys a lot of messages that words may not.
- A positive body language increases an impact on others.
- Body language helps to build a rapport with others.
- Body language helps to understand what others may try to convey.
- Body language helps to control aggression and conflicts.
- Body language can show you are energetic in a group discussion.

When communicating, it is important for us to have positive body gestures. Direct and steady eye contact is the most important of them. Group discussions are based on some norms and aspirants need to develop the art of following those norms. Body language of the participants in a Group Discussion is observed by the moderators very keenly.

Voice modulation means fine tuning of pitch and tone of voice that helps the audience clearly hear the words spoken by any person.. It is a very important skill in public speaking. If you want to become an efficient speaker, you must master the art of voice modulation. It makes your talk more interesting, understandable and memorable to the audience. Avoid talking in a monotone as it leads to monotone. Pronounce words clearly and properly. Speak loud enough to be heard by everyone.

The Process of Conducting a GD:

- The batch of 24 students is divided into groups of 8 students each.
- Once the topic is announced the participants are given 5 minutes for preparation.
- Total time given for the discussion is 25 minutes.
- Last 5 minutes are allocated for summarizing and concluding the GD.

Group Roles:

Initiator or Contributor: Initiates the discussion

Informer: Adds new information in discussion

Team Leader: Contributes to the flow of discussion on track

Creativity Contributor: Gives new perspectives to the discussion

Motivator: Contributes to inspire the morale of the group

Opinion Seeker: Encourages others to speak

Opinion Giver: Voluntarily gives opinions

Elaborator: Elaborates the points

Energizer: Motivates the members

Recorder: Records the minutes

Summarizer: Summarizes the discussion

A BUZZER will be given 5 minutes before the discussion concludes.

Intervention and Summarizing:

As the group discussion is in progress, whenever there is a deviation from the topic or if an argument persists any one of the participants can intervene politely to express his concern and

direct the participants towards the right track. It can also happen when a participant refuses to budge or is adamant about his argument or does not allow others to speak.

Generally towards the end of the discussion, when the buzzer is given, one of the participants is expected to give a comprehensive over view of the discussion by summarizing. This helps the participants in recapitulating all the ideas put forth by the entire participant. This also helps in arriving at a conclusion.

The importance of GDs has increased in recent times due to its increasing role as an effective tool in

- a) problem – solving
- b) decision – making
- c) personality assessment

In most organizations, GDs aid in problem-solving and decision-making. Whenever there is a need to take a decision in a particular case, the matter is discussed, analyzed and evaluated. GD is also used as a technique for personality assessment of candidates for job selection or admission to professional courses. Groups of six to eight members are formed, and given a topic to discuss within a limited time (generally 30-40 minutes). The members of the selection committee closely evaluate the different skills of the candidate. Those who emerge as natural group leaders are normally short-listed for a personal interview. There are four major areas of evaluation in a GD:

- a) Subject Knowledge
- b) Communication Skills
- c) Leadership Skills
- d) Team Management

Characteristics of successful GDs:

Agreement on group goals

Goal oriented interaction

Agreement on Procedures

Cooperative and Friendly Atmosphere

Use of effective communication Techniques

Equitable distribution of participation

Areas of evaluation:

1. Subject knowledge :

The participant should

- possess **knowledge** of a wide range of subjects – national and international affairs, burning social and economic issues, scientific and environmental issues, key newsmakers, controversial topics, etc.
- have **general awareness** of the above topics and be able to connect them to recent issues he / she has come across in newspapers, magazines, etc.
- be able to **analyze** facts or information in a systematic manner and put them across in a creative way.

2. Communication skills:

Appropriateness of Language

Clarity of Expression

Listening skills

Positive speech attitudes

Clear Articulation

Effective non-verbal communication

3. Leadership

skills

Initiative

Analysis

Assertiveness

Self confidence

Objectivity

Patience and composure

Persuasiveness

Motivation

4. Team skills

Adaptability

Positive Attitude

Cooperation

Coordination

Types of Topics:

Factual Topics: - Social/ Economic/ Political current Affairs

Controversial Topics: - Factual Topics which are argumentative in nature

Abstract Topics: - They make a candidate think laterally and link the abstract with concrete.

Case study: - Simulates a real-life situation

Dos & Don'ts:

Discuss the topic thread bare

Look at the topic from the point of view of all affected parties; from all angles and perspectives

Anticipate views

Break in and make your point, without being called to do so, ensuring politeness and relevance to the context

Be audible

Make brief remarks rather than long speeches

Be open-minded and conciliatory rather than dogmatic

Avoid personal attacks

Back your arguments with evidence and authority

Use appropriate gestures

Maintain eye - contact

Be group-centered rather than self - centered

LISTEN keenly and understand the points made by others

Don't withdraw; contribute steadily and vigorously throughout the discussion

Smile – look cheerful

Disagree agreeably

Relate your remarks to others

Be assertive

Don't be abrasive, dominating or aggressive

Conclude by giving a quick recap and by emphasizing points on which there were differences and convergences

- Different situations when a GD is conducted are explained – for eg. In Personality Assessment, decision making, problem solving, opinion sharing etc.
- The difference between GD and debate is highlighted.
- PPT on what is assessed in a GD is shown

Group discussion strategies:

Getting the GD started



Contributing Systematically



Creating a Cordial, Cooperative Atmosphere



Moving the Discussion Along

Promoting optimal Participation



Handling Conflict



Effecting Closure

	Asking for opinions
	Giving opinions
	Supporting your opinions

exchanging opinions, suggestions, proposals	
	Balancing points of view
	Agreeing disagreeing
	Requesting suggestions
	Making suggestion
	Accepting and Rejecting Proposals

PREP FORMULA: (For a structured GD)

Position

Reason

Example

Position

Practice:

The students are divided into three groups. With these inputs in mind, students are asked to participate in a GD on a general topic, for example: Is Euthanasia justified?, Is the current budget common man friendly? Media and Sensationalism, Should Women work?, Impact of Westernization on India, etc.

Parameters for Assessment

- Intellectual Competence
- Leadership Skills
- Teamwork
- Interpersonal Skills
- Attitude
- Communication Skills

Exercise:

Students watch GDs on NDTV 24X7, CNN-IBN, Times Now, etc analyze it based on the parameters of content, expression, logical reasoning and body language and submit a report.

Fact-based GDs and controversial topics:

Fact Based - These topics require a basic level of awareness. The given topics are in the form of a statement. They test interpersonal skills and behavior, rather than discrete information. The group should arrive at a consensus by the time they conclude the discussion.

Cricket and India.

Issues of managing diversity in a country like India.

Honesty is the best policy.

Living in a joint family is better.

Guessing is an act of intelligence.

Controversial group discussion topic is a speech topic that has many controversies, pros and cons. Participants need to take a stand on the issue and put forth their points.

Most people support embryonic stem cell research.

Life imprisonment is a good alternative to capital punishment.

Practice

Students are divided into three groups. They discuss these topics.

- The pros and cons of having a credit card.
- Why drinking and driving is dangerous to yourself and others.
- Passive smoking is equally harmful.
- Should we have a dress code in college?
- Internet – Boon or Bane?
- Should Cricketers endorse advertisements?
- Indian Railways should be privatized
- Is euthanasia (mercy-killing) justified?

Exercise

Students are asked in advance to download TV programmes like ‘We the People’ ‘The Big Fight’, ‘Extra Innings’, watch them and analyze them in class. Students should also go through K-Van software and get additional inputs through text/video.

Case –Based GDs and Abstract GDs

Case –based: The fourth type of group discussion topics are so-called case studies. Here a short description of a situation is given to all the participants. They need to study the situation analyze it and discuss various solutions to the problem.

School Violence - What are the real causes of violence and bullying in Schools?
Recycling - Sort out how to make money with recycling.

Abstract:

Such topics are based on one’s perception. The way one looks at the topic decides the subsequent participation and performance. The challenge here is to put forth multiple implications of the topic and then evoke a discussion on some of them. Idea generation and ability to add a tangible angle to an otherwise abstract topic are the hallmarks of success here.

Examples:-

1. And the clock struck 13!
2. Red is red, blue is blue and never the two shall meet.

Inputs are given on case studies taken from fields like sales, marketing, commerce, industry, technology, etc. Students are taught to comprehend and analyse the case from various angles. Students are exposed to abstract topics and shown how they should interpret and discuss them.

Practice

- a. The class, consisting of 20-24 students, is divided into 3 groups.
- b. A Case Study is given and they are asked to speak.
- c. Assessment sheets are given for peer feedback / faculty feedback.
- d. Video of the GD is shot, photographs and video CD have to be affixed in the record.
- e. The team leader submits the recording in the form of CD.

Exercise:

Students are asked to collect case studies from different fields and analyze them. Students are asked in advance to download TV programmes like ‘We the People’, ‘The Big Fight’, ‘Extra Innings’, watch them and analyze them in class. Students should also go through K-Van software and get additional inputs through text/video.

Evaluation Sheet for Group Discussions

ID	Subject	Communication	Leadership	Team	Body	
No	knowledge	skills	skills	Management	Language	Total(15)

Interview Skills

Objectives:

- To develop interview skills
- To know the characteristics of Job Interviews
- To understand the strategies of the interviewers to facilitate better responses during the ‘Placement’ interviews.

Introduction

An interview can be defined as “a pre-arranged and planned conversation used for evaluating the suitability of a candidate for a particular position”. Job seeking is directly related to one’s success. In this process, the resume of the candidate establishes the initial contact of the candidate with the employer. The second step is the interview. It is the key to the success of the application – the “final examination”.

With growing competition in a technologically advanced world, job interviews are becoming more challenging. New and effective techniques have been devised for the evaluation of a candidate. Alternate interview formats include telephone interviews and interviews through video-conferencing. Apart from knowledge, confidence and speaking skills; candidates are expected to orient themselves to face the interview.

This unit will be conducted in three sessions. First session deals with the theoretical inputs on the concept, process and steps in an interview process. Second session deals with

conducting personal interviews. Third session deals with conducting interviews through tele and video conferencing.

Theory:

- Students are given inputs on -- concept, process, pre-interview planning, opening strategies, and answering strategies
- Students are taught the characteristic features of successful job interviews to enable them to understand the strategies of an interview.
- Students need to understand the pre-interview preparation techniques as the faculty facilitates to do so.

The Process of Interview: Preparation for a job interview includes three time frames-“before”, “during” and “after” the interview. One way to think about the interview process is as three separate, albeit related, phases:

- A. the pre-interview phase which occurs before the interviewer and candidate meet,
- B. the interview phase where the interview is conducted, and
- C. the post-interview phase where the interviewer forms judgments of candidate qualifications and makes final decisions.

The Pre-Interview Phase: As a part of pre-interview preparation techniques, students are facilitated to do self-analysis, researching the organization, developing the interview file and revising the subject knowledge.

Preparation Techniques are:

- Self-Analysis
- Identifying one's skills
- Researching the Organization
- Analyzing the job position
- Revising subject knowledge
- Developing the Interview File

Self-Analysis: This involves identifying one's background, career goals, accomplishments, achievements, special interests, hobbies and one's strengths and weaknesses. Self-analysis helps in answering questions like:

Tell me about yourself.
What are your accomplishments?
Have you ever solved a problem?
What makes you stand out from the rest?
What are your hobbies?
What are your career goals?

Identifying one's skills: This is important in terms of suiting one's skills to the requirements of the job position. Recognizing one's skills helps in answering questions like:

How do you rate yourself for this position on a scale of one to ten?

Why should we hire you?

How do you think your skills will suit the present job position?

Learned skills like computer programming, data processing, marketing and managing a product line and intuitive skills like adaptability, analysis, assertiveness, creativity, leadership, team building and so on are assessed during the interview.

Researching about the Organization: Information regarding the company will help to understand and discuss topics with some familiarity during the interview. It will provide perspective in helping answer questions regarding the company and also in making a decision if a job offer is extended. Referring to company directories, quarterly publications, company reports and online information about the company will help the candidate answer questions related to major areas of operation, products/services of the company, vision & mission of the company and so on.

Analyzing the job position: In order to research the job, one may use several available resources such as the internet, the library, the organization's public relations office and people working in the organization. This analysis will help the candidate in confidently answering questions related to the job position.

Revising subject knowledge: This helps one in developing clarity and confidence. Technical interviews focus on the candidate's depth and scope of his/her subject knowledge. Apart from this, the candidate is expected to brush up his/her general awareness.

Developing the Interview File: Preparing for an interview demands a professional approach. This involves filing the following:

Interview letter

Original degrees, certificates and transcripts

Experience certificates

References and testimonials

Certificates of merit

Copies of resume

Visiting Cards

Other relevant papers that might be needed during the interview.

The Interview Phase:

Opening strategies:

The first few moments of the job interview can be the most nerve-wracking. It's often unclear who should officially begin the interview, and this is particularly true if you're interviewing with a representative of the company whose job doesn't include extensive interviewing. However, if you follow the interviewer's lead, you'll easily determine when it's appropriate to interject with information about your academic or professional career and how you came to respond to the job posting.

Ice Breaker:

Let the ice breaker be just that. Many recruiters and hiring managers experience the same jitters that job candidates have. The ice breaker gives you both an opportunity to settle into the office space and prepare for the formal interview to begin. For example, if the recruiter engages in small talk to make you comfortable, welcome the gesture and refrain from jumping right into why you are suitable for the job.

Establishing Rapport:

Rapport is a relationship based upon mutual trust. Rapport is important to consider when establishing and maintaining a relationship between interviewer and interviewee. Oftentimes, the first few minutes of the interview are the most important. Establishing rapport can enhance the outcome of the interview. If an honest, sincere and persuasive attitude is not used by the interviewer, then the interviewee may not share their real opinions on the matter at hand

Self-Introduction:

The question many interviewees expect is "Tell me about yourself." If you have an elevator speech prepared, this is the time to share it with the interviewer. Students are made familiar with the nature and type of questions asked during the interview phase for better confidence levels. These questions include open, closed, probing, reflective, loaded, and hypothetical and leading questions. They are also taught how to conduct themselves during the interview and know the dos and don'ts.

Types of Questions:

The applicant should also be familiar with the nature and type of questions asked during the interview for better confidence levels. These questions include open, closed, probing, reflective, loaded, and hypothetical and leading questions. The interviewers try to probe deep into the answers given by the candidate and try to read 'between the lines' for an accurate evaluation of the candidate's over-all personality.

Open Questions:

These questions are asked to encourage the candidates to talk broadly about a topic. They engage the candidate in deeper thinking. Examples are:

- Tell us something about yourself.
- What are your views on 'Recession' of the economy?

Closed Questions – Closed questions limit the scope of the response as the candidate is expected to provide specific information or facts. Examples of such questions are:

- What was your major subject in college?
- Do you know Data Processing?

Probing Questions – These questions probe deeper into the responses given by the candidate. For example, after a response that discusses various means and ways to fight 'Recession', the interviewer might ask the probing question "At the same time do you think 'Recession' might help a developing country like India?"

Reflective Questions – These questions are asked to confirm the statements given by the candidate. Some examples are:

- Does that mean that you want the Public sector companies to be locally privatized?
- Does that mean that you have your own reservations about globalization?

Loaded Questions – The main purpose of loaded questions is to judge the candidate's ability to handle difficult and sensitive situations in a balanced manner. Some examples are:

- You are too short. Don't you think this is going to be a handicap for you?
- Do you think reservations should be banned?

Hypothetical Questions – These questions involve a hypothetical situation. They are asked to test the problem-solving and decision-making skills of the candidate. Some examples are:

- What will you do if you have a difference of opinion with your boss while working on a particular project?
- What would you like to change in your past if given a chance?

Leading Questions – A leading question leads the candidate to a particular desired response. The answer is expected to come very close to the point- of- view of the interviewer. For example:

-Don't you think most of the Indian news channels sensationalize news in order to increase their TRP ratings?

- Don't you think that Indian villages need to be concentrated upon by the government?

Interviewee's questions – An interview is a two-way conversation, so it is legitimate for the candidate to pose relevant questions at appropriate moments and the candidate should prepare these questions before-hand. These questions should help the candidate in bringing out his / her personality and project his / her correct understanding of the job requirements. For example, a student seeking a job might ask "Do you attach any importance to projects taken up as class projects in your evaluation?" The anticipated affirmative answer allows the candidate to show the successful project. The strategy here is to make certain that the interviewer gets all the information that the candidate might consider important. Some more:

- What are the organization's plans for the future?
- What are the advancement opportunities for this position?

Each of these questions sends a positive non-verbal message that the candidate is interested in the position as a long-term commitment.

Frequently Asked Questions:

- What can you do for us?
- Do you prefer to work with people or alone?
- How well has your performance in the classroom prepared you for the job?
- How do you feel about working overtime?
- What are the qualities of an ideal boss?
- Do you think that you can lead a team?

Sample Questions and Answering Strategies:

Question:

Tell me about your strengths and weaknesses?

Approach: When asked about your strength, the candidate may mention one of his/her qualifications that is directly related to the specific job and give an example such as, "I am good

at working in teams. Last semester, for example I was named to a four-person team to participate in a project competition which was part of a Tech-fest. We had a tremendous amount of work to accomplish in a very short time, but we all worked together, engaged in intense discussions and provided lot of feedback to each other. Incidentally, we came second in a field of ten teams”.

If the interviewer asks about a weakness, he or she might not be impressed with canned responses like, “I am very tenacious; once I’ve started a project, I won’t relax until I’ve finished it”. A more savvy response would be to honestly identify a weakness i.e. one that is not centered to the success of the hoped for job and follow it up with steps that the candidate is taking to correct the weakness. For example, “In the past I was very nervous about formal presentations to my colleagues or customers, but I’ve joined an institute which specializes in Personality Development and I am gradually getting over this fear”. The candidate should address the weakness part of the question first (and quickly), ending with a discussion of some job related strength.

Question:

What position do you expect to hold in five years?

Approach: The candidate should avoid telling the interviewer that he/she aspires for the interviewer’s position. Such a response might not be appreciated even if it is the accurate answer. Instead, the candidate should talk about what he/she hopes to have accomplished by then, the types of increasing responsibility he/she might hope to be given or the opportunity to make a greater contribution to the organization’s efforts.

Question:

Tell me about your personal interests?

Approach: The candidate, while answering such a question must bear in mind the vision and mission of the organization. The answer should suit the ‘personality’ of the organization and it should be an honest and middle-of-the road response. The interview is not the time to discuss your preoccupation with music. The hobbies and interests mentioned should help the candidate boost his/her personality. Organizations are looking for well-rounded individuals who enjoy outside interests but at the same time do not let their interest interfere with their jobs. Thus the candidate must be able to perceive what the interviewer wants.

Question:

How would you describe yourself?

Approach: Keep your answer mostly work and career related. This is your chance to introduce your qualifications, good work habits, attributes and achievements that make you a valuable employee.

Question:

What was your greatest accomplishment and how did you achieve it?

Approach: Briefly describe the project / projects that made you proud or earned you pats on the back, promotions, pay raises or other commendations. Focus more on achievement than reward.

Question:

How do you handle criticism?

Approach: Your answer should be along the following lines: "I always think that it is important to get feedback on how I am performing so that I can improve any areas which my manager/supervisor highlights."

Question:

How do you handle pressure and stress?

Approach: Everyone experiences stress; the only difference is in the degree. A good answer may include exercising, relaxing with a good book, socializing with friends or turning stress into productive energy.

Question:

Explain how you could overcome a major obstacle?

Approach: The interviewer is likely looking for an example of your problem-solving skills and the pride you show in solving it. Emphasize the skills you used to deal with it, such as organizational and interpersonal skills, perseverance or diplomacy.

Question:

What qualifies you for this job?

Approach: Highlight your skills, experience, education and other qualifications, especially those that match the job description well. Avoid just repeating your resume.

Question:

Why should we hire you?

Approach: Point out your positive attributes related to this job. Take this opportunity to reveal your organizational skills, positive attitude and confidence –traits that make you an ideal candidate for the position. Restate some of the key aspects of the job and describe how your qualification and their requirements match.

Practice: As part of preparing for the interview, some practice may be taken up by the applicant. This can be done through

- i. Participating in mock interviews.
- ii. Practicing the right articulation through audio-visual aids.
- iii. Rehearsing open questions.
- iv. Practicing the right body language.
- v. Practicing to speak in a strong and clear voice.

Factors that help project a positive image:

Making a good appearance

Avoid bearing flashy outfits

Prefer conventional business colors such as blue, black, brown, navy and gray

Avoid strong perfumes

Relax and be mentally peaceful.

Control nervousness by being well prepared, well equipped and on time

Conducting oneself during the interview:

- Observe the organizational environment.
 - Treat everyone you meet with courtesy.
 - Maintain an air of formality.
-
- When shown the room, greet the interviewers by name, with a firm handshake, direct eye contact and a smile and thank them before leaving the room.
 - Address the interviewer as ‘Mr.’ or ‘Ms’
 - Wait until you are asked to be seated.
 - Use the right body language and be aware of the non-verbal signals.
 - Sitting with feet planted firmly on the floor.

- Leaning forward a bit in one's seat to show interest.
- Maintaining comfortable eye-contact with the interviewer/ interviewers.
- Avoid taking notes except perhaps for a specific name, date or telephone number.
- Recognize that certain parts of the office are off- limits – Do not rest your hands, purse or notes on the desk.
- Show interest in everything the interviewer is saying.
- Don't give monosyllabic answers.
- Control nervousness.
- Speak carefully, clearly, confidently and slowly with appropriate pauses – Project yourself as a calm and collected personality.
- Display the right attitude – a blend of confidence and courtesy.
- Do not interfere or argue and let the interviewer lead the interview.
- Do not lie.
- Don't try to oversell or undersell yourself.
- If an area in which you are strong in terms of qualifications is ignored by the interviewer, you can volunteer such information and work it into your responses.
- Good manners and positive attitude define one's personality. So, be polite, flexible, tactful and interested. Many a time, it is the attitude that wins a position more than competence.

Evaluation might rest on parameters like education and experience, mental qualities, manner and personal traits and appearance.

The Post-interview Phase:

After the interview, the candidate is expected to conduct a self appraisal of his/her performance. This exercise will help for a better performance in the future. One can also reevaluate one's resume in terms of revising, adding or deleting information. One is expected to take the time to send the interviewer or interviewers a short thank- you note or email message as a gesture of courtesy. If no news arrives from the organization by the deadline, the candidate may telephone or email the interviewer for a status report .

Exercise:

Students watch a video recording of an interview and write conversation of interview and also submit the supporting material in the form of photos and video recording in the coming lab session.

Personal interviews of the candidates:

Personal interview:

Personal interview plays a critical role in the selection process of the company. Personal interview is conducted by the human resource department of the company. Some of the areas you may be evaluated on the personal interview are:

- Communication skills
- Reasoning ability
- Leadership abilities
- Assertiveness
- Flexibility
- Nurturing ability
- Creativity

-
- Ability to receive and give constructive criticism
 - Stress management
 - Ability to motivate oneself
 - Time, resourcefulness and priority management skills

Personality - inner and outer beauty.

Practice:

Mock interviews will be conducted in the class based on some job notifications picked up from news papers and websites. . Each batch of 20 students is divided into groups of 4 students, three are on the interview panel as evaluators and the fourth student is the interviewee. Each student gets 10 minutes time. Every student in turn participates as an evaluator and also as an interviewee. Students participate in interviews and make a video recording and put it on a CD.

Exercise:

Students will form into teams different from the practice groups. They are given a list of frequently asked questions. They practice mock interviews and record them.

Interview through Teleconference

A **teleconference** is a telephone meeting among two or more participants involving technology more sophisticated than a simple two-way phone connection. Although face-to-face interview is still the most common interview format, interviews also take place through _____ alternative formats which include interview through Tele and video conferencing.

A teleconference call is a meeting of three or more people, at least some of whom are in different locations, who communicate over telephone. The telephone interview has a fixed structure. The number of interviewers may vary from one to eight. The chairperson of the selection committee

introduces the members of the committee to the candidate. Then each expert introduces himself/herself and asks questions.

The following suggestions will help improve telephone interview skills:

- All the relevant interview techniques and strategies discussed earlier can be applied here too.
- The candidate should ensure that there are no distractions during the telephone interview.
- A note-pad and a pen are essential to take down the names of the candidates and they should be referred to by name throughout the interview.
- Each member of the panel should be greeted when he/she asks the first question.
- The candidate should take care to keep the required documents close for easy reference.
- The candidate should thank the interviewer before the next interviewer begins questioning.
- Telephone etiquette must be observed and the voice should be clear and distinct.
- As facial expressions and gestures cannot be revealed, the candidate should make the best use of his/her voice with the right articulation.

Inputs required for teleconferencing are provided.

The inputs include: body language, theoretical inputs on conducting oneself during the interview, factors that help project a positive image, the mode of conducting teleconferencing, etc. Evaluation sheets are given for peer feedback.

Practice:

Students are instructed to bring their smart phones to the class. One faculty member from the core department is identified who conducts a telephonic interview on the topic of their project. These sessions are recorded with the help of a video camera. Students participate in teleconferences. CDs containing the recording of the interviews are submitted along with the record during the coming lab session.

Interview through Videoconference

Theory:

- **Videoconference** is conducted by a set of telecommunication, which allows two or more locations to communicate by simultaneous two-way video and audio transmissions.

Interview through videoconferencing:

A video conference is an interactive meeting between two or more people using video link-ups at two or more sites.

- Interview through video conferencing is very similar to a face-to-face job interview because the interviewers can watch the candidate answering questions and can assess the candidate's behavior and non-verbal gestures.

- Some organizations prefer to have screening and situational interviews through video conferencing.
- The video conferencing interview also has a fixed structure.
- The number of interviewers may vary from one to eight and the chairperson introduces the members of the selection committee.
- Each of the interviewers asks questions.
- The candidate may apply similar techniques of a face-to-face interview.
- The candidate is required to wait for the camera to focus on him/her before beginning to speak.
- Sudden and unnecessary gestures and movements should be avoided.
- The candidate should rely more on his/her voice than on the hands.

Thus the candidate should use the right strategies and keep the desired job firmly in mind and formulate each answer so as to highlight his/her ability to perform the desired job competently.

Inputs required for video conferencing are provided.

The inputs include: body language, theoretical inputs on conducting oneself during the interview, factors that help project a positive image, the mode of conducting video conferencing, etc.

Practice:

One computer in the AECS lab needs to have a web camera and software like SKYPE, IMO, HANGOUT etc. One faculty member from the core department is identified who conducts a videoconference interview on the topic of their project. The computer in the core department also needs to have similar facilities. These sessions are recorded with the help of a video camera. Students participate in videoconference interviews. CDs containing the recording of the videoconference interviews are submitted along with the record during the coming lab session.

Exercise:

- Students participate in video conferences.
- CDs containing the recording of the video conferences are submitted along with the record during the coming lab session.

Teacher's Evaluation Sheet:

Group	I.D. No.	Name of the student	Language (2.5)	Expression (2.5)	Interaction (2.5)	Body language(2.5)	Total(10)

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Interview Panel's Evaluation Sheet:

S.No.	I.D. No.	Name of the student	Subject Knowledge (2.5)	Expression (2.5)	Attitude (2.5)	Body language(2.5)	Total(10)

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Evaluation sheet for peer feedback:

I.D. No.	Name of the student	Interaction (2)	Subject Knowledge (2)	Expression (2)	Attitude (2)	Body language(2)	Total(10)

Scale: a) 3 = Good b) 2= Average c) 1= Poor

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