

**DIPLOMA OF ASSOCIATE ENGINEER
2ND YEAR
COMPUTER INFORMATION TECHNOLOGY**
APPROVED BY TEVTA PUNJAB



**A TEXT BOOK OF
BUSINESS COMMUNICATION**

MGM-211



Developed By
Academics Wing
Technical Education & Vocational
Training Authority Punjab

Business Communication

MGM-211

FOR DAE 2nd Year

COMPUTER INFORMATION TECHNOLOGY

**Technical Education & Vocational
Training Authority Punjab**

PREFACE

The text book has been written to cover the syllabus of Business Communication 2nd year D.A.E (CIT) according to the new scheme of studies. The book has been written in order to cater the needs of latest concepts and needs of the course i.e. Business Communication and to be able to attempt D.A.E Examination of PBTE Lahore.

The aim of bringing out this book is to enable the students to have sound knowledge of the subject. Every aspect has been discussed to present the subject matter in the most concise, compact lucid & simple manner to help the subject without any difficulty. Frequent use of illustrative figures has been made for clarity. Short Questions and multiple choice questions have also been included at the end of each chapter which will serve as a quick learning tool for students.

The authors would like to thank the reviewers whose valuable recommendations have made the book more readable and understandable. Constructive criticisms and suggestions for the improvements in future are welcome.

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SYLLABUS

Course Code:	MGM -211	T	P	C
Course Title:	Business Communication	1	0	1

Second course on English language focusing on business communication. It aims to develop communication skills as applied in business and commerce such as the writing and business correspondence. It covers oral communication and art of listening, interviewing, and report writing among others. It is a pure class discussion.

Course Objectives

At the end of the course the students are expected to be able to

- Understand the basic principles of good and effective business writing in commercial and industrial fields.
- Use the English language effectively for communication in business
- Apply knowledge and skill to write business communication with confidence and ease.
- Write legibly in handwriting and compose communication documents with correct formats.
- Appreciate the usefulness of written language

COURSE OUTLINE	Hours
1. Communication Process	6
1.1. Purposes of communication	
1.2. Communication process	
1.3. Distortions in communication	
1.4. Consolidation of communication	
1.5. Communication flow	
1.6. Communication for self-development	

2. Oral Communication Skills	6
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2.2. Verbal and Non-verbal Messages	
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3. Questioning Skills	3
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5.2. Characteristics of Interviews	
5.3. Activities in an Interviewing Situation	
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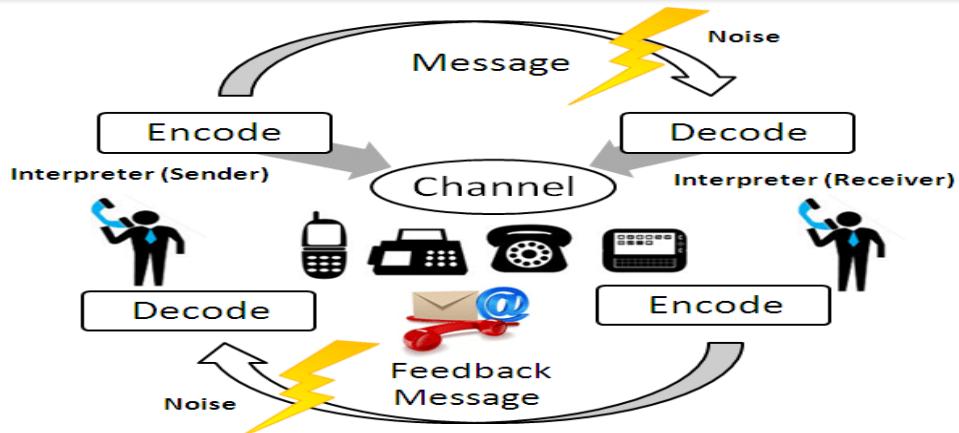
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Chapter 1

Communication Process



Chapter Objectives

After completion of this chapter students will be able to:

- Understand the communication process.
- State the benefits of two way communication.
- Describe a model of communication process.
- Explain the major communication methods used in organization.
- Identify the barriers to communication and methods of overcoming these barriers.
- Identify misconceptions about communication.

1.1 WHAT IS COMMUNICATION?

The ability to speak and communicate is the only difference between Animals and Human beings. Communication is a skill. Communication is the ability to use language and express information. Communication skills is a set of skills that enables a person to convey information so that it is received and understood. Communication skills refer to the behaviors that serve to convey information. Communication is the ability an individual displays in consistently to effectively communicate with clients, colleagues, subordinates, and supervisors in both the professional and personal world. For a person to progress well in society, only merits are not enough, only qualifications don't work, the person have powerful communication skills so that he can put across

to others what he wants them to do. This chapter gives you an overview of communication and introduces you to the main elements in the communication.

To fully understand this subject, it is necessary to first understand the concepts of business and communication.

1.2 BASIC CONCEPTS AND DEFINITIONS:

1.2.1 Business

The term "Business" is defined as "any legal commercial activity or a profession that involves the production or sale of goods or services for profit". According to the Wikipedia dictionary "Business is the activity of making money by producing or buying and selling (goods and services) product".

1.2.2 Communication

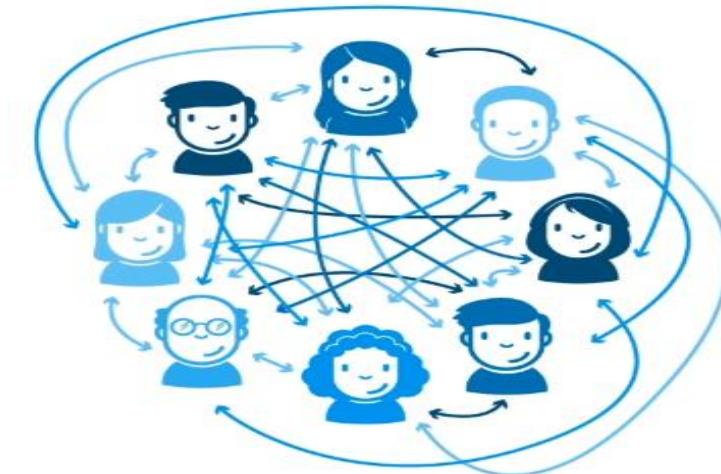


Figure 1.1 Exchange of Information i.e. Communication

Human life is more meaningful when people communicate with one another. The term "communication" is derived from the Latin. "Communis" and "Communicare" are two Latin words related to the word communication. "Communis" is noun word, which means common or sharing. Similarly, Communicare is a verb, which means 'make something common' or 'to share'.

The dictionary meaning of communication is to convey or exchange information and share ideas. According to W. H. Newman and C. F. Summer, "Communication is an exchange of facts, ideas, opinions or emotions by two or more persons." It is the exchange of facts, ideas and viewpoints

which bring about commonness of interest, purpose and efforts. In his book Communication in Business, Peter little defines communication as "Communication is the process by which information is transmitted between individuals and / or organizations so that an understanding response results."

1.2.3 Business Communication

Business Communication is an important factor in the success of any business and lifeblood of all organizations. The word 'Business Communication' originates from general communication that is related to business activity. Communication between business organizations or individuals for business-related purposes is referred to as 'Business Communication.'

Business Communication is any communication used to promote a product, service, or organization – with the objective of making a sale. In business communication, a message is conveyed through various channels of communication including internet, print (publications), radio, television, outdoor, and word of mouth.

Business Communication is goal oriented. The rules, regulations and policies of a company have to be communicated to people within and outside the organization. Business Communication is regulated by certain rules and norms. In early times, business communication was limited to paper-work, telephone calls etc. But now with advent of technology, we have cell phones, video conferencing, emails, and satellite communication to support business communication. Effective business communication helps in building goodwill of an organization.

1.3 IMPORTANCE OF COMMUNICATION:

Good communication has many advantages for organizations. Effective Communication will lead to the smooth working of any organization.
Smooth Working of a Business Firm

- (i) Motivates employees – helps them feel part of the business.
- (ii) Easier to control and coordinate all business and organizational activities.
- (iii) Makes successful decision making easier for managers decisions are based on more complete and accurate information.
- (iv) Better communication with customers will increase sales.

- (v) Establish and improve strong relationships with suppliers and possibly lead to more reliable delivery.
- (vi) Prompt Decision and its Implementation.
- (vii) Building strong human relations with customers all other stakeholders.

1.4 PURPOSE OF COMMUNICATION:

The communication is essential in any organization. Information is the most vital aspect for communication. The people working in the organization should therefore be informed how to do the work assigned to them in the best possible manner. Communication is a factor of building and maintaining good relations. It enables people to understand each other. The purpose of the communication can be summed up into the following:

1.4.1 Base for Action

Communication acts as a base for any action. Starting of any activity begins with communication which brings information necessary to begin with.

1.4.2 Flow of Information

The relevant information must flow continuously from top to bottom and vice versa. The staff at all levels must be kept informed about the organizational objectives and other developments taking place in the organization. A care should be taken that no one should be misinformed. The information should reach the incumbent in the language he or she can understand better. The use of difficult words should be avoided. The right information should reach the right person, at right time through the right person.

1.4.3 Coordination

It is through communication the efforts of all the staff working in the organization can be coordinated for the accomplishment of the organizational goals. The coordination of all personnel's and their efforts is the essence of management which can be attained through effective communication.

1.4.4 Learning Management Skills

The communication facilitates flow of information, ideas, beliefs, perception, advice, opinion, orders and instructions etc. both ways which enable the managers and other supervisory staff to learn managerial skills through

experience of others. The experience of the sender of the message gets reflected in its which the person at the receiving end can learn by analyzing and understanding it.

1.4.5 Preparing People to Accept Change

The proper and effective communication is an important tool in the hands of management of any organization to bring about overall change in the organizational policies, procedures and work style and make the staff to accept and respond positively.

1.4.6 Developing Good Human Relations

Managers and workers and other staff exchange their ideas, thoughts and perceptions with each other through communication. This helps them to understand each other better. They realize the difficulties faced by their colleagues at the workplace. This leads to promotion of good human relations in the organization.

Just as communication is vital for our existence in society, so also it is essential for functioning of the organization. So without communication there would be no organization. It is the vehicle through which the basic management functions are carried out. The manager cannot plan, organize and control, if he does not communicate effectively to get information about the facts and circumstances relevant to his daily responsibilities. The administrator must be very clear about the exact purpose behind his communicational needs. Administrator or Managers in organization direct through communication; they coordinate through communication; and they staff, plan, and control through communication. Virtually all actions taken in an organization are preceded by communication. The people working in the organization should therefore be informed how to do the work assigned to them in the best possible manner. The purpose of the communication can be summed up into the following

1.4.7 To inform

Informative communication is an important part of life. Young people are exposed to informative messages throughout their school years; it is the main type of communication at all educational levels. As students mature, they are expected to grow in their ability to understand and create informative

messages. When reading or listening to such messages, students are expected to recognize the subject or purpose, identify the main points, pick out important details, summarize information, make some assumptions, ask relevant questions, and draw additional conclusions.

When people share knowledge about the world in which they live, they are participating in the process of informative communication. The working world depends on informative communication. Top management informs policies to the lower level through the middle level. In turn, the lower level informs the top level the reaction through the middle level.

1.5 THE COMMUNICATION PROCESS:

How does one explain the communication process? "The transmission of the sender's ideas to the receiver and the receiver's feedback or reaction to the sender constitute the communication process". It is an ongoing process. A message is required for communication. This message must be delivered to the receiver via some medium. It is also critical that the receiver understands the message in the same words as the sender of the message.

The main steps of this process are as follows:

- (i) Sender
- (ii) Message
- (iii) Encoding
- (iv) Medium / Channel
- (v) Receiver
- (vi) Decoding
- (vii) Feedback
- (viii) Noise

1.5.1 Sender:

Every communication starts with the sender. The sender is an individual, group, or organization who initiates the communication. Sender is mainly responsible for the message's success. The written words, verbal words, and nonverbal language, thought, idea, picture, symbol, report or an order and postures and gestures, even a momentary smile used by the sender are critical in ensuring that the receiver understands the message.

1.5.2 Encoding:

The sender begins with the encoding process wherein he uses certain words or non-verbal methods such as symbols, signs, body gestures, etc. to translate the information into a message. The sender's knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.

1.5.3 Message:

Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, or sounds etc. or any other signal that starts the response of a receiver.

1.5.4 Communication Channel:

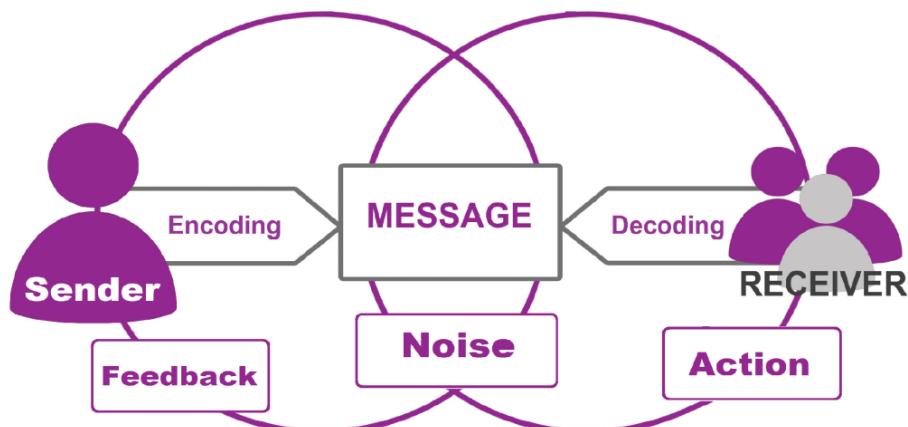
The Sender chooses the medium through which he wants to convey his message to the recipient. It must be selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums

1.5.5 Receiver:

The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.

1.5.6 Decoding:

Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.



The Communication Process

Figure 1.2 The communication Process

1.5.7 Feedback:

The **Feedback** is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message.

At every step of communication process, **follow-up** is necessary. Immediately after the message is encoded and send, the sender of the message must ensure that it has been received by the executor.

The response of the receiver can be verbal or non-verbal. When giving feedback, consider these important points:

(i) **Constructive.**

Destructive, mean-spirited, intimidating, or demeaning feedback destroys morale, team spirit and productivity. Moreover, it destroys your ability to effectively lead your team to achieve great results. In all cases, phrase your feedback so as to help the person—never to tear them down.

(ii) **Focus on behavior—not personality.**

Even though you may think an employee is an unmitigated jerk, feedback should focus on their behaviors. Why? Because people can change behaviors—they can't change their personality.

(iii) Clear & Concise.

Clear: Frontline leaders need a crystal clear picture of what they are trying to accomplish with the feedback. Make sure you are clear on what you desire as the outcome of the feedback and be prepared to provide examples and backup.

Concise: Get to the point. Avoid needless rambling, injecting irrelevant information, or “dancing around” the issue. Be professional, courteous and concise in stating the feedback.

(iv) Specific.

Avoid generalities like, “Arshad, you need to do a better job.” Ask yourself what specifically Arshad needs to improve. The more specific the feedback, the more effective the communication.

1.6 COMMUNICATION CHANNEL / MEDIUM OR MEDIA FOR COMMUNICATION

Communication channels can refer to the methods we use to communicate as well as the specific tools we use in the communication process. The channel or medium used to communicate a message affects how the audience will receive the message. The key to effective communication is to match the communication channel with the goal of the message. Determining the most appropriate channel, or medium, is critical to the effectiveness of communication. Communication Channels or communication media can be categorized into four principal channels:

1.6.1 Audio-visual

Audio-visual communication includes television, video, cassettes, cinema-films.

1.6.2 Non-verbal

Visual communication includes gestures, facial expressions, graphs, charts, diagrams, slides, posters, etc.

1.6.3 Verbal

The oral communication includes telephones, face-to-face communication, interviews, seminars, conferences, group discussions, meetings, speeches, etc.

1.6.4 Written

On the other hand, written communication includes a variety of letters, reports, memorandums, circulars, telegrams, minutes, questionnaires, etc.

Each of these communications channels has different strengths and weaknesses, and oftentimes we can use more than one channel at the same time. The choice of the communication media depends upon number of factors like the derived speed, amount of information, cost-effectiveness etc. Consider the following to select the proper channel or media

- (i) If the purpose of communication is to collaborate; give an informal, relatively unstructured oral presentation to a small group.
- (ii) If the purpose is to celebrate an important public occasion; give a prepared speech to large audience.
- (iii) If you need a permanent record, prepare a written message like;
 - a) Send a letter if your message is relatively simple and the audience is outside the company.
 - b) Send a memo if your message is relatively simple and audience is inside the company.
 - c) Write a report if your message is objective and complex.
- (iv) If you need to communicate quickly, choose electronic communication like;
 - a) Use voice-mail if your message is short and clear.
 - b) Use teleconferencing for information and meetings.
 - c) Use videotape for sending motivational messages to a large number of people.
 - d) Use fax machines to overcome time-zone barriers.
 - e) Use E-mail for speed, lower cost and increased access to other employees.
- (v) Use oral communication when message requires a personal dimension, quick feedback and urgency.
- (vi) Prefer written communication when the message is very formal in nature and in case of complicated messages to be conveyed with pinpointing of responsibility.
- (vii) If the purpose is to motivate or to receive the immediate emotional response; prefer face-to-face oral communication.

1.7 EFFECTIVE COMMUNICATION:

Communication needs to be effective and efficient for better and smooth functioning of any organization. Effective communication is all about conveying your messages to other people clearly and unambiguously. It's also about receiving information that others are sending to you, with as little distortion as possible. Doing this involves effort from both the sender of the message and the receiver.

Effective communication is defined as communication between two or more persons in which the intended message is:

- Properly encoded
- Delivered through appropriate channel
- Received
- Properly decoded and understood by the recipient(s)

In other words, communication is said to be effective when all the parties (sender and receiver) in the communication, assign similar meanings to the message and listen carefully to what all have been said and make the sender feel heard and understood. Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner. In simple words, it is nothing but the presentation of views by the sender in a way best understood by the receiver.

1.8 ELEMENTS OF EFFECTIVE COMMUNICATION:

The elements of effective communication are pivotal for ensuring a productive communication. The major characteristics are as follows:

1.8.1 Clarity or Clear Purpose

Every message you send should have a clear purpose. For example, your outcome could be reaching a specific goal, solving a customer issue, giving information, seeking information, relationship building, etc. Writing or communicating with clarity is perhaps the most important element of communication. Use of the common language, instead of industry abbreviations known only to a few, makes the communication more available to the listener or the reader and is easily understood.

1.8.2 Think Before You Speak

You may find this a bit elementary, but you would be amazed at how many well-meaning leaders engage their mouths before their brains. But if you prefer to shoot from the hip and just say what's on your mind without thinking, you will open yourself and your company to potentially damaging lawsuits and employee turnover.

1.8.3 Avoid Irrelevant Details

Do you know someone who, when telling a story or relating some information, includes so much irrelevant detail that you want to scream?

To send effective messages, remember to focus only on the relevant information, data or contexts.

1.8.4 Audience

Understand your audience. When you communicate with a customer, choose the common words that they will understand, rather than terminology that is outside their knowledge. The same concept applies when talking to peers or other in-house team members. Terminologies or abbreviations may save space, but most people will not know what they mean; resulting written communications look like alphabet soup. Address your topic to your audience -- do not force your audience to fit the topic.

1.8.5 Medium

Use the right medium to address your audience. If the message calls for a personal letter or an email, use that medium for the message. If it requires voice-to-voice or face-to-face communications, however, email is the wrong choice. The medium used for business communication lends credibility to the message, so stick with the medium that supports the message.

1.8.6 Structure

Like good storytelling, business communication requires a beginning, middle and an end. Following this logical structure is easy for a reader or a listener, as it is one that most people have been taught to understand. Use this structure for any kind of communication media, reports, emails or voice mail; also employ it during company meetings. Be succinct and avoid getting overly wordy, and your message should get across.

1.8.7 Focus on Results

Yes, I know this is a repeat, but this is the most important component of sending messages. Remember to always keep the results, the ultimate outcome of the communication, in your mind as you communicate with your employees, colleagues and senior managers.

1.9 FLOW OF COMMUNICATION:

Communication can be either vertical or downward when considering the flow. Communication that moves in both directions – upwards and downwards is termed as Vertical Communication and communication that moves in lateral direction is termed as Horizontal Communication. Communication can be classified as follows:

- Downward Communication
- Upward Communication
- Horizontal Communication

1.9.1 Downward Communication

Downward communication is the information that is exchanged between a manager and a subordinate in other words from top level to low level. In the best of cases, the information is clear and direct. The purpose of such communication is to inform about policies, procedures, programs and objectives and to issue orders and instructions to the subordinates. The information is sent through verbal or written orders.

Examples of downward communication are instructions, speeches, meetings, telephonic talks, memo, letters, emails, handbooks, pamphlets, policy statement, procedures, notices and electronic news display.

• Objectives of Downward Communication:

The objectives of Downward Communication are:

- (i) To train subordinates in performing the job.
- (ii) To motivate employees to improve their performance.
- (iii) To know how effectively a person is performing his job.
- (iv) To explain organizational policies, programs and procedures.
- (v) To give instructions about what to do and how to do.
- (vi) To highlight the areas of attention

- **Merits of Downward Communication:**

Merits of Downward Communication are:

- (i) **Job Satisfaction**

The management communicates the employees about their better performance in the organization because of which the employees feel motivated.

- (ii) **Duty and Authority**

By assigning duties and giving authority to the employees it becomes clear as to what is expected of them and how much authority is vested in them.

- (iii) **Plans and Policies**

Through downward communication the employees are informed about the organizational plans and policies.

- (iv) **Mission and Goals**

Employees are informed about the mission and goals of the organization and how they can be an asset by contributing to accomplish the goals.

- **Demerits of Downward Communication:**

Demerits of Downward Communication are:

- (i) **Distortion**

In the long line of downward communication, information is very likely to be distorted because of fabrication during interpretation as made by the subordinates. Information to pass through the long chain of command is supposed to lose its originality at every level.

- (ii) **Time Consuming**

The line of communication in the downward communication is very long. It takes too much time to transmit the information to the lowest level of management. When information reaches the destination, it is too late & the communication loses its significance.

- (iii) **Reduction of Efficiency**

Efficiency is increased when there is a cordial or communicative environment. But downward communication is generally commanding in nature which is

against the rules of effective communication. So workers or employees do not get the opportunity to become efficient.

(iv) Incomplete Information

Sometimes managers do not communicate the complete information to the team members because they want the team members to be dependent on them. However, managers do not realize that without complete information the team members will not be able to carry out the tasks efficiently

1.9.2 Upward Communication:

Upward communication flows from subordinates to superiors and continues up to level of the organization. Upward communication encourages an excellent cooperative and interactive work culture. It is non-directive in nature. Effective upward communication is possible only when organizations empower their employees and allow them to participate freely in decision making. Through this type of communication employees can communicate information to their superiors freely and can voice their opinion.

Typical means of upward communication besides the chain of command are suggestions, appeal and grievance procedures, complaint systems, counseling sessions, the grapevine, group meetings etc.

• Advantages of Upward Communication:

Some of the reasons behind the importance of upward communication are increased mutual trust among higher and lower-level employees, improves workplace procedures and productivity. Through upward communication, managers can try to improve just as their employees do.

This communication encourages employees to feel important and valued for an organization. An inclusive environment within a company is created, which helps an employee to realize that he/she is a contributor to organizational success regardless of their works and roles.

• Disadvantages of Upward Communication:

Upward communication does have disadvantages too. This kind of communication suffers from few problems like information and messages can be changed during channeling, employees' unwillingness to participate and fear of inefficiency.

Flattering and bypassing are some of the disadvantages of upward communication. Sometimes few higher-level officers and executives discourage the upward flow of information.

In an organization, managers even neglect constructive advice and opinions about work-related issues. Upward communication is a time taking procedure and is comparatively slower than other processes.

1.9.3 Horizontal Communication:

Horizontal communication is necessary to develop a collaborative and proactive culture in an organization. People communicate with others at their own level, in their own departments or other departments, to solve problems and to share experiences.

Horizontal communication involves not only the movement of information from the upper levels to the lower levels of the organizational hierarchy but also is defined primarily as the quality of information sharing among peers at similar levels.

The main objectives of horizontal communication are developing teamwork, and promoting group coordination within an organization. It takes place between professional peer groups or people working on the same level of hierarchy. Horizontal communication is less formal and structured than both downward communication and upward communication, and may be carried out through informal discussions, management gossip, telephone calls, teleconferencing, videoconferencing, memos, routine meetings and so on.

• Advantages of Horizontal Communication:

The Advantages of Horizontal Communication are:

- (i) Secret information is not a problem
- (ii) Time saving and faster communication increase the productivity
- (iii) Any new idea can be brought up and this will automatically increase the innovation and development
- (iv) Resolve the issues so quickly
- (v) level of confidence raise

• Disadvantages of Horizontal Communication:

The disadvantages of Downward Communication are:

- (i) The Chances of conflict and miscommunication may rise.
- (ii) It can be worthless at times.

1.10 COMMUNICATION FOR SELF-DEVELOPMENT:

Self-development is simply the process of learning new things and building new skills—skills that help us increase our chances of success, achieving our goals, and expressing our dreams. Self-improvement is not a change that occurs overnight, but one that can take months or even years. Self-improvement helps enhance strengths, improve mental health, and even heal relationships.

Communication helps individuals to express themselves in the most convincing way. Your thoughts, feelings and knowledge should be passed on in the most suitable manner and effective communication skills help you in the same. Not all people are blessed with excellent communication skills; they acquire the same with time and practice. Communication can help us tackling any kind of hard situation and any kind of person. Developing our own personality helps us to gain our recognition and attain a better position in life. People with great communication skills tend to have a better and impressive personality than those who have problems in communicating as interacting with others is not a challenge for them. Individuals with effective communication skills can easily converse with other people around be it their fellow workers, peers, family and so on.

Self-development and communication skill are interrelated and interdependent. On one side self-development makes the communication effective and dynamism and on other side effective communication such as listening to something attentively, creative writing and using, effective language all help in the self-development.

1.11 OBJECTIVES OF SELF-DEVELOPMENT:

The main objectives of self-development are as follows:

1.11.1 Development of personality

Personality of a person reflects his nature and behavior. The main object of self-development is to develop oneself as complete and harmonious being with balanced and justice care to all dimensions of human personality.

1.11.2 Development of positive attitude

The main object of self-deployment is to develop positive and optimistic attitude in-a person. It keeps the person away from negative thoughts and feelings and develops his positive outlook. A person having positive attitude is usually cheerful and optimistic in life.

1.11.3 Development of self-confidence

Self-development brings self-confidence in a person. It makes a person more aware, alert and attentive so that whatever the act is performed, it is performed totally, mindfully and with the spirit of enrichment and elevation.

1.11.4 Development of organization efficiency

Self-develop mint increases the organization efficiency of a person. It helps to develop professional skills to the fullest possible extent. This brings progress in business.

1.12 SELF-DEVELOPMENT IMPROVES COMMUNICATION:

Communication is an important tool of self-development. Main medium of communication such as oral and non-verbal communication develops self-confidence in a person. Writing skills, fluent language, body language and listening power etc. help in the self-development. Self-development improves the communication skill in the following ways:

1.12.1 Improves personal communication skill:

Self-development improves communication skills like, listening, writing, speech etc. An elevated individual can listen emphatically and can understand better the thoughts and feelings of the person speaking to him, which an impatient and egoistic person cannot. A self- developed person can read and write well. The self-evolved person with positive thinking can write creatively, and listen and speak in more effective way.

1.12.2 Improves interpersonal skill:

Self-development contributes towards interpersonal skills. The self-developed person can feel harmony with others as they accept the unique existence and

essence of every individual. They do not try to dominate others as they are not dominated by this desire.

1.12.3 Improvement in analytical power:

Self-development increases the analytical power of a person which will prove helpful in the effective communication. Self-developed person can take rational decisions which bring desirable results: It also helps to develop logical, analytical, intuitive and artistic power of brain. A self-developed person can analyze audience well and can contribute effectively in the communication process.

1.12.4 Improvement in critical skills:

Self-development improves the critical power of a person. Through self-development he can easily plan, revise, accredit any communication. It enables him to evaluate the message correctly.

1.12.5 Contribution towards synergistic co-operation:

Communication in any organization becomes ineffective due to lack of trust and co-operation among employees. Self-development cultivates trust not in the person himself but also among the persons working around them. It also develops the feeling of satisfaction by co-operating with others. In this way self-development proves helpful in making the communication effective.

1.12.6 Provide authentic leadership:

Leadership is the process of influencing people to get their voluntary cooperation. Self-development inculcates the essential qualities of successful leader such as clear vision, authenticity, integrity and deep-penetrating insight in a person. Self-developed person can inspire others and transform the atmosphere and make it conducive to communication.

1.13 DISTORTION IN COMMUNICATION OR BARRIERS OF COMMUNICATION:

For any kind of communication to be successful, it is essential that the receiver attributes the same meaning to the message as intended by the sender of the message. **Distortion or barriers** is a result of communication in which the original, intended meaning of a message is replaced with a different interpretation as the receiver reconstructs the meaning of the message. At

times, some meaning is lost as the message encounters various barriers along its passage between the sender and the receiver. Such barriers may arise at any of the stages through which a message passes during the process of communication. This is also called miscommunication.

Types of barriers:

Barriers to communication can be classified into the following broad categories:

- (i) Physical or environmental barriers
- (ii) Physiological barriers
- (iii) Language barriers
- (iv) Personal barriers
- (v) Emotional or perceptional barriers
- (vi) Socio-psychological
- (vii) Cultural barriers
- (viii) Organizational barriers.

1.13.1 Physical Barriers:

Physical barriers are those barriers which are caused due to some technical defects in the media used for communication and/or due to certain disturbances in the surrounding environment.

Often, the term 'noise' is used as a blanket term to refer to the physical barriers in general. But noise, in its literal sense, is also one of the factors that give rise to the physical barriers during the process of communication.

Besides noise, wrong selection of medium, lack of acoustics, poor lighting, frequent movements of hands, fiddling with a pen, or even serving of tea during an important conversation- all of these are also responsible for creating physical barriers in the communication process.

1.13.2 Physiological Barriers:

Physiological barriers are related to a person's health and fitness. These may arise due to disabilities that may affect the physical capability of the sender or the receiver. For example, poor eyesight, deafness, uncontrolled body movements, etc. Physical defects in one's body may also disrupt communication. While communicating, a person uses—

- his vocal (speech) organs to produce sound/speech

- his hand and fingers to write
- his ears to take in the spoken words
- his eyes to absorb the written words

Flawless functioning of these body organs is inevitable for effective communication to take place. In case of any defect in any of these organs, the successful completion of communication will be difficult to accomplish.

Speaking can be adversely affected by stammering, fumbling, utterance of improper sounds due to defective vocal organ/s, etc.

1.13.3 Semantic or Language Barriers:

Semantics is the systematic study of the meaning of words. Thus, the semantic barriers are barriers related to language. Such barriers are problems that arise during the process of encoding and/or decoding the message into words and ideas respectively.

Both the oral and the written communication are based on words/symbols which are ambiguous in nature. Words/symbols may be used in several ways and may have several meanings. Unless the receiver knows the context, he may interpret the words/symbols according to his own level of understanding and may thus misinterpret the message.

1.13.4 Personal Barriers:

Communication is interpersonal in nature. Thus, there are certain barriers that are directly linked to the persons involved in the communication process, i.e. the sender and the receiver, which influence the accurate transfer of the message. These are called personal barriers.

Personal barriers have to do with the age, education, interests and needs or intentions that differ from person to person. In any business organization, the attitude of the superiors and the subordinates play a vital role in determining the success of communication. If the superiors have a hostile attitude, then there are chances that they may filter the information or manipulate the message, sometimes intentionally, in order to achieve certain selfish motives. Many superiors are not open to suggestions and feedback as they presume that their subordinates are not capable of advising them. Also, they often tend to keep too busy with work and do not pay much attention to communication. Due to this, the downward flow of

information within the organization is badly affected and this in turn leads to poor performance.

1.13.5 Emotional or Perceptional Barriers:

Emotional or perceptional barriers are closely associated with personal barriers. Personal barriers arise from motives and attitudes whereas emotional or perceptional barriers have an added dimension that includes sentiments and emotions as well.

If the receiver does not evaluate the information with an open mind, i.e. Objectively, his judgment/evaluation would be colored with his biases and/or his emotions, thus inducing him to read too much into a message. This would interfere with the exact transfer of information and cause misinterpretation.

Such a barrier may also emerge at the time of encoding the message. Over enthusiasm on the part of the sender may lead him to invest his message with meaning/s which he may actually not have intended to.

Indolence, apathy, or the tendency to procrastinate, either on the part of the sender or the receiver, also lead to withholding of important information thus creating a barrier. Extreme emotions like excitement, anger, stress, depression, etc. Also get in the way of effective communication. All these factors may create biases in the mind of the sender or the receiver.

1.13.6 Socio-Psychological Barriers:

Socio-psychological barriers can also be considered as one of the offshoots of the personal barriers, akin to the perceptional barriers. We need to study it as a subcategory of personal barriers because a person's attitude is shaped not only by his instincts and emotions, but also by his approach towards and his interaction with the people around him, and hence the need for this fine distinction between the personal, the perceptional and the socio-psychological barriers.

1.13.7 Cultural Barriers:

Cultural differences give rise to a great deal of complexity in the encoding and the decoding of messages not only because of the difference in languages, but also because of plenty of culture-specific assumptions at work in the mind of the sender as well as the receiver. People belonging to different cultures may attach different meanings to words, symbols, gestures, and

behavior or they may perceive each other's social values, body language, attitude to space distancing and time, social behavior and manners, etc., i.e. the entire culture in general, very differently depending upon their own standards, attitudes, customs, prejudices, opinions, behavioral norms, etc., i.e. their own distinct culture.

Thus, cultural barriers arise when people belonging to different cultures insist on preserving their cultural identities and at times, judge the other cultures as inferior to their own.

1.13.8 Organizational Barriers:

Organizational structure greatly influences the flow of information within an organization. Some major organizational barriers are as follows:

(i) Goal Conflicts

There may be goal conflicts within the organization between the superiors and the subordinates, among people working in the different departments, among the colleagues, etc. This may create a hostile atmosphere within the organization and can lead to serious communication breakdown.

(ii) Organizational Policies

These are also to a great extent responsible for determining the kind of rapport that people working in the same organization share with each other. If the organizational policy is such that it restricts the free flow of information in all directions then communication would not be successful. In some organizations, there may be rules to restrict the flow of certain messages and this may deter employees from conveying those messages, however important they may be.

If an organization favors the open door policy, the subordinates would not feel shy or reluctant to approach their superiors directly. But in the organizations where the formal channels of communication have to be strictly adhered to, the superiors and the subordinates share an awkward relationship. They experience a lot of discomfiture while interacting with each other. Because of this, the objective of communication may never be accomplished.

Long Questions

- Q.1.** What is meant by communication? State its importance.
- Q.2.** What is meant by business communication? Write elements of effective communication.
- Q.3.** State the purposes of business communication.
- Q.4.** Describe in detail the process of communication.
- Q.5.** What are the various barriers in the process of communication?
- Q.6.** What is meant by communication flow? State its methods.
- Q.7.** What is meant by self-development? Write the main objectives of self-development.

Short Questions

- Q.1.** Define Communication?
- Q.2.** What is meant by Business Communication?
- Q.3.** State three objectives of communication.
- Q.4.** Write down three elements of effective communication?
- Q.5.** State three purposes of business communication.
- Q.6.** Write down the steps of communication process.
- Q.7.** What is meant by decoding in communication process?
- Q.8.** What is meant by encoding in communication process?
- Q.9.** What is meant by feedback in communication process?
- Q.10.** What is meant by medium or channel in communication process?
- Q.11.** Write down the three types of communication flow.
- Q.12.** What is meant by upward communication in communication flow?
- Q.13.** What is meant by downward communication in communication flow?
- Q.14.** What is meant by horizontal/lateral communication in communication flow?
- Q.15.** Write down three barriers in business communication?
- Q.16.** What is meant by self-development?
- Q.17.** Write three main objectives of self-development.

Multiple Choice Questions (MCQs)

Choose the correct answer from the given possible answers and circle it.

- Q.1.** This is a process of transmitting message to receiver in such a manner that he (receiver) understand it.

- (a) Communication (b) Telephone
(c) Telex (d) Experiment
- Q.2.** This includes in the elements of effective communication.
(a) Clarity or Clear Purpose (b) Avoid Irrelevant Details.
(c) Think Before You Speak. (d) All
- Q.3.** This includes in the sources/channels of communication.
(a) Verbal communication (b) Written communication
(c) Gestures (d) All
- Q.4.** Communication is a source of human linkage.
(a) Extremely no (b) Yes
(c) Both (d) None of these
- Q.5.** Meaning of decoding is.
(a) Process of understanding (b) Process of deleting message
(c) Feedback (d) Follow message.
- Q.6.** If sender sends the message in an accurate manner then receiver's response should be.
(a) Negative (b) Positive
(c) Mix (d) All
- Q.7.** The response in re-action of message is called.
(a) Feedback (b) Act
(c) Encoding (d) Sender.
- Q.8.** The person who prepares the message is called.
(a) Receiver (b) Message
(c) Sender (d) Feedback.
- Q.9.** This is a barrier in business communication.
(a) Language (b) Perception
(c) Geographic distances (d) All
- Q.10.** Exchange of information between manager and a subordinate in other words from top level to low level within the organization is called.
(a) Upward communication (b) Downward communication
(c) Horizontal communication (d) None

- Q.11.** When Communication flows from subordinates to superiors/managers and continues up to level of the organization is called.
 (a) Upward communication (b) Downward communication
 (c) Horizontal communication (d) None
- Q.12.** When People communicate with others at their own level or at same level in their own departments or other departments, it is called
 (a) Upward communication (b) Downward communication
 (c) Horizontal communication (d) None
- Q.13.** When in the communication of message one is speaker and other is listener, it is called.
 (a) Verbal communication (b) Written communication
 (c) Non-verbal communication (d) None
- Q.14.** This type of communication includes orders, instructions, reports and forms etc.
 (a) Written communication (b) Verbal communication
 (c) Non-verbal communication (d) None
- Q.15.** This is unspoken media of communication.
 (a) Written communication (b) Verbal communication
 (c) Non-verbal communication (d) None
- Q.16.** This includes in the objectives of self-development.
 (a) Development of personality (b) Increase self-confidence
 (c) Development of positive attitude (d) All

Answers Key

Q. No.	Answers	Q. No.	Answers	Q. No.	Answers
1	a	7	a	13	a
2	d	8	c	14	a
3	d	9	d	15	c
4	b	10	b	16	d
5	a	11	a		
6	b	12	c		

Chapter 2**Oral Communication****Chapter Objectives**

After completion of this chapter students will be able to:

- Understand the process of oral communication.
- Identify speaking situations with other peoples.
- Identify the strategy steps of speaking.
- Identify the characteristics of effective speaking.
- State the principles of one-way communication.
- State the principles of two-way communication.
- Identify the elements of oral presentation skills.
- Determine the impact of non-verbal communication on oral communication.

2.1 WHAT IS ORAL COMMUNICATION?

Oral communication is communicating with spoken words. It's a verbal form of communication where you communicate your thoughts, present ideas and share information. Examples of oral communication are conversations with friends, family or colleagues, presentations and speeches. Research studies have shown that 80% of communication by executives of a company is in the oral form. The ability to communicate effectively through speaking as well as in writing is highly valued and demanded in business.

The types of oral communication commonly used within an organization include staff meetings, personal discussions, presentations, telephone discourse, and informal conversation. Oral communication with those outside of the organization might take the form of face-to-face meetings, telephone calls, speeches, teleconferences, or videoconferences. For oral communication to be effective, it should be clear, relevant, tactful in phraseology and tone, concise, and informative. Unclear, inaccurate, or inconsiderate business communication, on the other hand, can waste valuable time, alienate employees or customers, and destroy goodwill toward management or the overall business.

2.2 TYPES OF COMMUNICATION:

Communication is usually based on the nature and characteristics of the message and its context in which it is being sent. The choice of communication channel and type of communicating affect communication. Depending upon the circumstances and business needs, the type of communication varies. There are several different ways we can share information with one another. In this section, we will discuss major types of communication based on style and communication channels. These types are as follows:

2.2.1 Types of Communication Based on Style and Purpose:

There are two broad types of communication which is based on the style of

- Formal Communication
- Informal communication

(i) Formal Communication

It is usually relates to a large or small group speaking. It is mostly strict and bound to rules. It always is in a formal or official format. Basically all sort of business or corporate communication comes in formal communication. Conferences, meetings and written memos and corporate letters in any official languages are used for communication. It can occur between two strangers when they meet first time to each other. Formal communication can also occur between two strangers when they meet for the first time. Formal Communication should be formal, straightforward and precise. However instances of non-verbal communication such as wearing of business attire in order to be more professional

(ii) Informal Communication

Informal communication is a type in which people talk to each other freely and usually it is related to interpersonal communication however it is bounded by rule made of society norms but the speaker can speak freely and there is more room to be free. The speaker can say anything which he/she thinks. Informal communication can be between friends, family and relatives or any person who have the similar wavelength as it does not have any rigid rules and guidelines. It does not restrict with the time limit, place and events or subjects. It is more emotional form of communication where the less emphasis on non-verbal communication and more emphasis on real feelings.

2.2.2 Types of Communication Based on Communication Channels

There are two broad types of communication which is based on the channels used for communication

- Verbal Communication
- Non-Verbal Communication

(i) Verbal Communication:

Large part of our daily communication whether at work or outside is verbal in nature. Verbal or oral communication may be defined as a process whereby a speaker interacts verbally with one or more listeners, in order to influence the latter's behavior in some way or the other. Verbal communication in turn, may be divided into following two areas

- a. Oral Communication (Speaking & Listening)
- b. Written communication (Reading & Writing)

(a) Oral Communication

Oral Communication is the process of verbally transmitting information and ideas from one individual or group to another. Oral communication is very effective in interacting with groups. The speaker can immediately understand the group's reaction and arrive at a satisfactory conclusion by putting his views across and exchanging points.

Oral communication in a business context can take the form of meetings, presentations, one-to-one meetings, performance reviews and so on. Oral

communication is very effective in interacting with groups. With advances in technology, new forms of oral communication continue to develop. Video phones and video conferences combine audio and video so that workers in distant locations can both see and speak with each other.

- **Advantages of oral communication:**

Oral communication is the most frequently used means of sending messages. Some of its advantages are given below:

- (i) Saves time
- (ii) Saves money
- (iii) Immediate feedback
- (iv) Can be informal
- (v) Immediate clarification

- **Disadvantages of oral communication:**

Some of its disadvantages are given below:

- (i) Unsuitable for lengthy messages
- (ii) Message cannot be retained for long
- (iii) No legal validity
- (iv) Greater chances of misunderstanding
- (v) Not easy to fix responsibility

(b) Written Communication

The combination of the characters or letters of alphabet into words, words into sentences and sentences into paragraphs have gone through a long history of man's attempt to communicate, and give some kind of permanence or preservation to his communication. For this purpose every language has evolved its own rules of grammar, though many languages grouped together have more or less similar rules. But, in writing these rules have to be rather strictly followed.

Written communication is a process whereby a writer interacts verbally with a receiver, in order to influence the latter's behavior. Written communication at the workplace can take several forms such as letters, memos, circulars, notices, reports and email. Effective writing involves careful choice of words, their organization in correct order in sentences formation as well as cohesive composition of sentences. Also, writing is more valid and reliable than speech.

- **Advantages of Written Communication**

- (i) Written communication helps in laying down apparent principles, policies and rules for running of an organization.
- (ii) It is a permanent means of communication. Thus, it is useful where record maintenance is required.
- (iii) It assists in proper delegation of responsibilities. While in case of oral communication, it is impossible to fix and delegate responsibilities on the grounds of speech as it can be taken back by the speaker or he may refuse to acknowledge.
- (iv) Written communication is more precise and explicit.
- (v) Effective written communication develops and enhances an organization's image.
- (vi) It provides ready records and references.
- (vii) Legal defenses can depend upon written communication as it provides valid records.

- **Disadvantages of Written Communication**

- (i) Written communication does not save upon the costs. It costs huge in terms of stationery and the manpower employed in writing/typing and delivering letters.
- (ii) Also, if the receivers of the written message are separated by distance and if they need to clear their doubts, the response is not spontaneous.
- (iii) Effective written communication requires great skills and competencies in language and vocabulary use. Poor writing skills and quality have a negative impact on organization's reputation.
- (iv) Written communication is time-consuming as the feedback is not immediate. The encoding and sending of message takes time.
- (v) Too much paper work and burden is involved.

- **Difference between oral and written communication**

The difference between oral and written communication can be enumerated as under:

(a) Ratio

According to a rough estimate, about 75% of total communication is oral whereas the rest is written.

(b) Data Safety

Data and information are safe in written communication while most of information is forgotten in oral communication.

(c) Nature of message

Written communication is used when the message is complex and oral communication is used for simple message.

(d) Legal Aspect

From legal point of view, oral communication is least reliable and written communication is much more reliable. For example, an oral promise may not be challenged in a court in general but a written promise can be challenged.

(e) Flow of information

Information can be transferred within a short period of time in oral communication but it takes more time in written communication.

(f) Non-verbal facilities

Oral communication can be supported by non-verbal facilities like gestures, postures etc. but such a support is impossible in written communication.

(g) Grammar & Accent

Oral communication required consideration for accent and pronunciation whereas written communication needs correct grammar and spelling.

(ii) Non-Verbal Communication

We do not communicate through words alone, or only through writing, speaking and listening. There is another equally important aspect of communication the non-verbal (non-word) aspect. Non-verbal messages are sometimes more clear, accurate and effective as compared to verbal communication, because they are internationally used and understood.

It can be defined as “communication that involves neither written nor spoken words but takes place without the use of words”. In it we are concerned with such things as body movements, space, time, tone and general characteristics of the environment color and layout/design, and any other kinds of visual and/or audio signals that the communicator may devise.

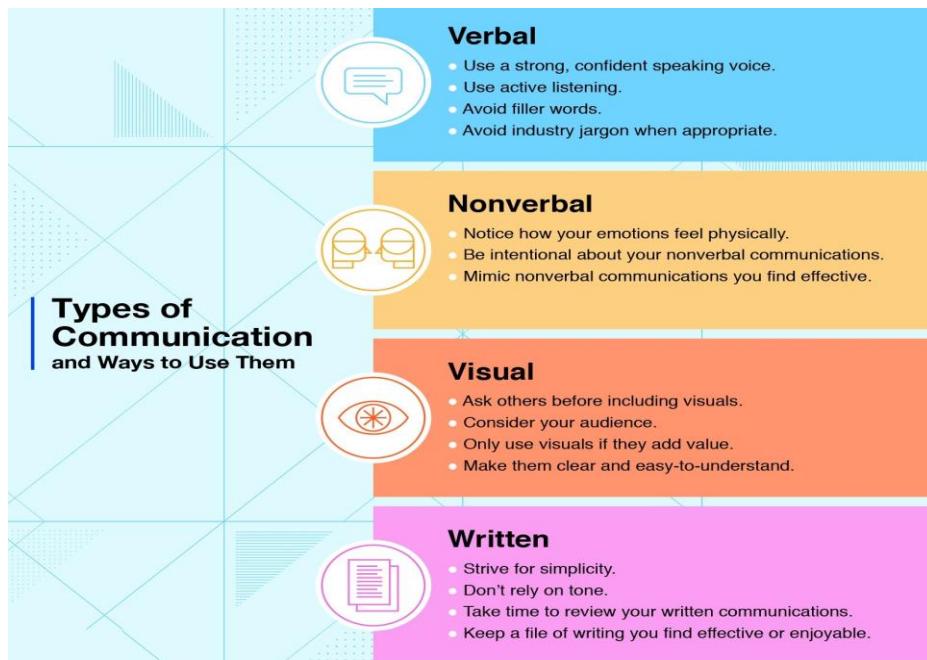


Figure 2.1 *Types of communication*

Since bodily movements, gestures etc. are so important for communication, they are being systematically studied as a subarea of non-verbal communication.

In this section we will discuss the study following three categories of Non-verbal communication:

- Appearance
- Body Language
- Silence, Time and Sounds

(a) Appearance

Appearance affects the quality of written and spoken messages as follows:

Written Messages:

The envelope's overall appearance size, colour, weight, postage and the letter's overall appearance length stationary, enclosures, layout, etc. may convey significant information and impressions.

Spoken Messages:

Personal appearance of the speaker-clothing, jewelry, hair-style, neatness, etc. may tell about the age, gender occupation, nationality, social, economic and job status. Similarly, appearance of the surroundings room-size, location, furnishings, lighting, etc. may tell a lot about the message.

(b) Body Language

Our body, consciously as well as unconsciously, carries messages, attitudes, status relationships, moods, warmth/indifference, positive/negative feelings and so on. Facial expressions, gestures, posture, eye contact, smell, touch, voice etc. are included in body language.

Facial Expression

The eyes and face may express the hidden emotions e.g. anger, fear, joy, love, surprise, sorrow, interest etc.

Posture and Gestures

The message can effectively be communicated by actions. Deaf people and traffic constables make use of actions. In our daily life clenched fists may indicate anger, leaning forward to the speaker may reveal interest and repeatedly glancing at the watch may be a sign of being bored.

Eye Contact

Eye contact is of very high importance in all face to-face communication. The eyes, along with the eyebrows, eyelids and the size of pupils convey our innermost feelings. Eyebrows and eyelids and combined with dilated pupils tell us that the person is excited, surprised or frightened. Along with these eye patterns, eye contact and eye movements are also meaningful.

Smell:

Good or bad smell often expresses the situation e.g. smell because of oil or gas leakage warns the danger. Similarly, fragrance and perfume convey emotions and feelings better than spoken or written words.

Touch:

Touching people in different ways (and places) can silently communicate friendship, love approval, anger or other feelings.

(c) Silence, Time and Sounds**Silence**

Silence is an effective medium of expressing serious feelings and emotions e.g. death of relative or loss in business. A mistake may be admitted by silence. Silence may also confirm a statement.

Time

Time communicates in many ways, e.g. waiting for a long time may indicate interest or love and giving a short notice means urgency.

Sounds and Para-language

The style of speaking and the volume of voice (Intonations and Modulations) of voice may produce variations between what is said and what is meant, e.g. the words "how prompt you are" may criticize a person arriving too late.

• Importance of Non-Verbal Communication

Following are the key points that show its importance:

Reliability

Non-verbal communication is more reliable than verbal communication. Words can be controlled more easily but it's difficult to hide facial expressions like sadness, gladness, joy etc. So non-verbal communication is regarded as a more reliable means for transmitting message.

Support to verbal communication

Body language and appearance support the verbal communication. A wave of hand, smile etc. might be very useful to explain and understand a particular point of view.

Quickness

A denial or acceptance expressed by moving head saves lot of time. So, it is important in this respect that non-verbal communication transmits the message quickly.

- **Function of Non-Verbal Communication**

There are following six functions of it.

- (i) To provide information either consciously or unconsciously.
- (ii) To regulate the flow of conversation.
- (iii) To express emotion.
- (iv) To qualify, complement, contradict or expand verbal message.
- (v) To control or influence others.
- (vi) To facilitates specific tasks, such as teaching a person.

2.3 SIGNIFICANCE OF SPEAKING:

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, tongue, teeth and lips. Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking skills are one of the most important skills as they allow us to communicate with others and express our thoughts and feelings.

Good speaking skill is the art of generating words that can be properly understood by the listener. Speaking in public has more formality than talking. During a speech in public, you should present yourself professionally. This doesn't mean you must wear a suit or "dress up", but it does mean making yourself presentable by being well groomed and wearing clean, appropriate clothes. It also means being prepared to use language correctly and appropriately for the audience and the topic, to make eye contact with your audience, and to look like you know your topic very well.

2.4 TYPES OF SPEECH DELIVERY:

There are four ways in which a speaker can deliver his or her information.

- (i) Impromptu Speaking
- (ii) Extemporaneous Speaking
- (iii) Speaking from a Manuscript
- (iv) Speaking from Memory

2.4.1 Impromptu Speaking

Impromptu speaking is the presentation of a short message without advance preparation. Impromptu speeches often occur when someone is asked to “say a few words” or give a toast on a special occasion. You have probably done impromptu speaking many times in informal, conversational settings. Self-introductions in group settings are examples of impromptu speaking: “Hi, my name is Salman Ijaz, and I’m a volunteer with the Homes for the Brave program.” Another example of impromptu speaking occurs when you answer a question such as, “What did you think of the documentary?” or “What’s your opinion about the yesterday’s Cricket Match?

The advantage of this kind of speaking is that it’s spontaneous and responsive in an animated group context. The disadvantage is that the speaker is given little or no time to contemplate the central theme of his or her message. As a result, the message may be disorganized and difficult for listeners to follow.

Here is a step-by-step guide that may be useful if you are called upon to give an impromptu speech in public.

- (i) Take a moment to collect your thoughts and plan the main point you want to make.
- (ii) Thank the person for inviting you to speak.
- (iii) Deliver your message, making your main point as briefly as you can while still covering it adequately and at a pace your listeners can follow.
- (iv) Thank the person again for the opportunity to speak.
- (v) Stop talking.

2.4.2 Extemporaneous Speaking

Extemporaneous speaking is the presentation of a carefully planned and rehearsed speech, spoken in a conversational manner using brief notes. By using notes rather than a full manuscript, the extemporaneous speaker can establish and maintain eye contact with the audience and assess how well they understand the speech as it progresses. The opportunity to assess is also an opportunity to restate more clearly any idea or concept that the audience seems to have trouble grasping.

For instance, suppose you are speaking about workplace safety and you use the term “sleep deprivation (Poor Sleep).” If you notice your audience’s eyes

glazing over, this might not be a result of their own sleep deprivation, but rather an indication of their uncertainty about what you mean. If this happens, you can add a short explanation; for example, “sleep deprivation is sleep loss serious enough to threaten one’s cognition/mind, hand-to-eye coordination, judgment, and emotional health.” You might also (or instead) provide a concrete example to illustrate the idea. Then you can resume your message, having clarified an important concept.

Speaking extemporaneously has some advantages. It promotes the likelihood that you, the speaker, will be perceived as knowledgeable and credible. In addition, your audience is likely to pay better attention to the message because it is engaging both verbally and nonverbally.

The disadvantage of extemporaneous speaking is that it requires a great deal of preparation for both the verbal and the nonverbal components of the speech. Adequate preparation cannot be achieved the day before you’re scheduled to speak.

2.4.3 Speaking from a Manuscript

Manuscript speaking is the word-for-word division of a written message. In a manuscript speech, the speaker maintains his or her attention on the printed page except when using visual aids.

The advantage to reading from a manuscript is the exact repetition of original words. As we mentioned at the beginning of this chapter, in some circumstances this can be extremely important. For example, reading a statement about your organization’s legal responsibilities to customers may require that the original words be exact. In reading one word at a time, in order, the only errors would typically be mispronunciation of a word or stumbling over complex sentence structure.

However, there are costs involved in manuscript speaking. First, it’s typically an uninteresting way to present. Unless the speaker has rehearsed the reading as a complete performance animated with vocal expression and gestures (as poets do in a poetry slam and actors do in a reader’s theater), the presentation tends to be dull. Keeping one’s eyes glued to the script precludes eye contact with the audience. For this kind of “straight” manuscript speech to hold audience attention, the audience must be already interested in the message before the delivery begins.

It is worth noting that professional speakers, actors, news reporters, and politicians often read from an autocue device, such as a TelePrompTer, especially when appearing on television, where eye contact with the camera is crucial. With practice, a speaker can achieve a conversational tone and give the impression of speaking extemporaneously while using an autocue device. However, success in this medium depends on two factors:

- The speaker is already an accomplished public speaker who has learned to use a conversational tone while delivering a prepared script.
- The speech is written in a style that sounds conversational.

2.4.4 Speaking from Memory

Memorized speaking is the rote recitation of a written message that the speaker has committed to memory. Actors, of course, recite from memory whenever they perform from a script in a stage play, television program, or movie scene. When it comes to speeches, memorization can be useful when the message needs to be exact and the speaker doesn't want to be confined by notes.

The advantage to memorization is that it enables the speaker to maintain eye contact with the audience throughout the speech. Being free of notes, means that you can move freely around the stage and use your hands to make gestures. If your speech uses visual aids, this freedom is even more of an advantage. However, there are some real and potential costs.

First, unless you also plan and memorize every vocal cue (the subtle but meaningful variations in speech delivery, which can include the use of pitch, tone, volume, and pace), gesture, and facial expression, your presentation will be flat and uninteresting, and even the most fascinating topic will suffer. You might end up speaking in a monotone or a sing-song repetitive delivery pattern. You might also present your speech in a rapid “machine-gun” style that fails to emphasize the most important points.

Second, if you lose your place and start trying to ad lib, the contrast in your style of delivery will alert your audience that something is wrong. More frighteningly, if you go completely blank during the presentation, it will be extremely difficult to find your place and keep going.

2.5 STRATEGIC STEPS OF SPEAKING:

Speeches are a powerful way to directly communicate with and influence target stakeholders. To successfully influence an audience, you need to tap into their emotions as well as their intellect. And you need to understand the fundamental steps of successful speeches.

The steps are:

- (i) Identify your purpose. (Why are you speaking?)
- (ii) Select the Topic
- (iii) Know your audience. (What are their aspirations, pains, interest?)
- (iv) Gather and organize Content
- (v) Phrase the speech
- (vi) Prepare Visual Aids
- (vii) Practice, practice, practice

2.5.1 Identify your purpose

For this step, determine the general purpose of your speech or presentation. Are you informing, presenting, or entertaining? Beyond the general purpose, decide on a specific purpose, what you want your audience to specifically think or do (e.g., I want my audience to understand the three benefits of health safety rules while on work place). It is helpful at this stage to write down the central idea of your talk.

2.5.2 Select the Topic

Choosing a topic can sometimes come first, depending on the audience and the circumstance. If you need to pick a topic, however, be sure it is one that is interesting to you. It is also a good idea to be a little more knowledgeable about the subject than your audience, but interest is crucial. If you do not have enthusiasm for the subject matter, neither will your audience.

2.5.3 Know your audience

Whether you are presenting a paper or giving a speech, you need to analyze your audience first and foremost. It is easy to isolate an audience by not examining the characteristics of the group, what they know and what they want to know.

Be aware of the audience's attitudes and beliefs in general, toward you and the topic. Consider age, socioeconomic status, and educational level. For example, if you are addressing a veteran group of administrators on a management topic, covering the basics of management would undoubtedly be boring and possibly insulting. There are numerous other factors crucial to analyzing an audience, but the time spent on this background check is necessary for the success of your presentation.

2.5.4 Gather and organize Content.

This is the phase where you gather information through printed sources, interviews, discussion with others, and your own expertise or consult library or internet. Sort out your material choosing only the strongest and best material for your speech. This step allows you the luxury of editing and, if need be, recognizing any information gaps that need to be filled.

Your introduction should start out with an attention getter which can be a short story, a quotation, a question, a joke, or whatever is appropriate for the topic and audience. The introduction is also your opportunity to build rapport between you and the audience; tell them why your speech is relevant to them and that you are glad to be speaking to them.

Outline the body of your talk first, limiting it to three or four main points with sufficient supporting material to back up those points. Once you've told your audience why they should want to listen to you, lead into your talk by briefly previewing the major points to be covered in your speech (tell them what you're going to tell them).

The conclusion should include the summary of the main points (tell them what you've told them) and a final statement that leaves the audience with something to think about or remember (this will depend on the purpose of your speech).

2.5.5 Phrase the speech

The previous steps involved preparing the message; now you are ready to work on delivering the message. Usually, a type of delivery most appropriate is the extemporaneous delivery. With extemporaneous speaking, you are thoroughly prepared and practiced, but the exact wording of the speech is determined at the time you actually speak the words.

You want to avoid memorizing your talk; instead, know your key ideas and translate them into words as you speak. This means you have to think about what you are saying as you are speaking. Each time you practice, you may say your speech a little bit differently, but this allows flexibility and the chance to adapt to your audience if needed. Speaking extemporaneously can be difficult to achieve at first, but this style of delivery creates spontaneity, which can affect the receptivity of your audience to you and your ideas.

2.5.6 Prepare Visual Aids

Visual aids, if appropriate for your speech or presentation, can help your audience remember your points and clarify information. Speech textbooks usually emphasize the following when covering visual aids: make sure the audience can see the visual aid; show the visual aid only when you are referring to it; and talk to the audience, not to the visual aid. Also, practice with the visual aid; using visual aids can add to the length of a talk and can cause you to become flustered if you run into difficulties.

Additionally, if you have audience handouts, distribute them at the end of your speech if possible. An audience's attention can shift easily to a handout instead of staying focused on you.

2.5.7 Practice, practice, practice

Practicing your presentation or speech contributes directly to your success as a speaker. As you practice, consider both your verbal and nonverbal delivery. Vocal delivery includes volume, rate and pitch. Struggle for vocal variety which is the variation of these elements—loudness/softness (volume), fastness/slowness (rate), highness/lowness (pitch). An expressive voice will engage an audience; a monotonous, flat voice will lose one. Also, remember that nonverbal delivery carries as much weight as verbal. Eye contact with your audience is crucial, and this means actually looking at audience members.

There are certainly other elements of verbal and nonverbal delivery to investigate when practicing your speech or paper. Your goal is to sound spontaneous and feel comfortable, so time spent practicing is necessary. It is a good idea to practice in a situation as close to the real one as possible, and in front of friends or with a tape recorder.

2.6 CHARACTERISTICS OF EFFECTIVE ORAL MESSAGE

Followings are the prominent features of oral message / communication:

2.6.1 Clear oral expression

Oral communication occurs through spoken words. The pronunciation of the spoken words should be clear and complete enough so that the receiver can understand the message. Language should be easy and understandable.

2.6.2 Better understanding

Another major feature is the possibility of confusion is very uncommon; if there is any misunderstanding takes place that can be rectified without delay by asking questions. If the receiver finds the communication indefinite he can get a fast explanation on the spot.

2.6.3 Patience

Patience is the key to the success in effective communication. Both the speaker and the audience must have proper patience while making oral communication.

2.6.4 Free from error

If the information in oral communication contains any error then it makes the audience confused. Moreover, the audience will lose their confidence in the speaker. So, information must be free from errors in oral communication.

2.6.5 Free from emotion

Oral communication should be free from emotion as emotions make the subject matter complicated. Therefore, the audience will make a wrong interpretation of the message techniques or Way of Oral Communication.

2.6.6 Suitability

Since spoken words are used in oral communication, it is very much useful to communicate with the illiterate people. In the case of written or other communication messages cannot be corrected immediately, but in this situation, it can be corrected within a few seconds.

2.6.7 Minimum time and cost

Exchanging information through oral media requires a shorter period of time and a lesser amount of cost as compared to written media. This communication helps to expedite work. Where time is diminutive, it's worthwhile to use oral communication like impulsive conferences, verbal orders and even mechanical devices like telephones. It does not require drafting, composing or editing of the message so it saves time as well as cost. It takes less time than written communication.

2.6.8 Immediate feedback

Oral communication provides instant feedback of the receiver to the sender as regard to the message recessed by him. Immediate feedback can be received in case of oral communication. By gauging the disposition and reaction of the receiver he can make changes consequently.

2.7 ORAL PRESENTATION

Oral presentations, also known as public speaking, consist of an individual or group verbally addressing an audience on a particular topic. The aim of this is to educate, inform, entertain or present an argument. Oral presentation is usually short and more formal than oral speech. Individuals who work in small companies may be especially busy giving presentations as sharing information is vital in a business organization.

An oral presentation in the workplace is an employee's chance to show off the work she has been doing, and prove her value to the company. Whether an employee is presenting to a department or company-wide, it is important to gear the presentation toward the audience. Oral presentations are also seen within workplaces, classrooms and even at social events such as weddings.

2.8 PURPOSE OF ORAL PRESENTATION

Oral presentation has three basic purposes, to inform, to persuade, and to entertain.

2.8.1 To Inform

The first general purpose that some people have for giving speeches is to inform. Simply put, this is about helping audience to gain information that

they do not already possess. Audience members can then use this information to understand something (e.g., speech on a new technology, speech on a new cell phone) or to perform a new task or improve their skills.

The most important characteristic of informative topics is that the goal is to gain knowledge. Notice that the goal is not to encourage people to use that knowledge in any specific way.

2.8.2 To Persuade

The second general purpose people can have for speaking is to persuade. When we speak to persuade, we attempt to get listeners to embrace a point of view or to adopt a behavior that they would not have done otherwise. A persuasive speech can be distinguished from an informative speech by the fact that it includes a call for action for the audience to make some change in their behavior or thinking.

2.8.3 To Entertain

The final general purpose people can have for public speaking is to entertain. Whereas informative and persuasive speech making is focused on the end result of the speech process, entertainment speaking is focused on the theme and occasion of the speech. An entertaining speech can be either informative or persuasive at its root, but the context or theme of the speech requires speakers to think about the speech primarily in terms of audience enjoyment.

2.9 PRINCIPLES OF ORAL COMMUNICATION OR 7 C'S OF COMMUNICATION

The seven C's of communication are a list of principles for written and spoken communications to ensure that they are effective. Each one of these C's represents a requirement that the message should meet to be effective. Detail of the each is given below:

2.9.1 Completeness

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

- (i) Complete communication develops and enhances reputation of an organization.
- (ii) Moreover, they are cost saving.
- (iii) A complete communication always gives additional information wherever required. It leaves no questions in the mind of receiver.
- (iv) Complete communication helps in better decision-making by the audience/readers/receivers of message as they get all desired and crucial information.
- (v) It persuades the audience.

Following points are considered for the 'C' of completeness.

Answer all questions asked.

If in the product related inquiry the prospective customer has asked questions, it is much necessary to answer all questions.

Check for 5 W's

Five W's to Who, What, When, Where and Why. For example to order merchandise, we should make clear What we want, When we need it, Where it is to be sent and How the payment will be needed.

2.9.2 Conciseness

Conciseness means wordiness, i.e., communicating what you want to convey in least possible words without forgoing the other C's of communication. Conciseness is a necessity for effective communication. Concise communication has following features:

- (i) It is both time-saving as well as cost-saving.
- (ii) It underlines and highlights the main message as it avoids using excessive and needless words.
- (iii) Concise communication provides short and essential message in limited words to the audience.
- (iv) Concise message is more appealing and comprehensible to the audience.
- (v) Concise message is non-repetitive in nature.

Following points should be considered for achieving conciseness.

- (i) Avoid unnecessary repetition.
- (ii) Include relevant facts.

(i) Avoid Unnecessary Repetition

Skillful business writers avoid unnecessary repetition by rewording their message and trying to reduce it by almost 20% to 30%.

Example:

Wordy: I have your letter of October 14 and wish to say that we will be glad to give you a refund for shirt you purchased here last week.

Improved: You can avail refund for the shirt you purchased last week.

(ii) Include Relevant Facts

Relevant facts refer to those necessary facts which should be present and should never be compromised for achieving conciseness.



Figure 2.2 7 C's of Communication

2.9.3 Consideration

Consideration implies “stepping into the shoes of others”. Effective communication must take the audience into consideration, i.e., the audience’s viewpoints, background, mind-set, education level, etc. Make an attempt to envisage your audience, their requirements, emotions as well as problems. Ensure that the self-respect of the audience is maintained and their emotions are not at harm. Modify your words in message to suit the audience’s needs

while making your message complete. Features of considerate communication are as follows:

- (i) Emphasize on “you” approach.
- (ii) Empathize with the audience and exhibit interest in the audience. This will stimulate a positive reaction from the audience.
- (iii) Show optimism towards your audience. Emphasize on “what is possible” rather than “what is impossible”. Lay stress on positive words such as jovial, committed, thanks, warm, healthy, help, etc.

2.9.4 Clarity

Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity in communication has following features:

- (i) It makes understanding easier.
- (ii) Complete clarity of thoughts and ideas enhances the meaning of message.
- (iii) Clear message makes use of exact, appropriate and concrete words.

The clarity could be achieved by the following techniques.

- (i) Choose words that are short, familiar and conversational.
- (ii) Construct effective sentences and paragraphs.
- (iii) Include examples, illustrations etc.

2.9.5 Concreteness

Concrete communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens the confidence. Concrete message has following features:

- (i) It is supported with specific facts and figures.
- (ii) It makes use of words that are clear and that build the reputation.
- (iii) Concrete messages are not misinterpreted.

Following points should be considered for achieving concreteness.

- (i) Use specific facts and figures.
- (ii) Put action in the verb.
- (iii) Choose vivid image building words.

(i) Use Specific Facts and Figures

Use of fact and figures play a vital role especially when describing a product or service.

Example:

General: These brakes stop car within short distance.

Specific: The hydraulic brakes stop a car with in a distance of two feet.

(ii) Put Action in the Verb

The basic function of the verb is to describe action of a noun or pronoun. Therefore, care should be taken that the action should always be represented by verb and if an action is found in a noun, it should be converted into verb.

(iii) Choose Vivid Image Building Words

Vivid image building words are generally used for creating an impression upon the reader, so that the reader should start building an image of the product or service in his mind. Such words are used in sales and sales promotion letters.

Example:

The P-IV 800 MHz, 20GB HD, 64MB RAM, 500 MB CACHE, Intel genuine processor, in ATX casing is a computer of new millennium.

2.9.6 Courtesy

Courtesy in message **implies** the message should show the sender's expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic. Courteous message has following features:

- (i) Courtesy implies taking into consideration both viewpoints as well as feelings of the receiver of the message.
- (ii) Courteous message is positive and focused at the audience.
- (iii) It makes use of terms showing respect for the receiver of message.
- (iv) It is not at all biased.

To achieve courtesy following points should be considered.

- (i) Be tactful.
- (ii) Omit expressions that can irritate.
- (iii) Answer/mail promptly.
- (iv) Grant and apologize.

2.9.7 Correctness

Normally it is assumed that correctness only refers to spelling, punctuation and grammar etc. but business Communication is something more than that. Correctness in communication implies that there are no grammatical errors in communication. Also, the message should be exact and well-timed. The correct messages have a greater impact on the receiver and at the same time, the morale of the sender increases with the accurate message. Correct communication has following features:

- (i) The message is exact, correct and well-timed.
- (ii) If the communication is correct, it boosts up the confidence level.
- (iii) Correct message has greater impact on the audience/readers.
- (iv) It checks for the precision and accurateness of facts and figures used in the message.
- (v) It makes use of appropriate and correct language in the message.

Following guideline should be considered for achieving correctness.

- (i) Use the correct level of language
- (ii) Include only accurate facts and figures.
- (iii) Maintain acceptable writing mechanics.

2.10 COMMUNICATION TRAFFICKING OR COMMUNICATION NETWORK

Organizational members connect into a various number of groups and as members of the group; they interact with each other in a specific manner. The path along which they interact is called the communication network. Simply speaking communication trafficking or network are structures in which communication flows in an organization.

Communication networks may affect the group's completion of the assigned task on time, the position of the leader in the group, or they may affect the group members' satisfaction from occupying certain positions in the network.

There are several network of communication. The pattern is divided based on the number of people involved in the communication, organizational size and nature of the communication. Following are the few trafficking network pattern of communication.

- (i) Chain
- (ii) Wheel
- (iii) Y
- (iv) Star
- (v) Circle

2.10.1 Chain Network

In chain network, communication travels up and down through the hierarchy. Each person communicates with only the person directly above or below in terms of reporting relationships. The chain network rigidly follows the formal chain of command. Communication in a chain network is usually moderate in speed, high in accuracy. The emergence of a leader in this network situation is moderate, and member satisfaction is also moderate. The message has to reach from top-level to bottom level without any alteration of meaning or words.

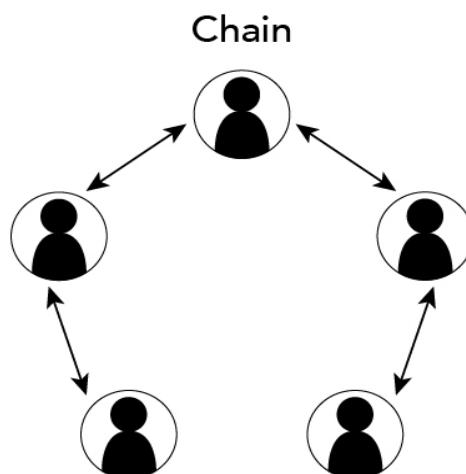


Figure 2.3 *Chain Network*

2.10.2 Wheel Network

In a wheel pattern, information flows to and from a single person. Employees in the group communicate primarily with that person rather than with each other. Such a communication network is a fast means of getting information to employees, since the person at the hub of the wheel can do so directly and efficiently. The wheel network relies on the leader to act as the central channel for the entire group's communication.

The chain network, the Y network and the wheel network are fairly centralized in that most messages must flow through an essential or important (crucial) person in the network. In the wheel network, the most centralized, all messages must flow through the individual at the center of the wheel. In the chain network, some members can communicate with more than one member of the network, but the individual in the center of the chain still tends to emerge as the controller of the messages. In the Y network, the member at the fork of the "Y" usually becomes the central person in the network.

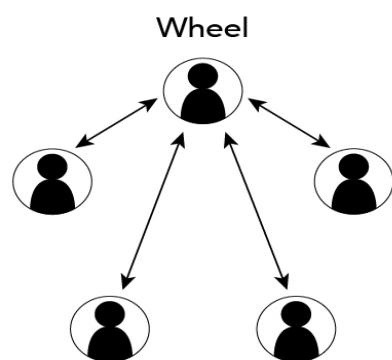


Figure 2.4 *Wheel Network*

2.10.3 Y Network

In the Y network, the flow of communication resembles an upside down Y; information flows upward and downward through the hierarchy, widening to encompass the number of employees reporting to a supervisor.

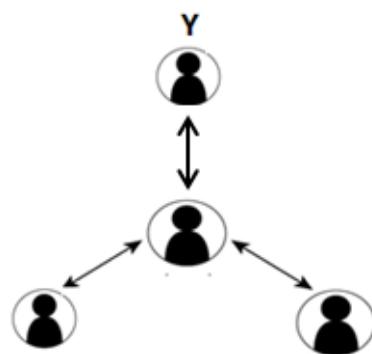


Figure 2.5 *Y/Fan Network*

It follows the formal chain of command where upward and downward communication takes place in the organizational hierarchy. This pattern is also known as fan method.

The person in the middle of the square in Y receives most of the information. Communication in the square and the Y is fairly centralized and therefore relatively efficient in terms of speed.

2.10.4 Star Network

Under star communication network all members of the group communicate with each other and exchange information. This network is a must for group communication or where teamwork is involved. This network channel of communication is open to all members of the group. The members communicate with each other without hesitation.

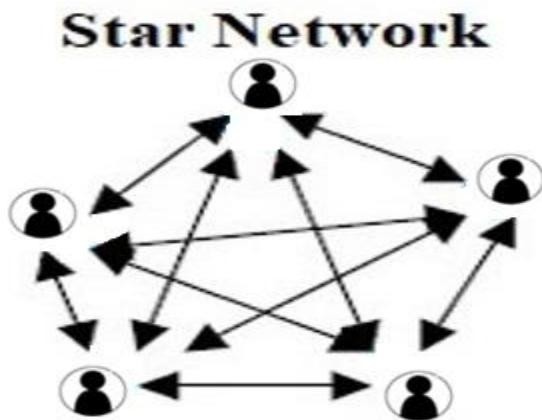


Figure 2.6 Stare Network

The star communication network has several participants. Each of these participants enables two-way communication between each of the nodes or people that are participating in the network. This network channel of communication is open to all members of the group. This network can be considered as a development of a wheel network with no central person to control the way of communication. The members communicate with each other without hesitation. All are free to communicate with each other. It follows the informal channel of command or communication and provides optimum satisfaction to our individuals.

The effectiveness of the above networks of communication channels depend upon their users i.e. the managers at all levels, their subordinates and other members of the organization and above all the seriousness with which all these human resources make use of the facilities provided to them by the organization to accomplish its objectives.

2.10.5 Circle Network

In Circle pattern, the sender (Group Leader) can communicate with the receivers (group members) who presents next to him/her. No others group members can't receive the sender's message directly and they receive messages from the other group members who sharing the message from the sender. In this pattern of communication the sender messages travels all over the group through sharing by its members will take time to reach sender again.

Circle Network

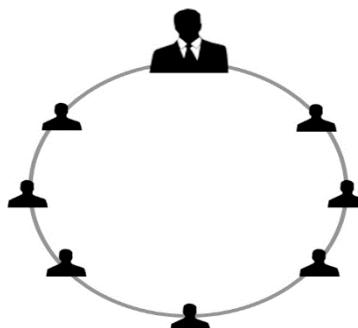


Figure 2.7 Circle Network

Long Questions

- Q.1.** Describe types of communication.
- Q.2.** Describe non-verbal communication and explain its importance.
- Q.3.** Explain the different types of verbal communication.
- Q.4.** State significance of speaking in oral communication.
- Q.5.** Describe the types of speech delivery. OR what are the methods of conveying information to other people through speaking.
- Q.6.** Write the characteristics of oral communication/ effective speaking.
- Q.7.** Describe the strategic steps for successful speaking. OR Describe the steps for successful speaking between two people and groups.

- Q.8.** State the principles of two-way/oral communication. OR State the 7 C's (seven C's) of effective communication.
- Q.9.** Write a note on written communication.
- Q.10.** What is communication trafficking or network. State basic trafficking network pattern of communication.

Short Questions

- Q.1.** What is meant by internal communication?
- Q.2.** What is meant by external communication?
- Q.3.** What is meant by non-verbal communication?
- Q.4.** Write three types/categories of non-verbal communication.
- Q.5.** Write three advantages of verbal/oral communication.
- Q.6.** Write three advantages of written communication.
- Q.7.** What is meant by verbal communication?
- Q.8.** What is meant by written communication?
- Q.9.** Write four types/ways of speaking. Write names.
- Q.10.** What is meant by extemporaneous method of speaking?
- Q.11.** What is meant by impromptu method of speaking?
- Q.12.** What is meant by manuscripts method of speaking?
- Q.13.** Write down the three strategic steps of speaking.
- Q.14.** What is meant by oral presentation?
- Q.15.** Write down three features of oral communication/effective speaking.
- Q.16.** Write four principles of oral communication skills.
- Q.17.** What is meant by communication trafficking?
- Q.18.** In communication trafficking, what is meant by fan/Y method?
- Q.19.** Write names of communication trafficking pattern.
- Q.20.** In communication trafficking, what is meant by chain method?

Multiple Choice Questions (MCQs)

Choose the correct answer from the given possible answers and circle it.

- Q.1.** Exchange of information between officers and subordinates within the organization is called.
- (a) Internal communication (b) External communication
(c) Both (d) None

- Q.2.** Requisitions sent from one department to the other for material within the same organization is called.
(a) Internal communication (b) External communication
(c) Communication through gestures (d) Verbal communication
- Q.3.** Send representatives to establish rapport with the clients.
(a) Internal communication (b) External communication
(c) Verbal communication (d) Non-verbal communication
- Q.4.** When in the communication of message one is speaker and other is listener, it will be called.
(a) Written communication (b) Non-verbal communication
(c) Verbal communication (d) All
- Q.5.** This is unspoken media of communication.
(a) Written communication (b) Non-verbal communication
(c) Verbal communication (d) All
- Q.6.** In this type of speaking, you speak from a previously prepared outline or notes.
(a) Manuscript-reading method (b) Extemporaneous method
(c) Memorization method (d) Impromptu method.
- Q.7.** In this type of speaking, you speak by learning the speech. But it is possible only for short talks.
(a) Extemporaneous method (b) Manuscript-reading method
(c) Memorization method (d) Impromptu method.
- Q.8.** This speaking method is often faced by high officials. Who are called upon for comments on the spur of moments?
(a) Extemporaneous method (b) Manuscript-reading method
(c) Memorization method (d) Impromptu method.
- Q.9.** Just as you use full stop in written document, this is useful during speaking.
(a) Full stop (b) Question mark
(c) Pause (d) All.
- Q.10.** You can speak in low or medium volume if number of persons listening are.
(a) 5 to 10 (b) 100 to 200

- (c) More than 400 (d) More than 500

Q.11. It is included in the principles of oral communication.

- (a) Completeness (b) Conciseness
(c) Clarity (d) All.

Q.12. This is the feature of oral communication.

- (a) Better understanding (b) Free from error and emotion
(c) Clear oral expression (d) All

Q.13. It is included in the strategic steps for successful speaking when you are speaking then.

- (a) Identify your purpose (b) Know your audience
(c) Prepare Visual Aids (d) All.

Q.14. Which are the audio and visual aids.

- (a) Slides (b) Film
(c) Pictures (d) All

Q.15. Such message which cannot be conveyed orally are called.

- (a) Verbal communication (b) Non-verbal communication
(c) Internal communication (d) External communication.

Q.16. According to the researchers estimate, about _____ of total communication is oral whereas the rest is written.

- (a) 90% (b) 85%
(c) 50% (d) 75%

Q.17. It is included in the types/categories of non-verbal communication.

- (a) Appearance (b) Silence
(c) Body language (d) All.

Q.18. This includes in the basic patterns of communication trafficking.

- (a) Chain (b) Wheel
(c) Star (d) All.

Q.19. Deliver lecture to the students in the classroom is communication trafficking method of.

- (a) Chain (b) Wheel
(c) Y or Fan (d) None

Q.20. In this method of communication trafficking information are conveyed person to person till the message is reached to the last person.

- (a) Chain (b) Wheel
(c) Star (d) None

Answers Key

Q. No.	Answers	Q. No.	Answers	Q. No.	Answers
1	a	8	d	15	b
2	a	9	c	16	d
3	b	10	a	17	d
4	c	11	d	18	d
5	b	12	d	19	c
6	b	13	d	20	a
7	c	14	d		

Chapter 3**Questioning Skills**

**Chapter Objectives**

After completion of this chapter students will be able to:

- Determine the uses of questioning skills and clarify information in the oral communication process.
- Identify different types of questions.
- Determine the purpose of each type of question and its application.
- Identify the hazards to be avoided when asking questions.
- Demonstrate questioning skills.

3.1 WHAT IS A QUESTION?

A question is a sentence that seeks an answer for information collection, tests, and research. Right questions produce accurate responses and aids in collecting actionable quantitative and qualitative data.

Questions have over the years evolved to different question types to now collect different sets of information. The types of question used in a research study are decided by the information required, nature of the study, the time needed to answer, and the budget constraints of a study.

The art of asking the right questions helps to gain deep insights, make informed decisions, and develop effective solutions. To know how to ask good questions, understand the basic question types.

3.2 QUESTIONING SKILLS AND TECHNIQUES:

Gathering information is a basic human activity – we use information to learn, to help us solve problems, to aid our decision-making processes and to understand each other more clearly.

Questioning is the key to gaining more information and without it interpersonal communications can fail. Questioning is fundamental to successful communication - we all ask and are asked questions when engaged in conversation.

We find questions and answers fascinating and entertaining – politicians, reporters, celebrities and entrepreneurs are often successful based on their questioning skills – asking the right questions at the right time and also answering (or not) appropriately.

Although questions are usually verbal in nature, they can also be non-verbal. Raising of the eyebrows could, for example, be asking, “Are you sure?” facial expressions can ask all sorts of subtle questions at different times and in different contexts.

3.3 WHY ASK QUESTIONS?

Although the following list is not exhaustive it outlines the main reasons questions are asked in common situations.

3.3.1 To Obtain Information:

The primary function of a question is to gain information – ‘*What time is it?*’

3.3.2 To help maintain control of a conversation

While you are asking questions you are in control of the conversation, assertive people are more likely to take control of conversations attempting to gain the information they need through questioning.

3.3.3 Express an interest in the other person

Questioning allows us to find out more about the respondent, this can be useful when attempting to build rapport and show empathy or to simply get to know the other person better.

3.3.4 To clarify a point

Questions are commonly used in communication to clarify something that the speaker has said. Questions used as clarification are essential in reducing misunderstanding and therefore more effective communication.

3.3.5 To explore the personality and or difficulties the other person may have

Questions are used to explore the feelings, beliefs, opinions, ideas and attitudes of the person being questioned. They can also be used to better understand problems that another person maybe experiencing – like in the example of a doctor trying to diagnose a patient.

3.3.6 To test knowledge

Questions are used in all sorts of quiz, test and exam situations to ascertain the knowledge of the respondent. '*What is the capital of France?*' for example.

3.3.7 To encourage further thought

Questions may be used to encourage people think about something more deeply. Questions can be worded in such a way as to get the person to think about a topic in a new way. '*Why do you think Paris is the capital of France?*'

3.3.8 In group situations

Questioning in group situations can be very useful for a number of reasons, to include all members of the group, to encourage more discussion of a point, to keep attention by asking questions without advance warning. These examples can be easily related to a classroom of school children.

3.4 TYPES OF QUESTIONS

Although there are numerous reasons for asking questions the information we receive back (the answer) will depend very much on the type of question we ask. Questions, in their simplest form, can either be

- Close-ended or
- Open-ended questions

This text covers both types but also details many other question types and when it may be appropriate to use them, in order to improve understanding.

Below are some widely used types of questions with sample examples of these question types:

3.4.1 Close-ended questions

A closed-ended question, by definition, is a question that could be answered with a one-word answer or a simple "yes" or "no." In research, a closed-ended question refers to any question in which participants are provided with options to choose a response from.

In a search for statistically significant stats? Close-ended questions are your best bet. Close-ended questions allow a limited number of responses and are ideal for surveys because you get higher response rates when users don't have to type so much.

Closed questions are usually easy to answer - as the choice of answer is limited - they can be effectively used early in conversations to encourage participation and can be very useful in fact-finding scenarios such as research.

Examples of Close-ended questions:

- When were you born?
- Are you older than 18 years?
- *Do you smoke?*
- *Did you feed the cat?*
- *Would you like a cup of tea?*
- *Would you like beef, chicken or the vegetarian option?*
- *Did you travel by train or car today?*
- *What is your name?*
- *What time does the supermarket open?*
- *Where did you go to University?*

Closed questions are good for:

- **Testing your understanding, or the other person's:**
 - So, if I get this qualification, I will get a raise?
- **Concluding a discussion or making a decision:**
 - Now we know the facts, are we all agreed this is the right course of action?
- **Frame setting:**
 - Are you happy with the service from your bank?

3.4.2 Open-ended questions

An **open-ended question** is a question that cannot be answered with a "yes" or "no" response, or with a static response. Open-ended questions are phrased as a statement which requires a longer response. The response can be compared to information that is already known to the questioner.

Examples of open-ended questions:

- Tell me about your relationship with your supervisor.
- How do you see your future?
- Tell me about the children in this photograph.
- What is the purpose of government?
- Why did you choose that answer?

Open questions are good for:

- **Developing an open conversation:**
 - What did you get up to on vacation?
- **Finding out more detail:**
 - What else do we need to do to make this a success?
- **Finding out the other person's opinion or issues:**
 - What do you think about those changes?

3.4.3 Funnel Questions

This technique involves starting with general questions, and then drilling down to a more specific point in each. Usually, this will involve asking for more and more detail at each level. These are also known as mirror questions. It's often used by detectives taking a statement from a witness:

- "How many people were involved in the fight?"
"About ten."
- "Were they kids or adults?"
"Mostly kids."
- "What sort of ages were they?"
"About fourteen or fifteen."
- "Were any of them wearing anything distinctive?"
"Yes, several of them had red baseball caps on."
- "Can you remember if there was a logo on any of the caps?"
"Now you come to mention it, yes, I remember seeing a big letter N."

Using this technique, the detective has helped the witness to re-live the scene and to gradually focus in on a useful detail. Perhaps he'll be able to identify young men wearing a hat like this from CCTV footage. It is unlikely he would have got this information if he's simply asked an open question such as "Are there any details you can give me about what you saw?"

"When using funnel questioning, start with closed questions. As you progress through the tunnel, start using more open questions".

Funnel questions are good for:

- **Finding out more detail about a specific point:**
 - Tell me more about Option Two.
- **Gaining the interest or increasing the confidence of the person you're speaking with:**
 - Have you used the IT Helpdesk?
 - Did it solve your problem?
 - What was the attitude of the person who took your call?

3.4.4 Probing Questions

Asking probing questions is another strategy for finding out more detail. Sometimes it's as simple as asking your respondent for an example, to help you understand a statement that they have made. At other times, you need additional information for clarification, "When do you need this report by, and do you want to see a draft before I give you my final version?" Or to investigate whether there is proof for what has been said, "How do you know that the new database can't be used by the sales force?"

An effective way of probing is to use the **5 Whys** method, which can help you quickly get to the root of a problem. Use questions that include the word "exactly" to probe further: "What exactly do you mean by fast-track?" or "Who, exactly, wanted this report?"

Probing questions are good for:

- Gaining clarification to ensure that you have the whole story and that you understand it thoroughly.
- Drawing information out of people who are trying to avoid telling you something.

3.4.5 Leading Questions

Leading questions try to lead the respondent to your way of thinking. They can do this in several ways:

- **With an assumption**
 - "How late do you think that the project will deliver?" This assumes that the project will certainly not be completed on time.
- **Phrasing the question so that the "easiest" response is "yes"**
 - Our natural tendency to prefer to say "yes" than "no" plays an important part in the phrasing of questions: "Shall we all approve Option Two?" is more likely to get a positive response than "Do you want to approve Option Two or not?" A good way of doing this is to make it personal. For example, "Would you like me to go ahead with Option Two?" rather than "Shall I choose Option Two?"
- **Giving people a choice between two options**
 - Both of which you would be happy with, rather than the choice of one option or not doing anything at all. Strictly speaking, the choice of "neither" is still available when you ask "Which would you prefer... A or B?" but most people will be caught up in deciding between your two preferences.

Note that leading questions tend to be closed. Use leading questions with care. If you use them in a self-serving way or one that harms the interests of the other person, then they can, quite rightly, be seen as manipulative and dishonest.

Leading questions are good for:

- Getting the answer you want, but leaving the other person feeling that they haven't got a choice.
- Closing a sale: "If that answers all of your questions, shall we agree on a price?"

3.4.6 Loaded Questions

A loaded question is even stronger in direction than a leading question. While a leading question may be somewhat subtle, a loaded question tends to be hard hitting. Some interviewers use loaded question to create stress by using language likely to draw an emotional response or by inquiring into topics about which the interviewee feels strongly.

Examples of loaded questions:

- Do you mean to tell me that you have no work experience?
- How do you like the company's ridiculous policy about vacations?

3.4.7 Rhetorical Questions

Rhetorical questions are often humorous and don't require an answer. These questions aren't really questions at all, in that they don't expect an answer. Rhetorical questions are often used by speakers in presentations to get the audience to think – rhetorical questions are, by design, used to promote thought.

Politicians, lecturers, priests and others may use rhetorical questions when addressing large audiences to help keep attention. '*Who would not hope to stay healthy into old age?*' is not a question that requires an answer, but our brains are programmed to think about it thus keeping us more engaged with the speaker.

Rhetorical questions are even more powerful if you use a string of them. "Isn't that a great display? Don't you love the way the text picks up the colors in the photographs? Doesn't it use space really well? Wouldn't you love to have a display like that for our products?"

Rhetorical questions are good for:

- Engaging the listener.
- Getting people to agree with your point of view.

3.4.8 Recall and Process Questions

Questions can also be categorized by whether they are '**recall**' – requiring something to be remembered or recalled, or '**process**' – requiring some deeper thought and/or analysis.

A simple recall question could be, '*What is your mother's maiden name?*' This requires the respondent to recall some information from memory, a fact. A school teacher may ask recall questions of their pupils, '*What is the highest mountain?*' Process questions require more thought and analysis and/or a sharing of opinion. Examples include, '*What skills can you bring to this organization that the other applicants cannot?*' or '*What are the advantages and disadvantages of asking leading questions to children?*'

Recall questions are good for:

- Testing your memory:
- Finding out more detail about a specific point:
- Gaining the interest or increasing the confidence of the person you're speaking with:

3.5 ADVANTAGES AND DISADVANTAGES OF CLOSED-ENDED QUESTIONS

3.5.1 Advantages of Closed-Ended Questions:

There are many advantages of using closed-ended questions in your surveys, especially when you desire to receive a high response rate from your busy respondents. Let's review them here.

- (i) Sometimes they're easier and quicker for people to answer
- (ii) Respondents are more likely to respond/ high response rate
- (iii) They take less time
- (iv) The answers of different respondents are easier to compare
- (v) Peoples' answers are easier to analyze
- (vi) Response choices can clarify the question's meaning for respondents

3.5.2 Disadvantages of Closed-Ended Questions:

While there are plenty of advantages, there are also some drawbacks to using close-ended questions. Let's review them here.

- (i) Unable to provide detailed information
- (ii) Cannot help to receive customer opinions
- (iii) Respondents with no opinion or no prior knowledge will also answer
- (iv) It becomes confusing if many response choices are offered
- (v) It is not possible to cover all possible answers

3.6 ADVANTAGES AND DISADVANTAGES OF OPEN-ENDED QUESTIONS:

3.6.1 Advantages of Open-Ended Questions:

The advantages of open-ended questions are that they gather opinions and thoughts from respondents, offering much deeper, more thorough, often subjective information.

- (i) They facilitate an unlimited number of possible answers
- (ii) They allow respondents to answer in detail
- (iii) Unanticipated conclusions can be discovered
- (iv) They allow adequate answers to complex issues
- (v) They reveal a respondent's logic, thinking process, and frame of reference
- (vi) Because there is often no right or wrong answer, respondents feel more comfortable

3.6.2 Disadvantages of Open-Ended Questions:

It's time to weigh the advantages and *disadvantages* of open-ended questions. Although there are powerful advantages of open-ended questions, the disadvantages need to be considered, as well – with some tips below on how to lessen them.

- (i) The answers take up a lot of time
- (ii) Lower response rates due to time consuming
- (iii) The answers of different respondents are difficult to compare
- (iv) Answers may be difficult to analyze
- (v) Answers may be unconnected
- (vi) May provide a lot of irrelevant information

3.7 TYPES OF CLOSE ENDED QUESTIONS:

Close ended questions, in their simplest form, can be divided in two types:

- (1) Dichotomous or True/False question or
- (2) Multiple choice questions

This text not only covers both of these types but also discuss the sub-types of multiple choice question which are as follows:

- (i) Single Select Multiple Answer Questions
- (ii) Multi select Multiple Choice Questions
- (iii) Likert/ Rating Scale Multiple Choice Questions
- (iv) Rank Order Multiple Choice Questions

3.7.1 Dichotomous or True/False Questions

Dichotomous are questions that only have two possible answer choices. These questions basically consist of a question and TWO answer options. Many a

time, the answer options used are 'True and false'. You can, nevertheless, use other options, such as 'Yes' and 'No', 'I Agree' and 'I Disagree'.

It's the easiest type of question for respondents to interpret and answer.

Examples of a Dichotomous close ended question includes;

Example 1. The sun rises in the east and sets in the west.

- A. True
- B. False

Example 2. The river close to your home is free of pollution?

- A. True
- B. False

Example 3. *Have you ever been to Lahore?*

- A. Yes
- B. No

Example 4. *Climate Change can lead to extinction of Human species.*

- A. Agree
- B. Disagree

3.7.2 Multiple Choice Questions

A multiple-choice question is one in which provides respondents with multiple answer options. In examinations, a multiple-choice question contains a set of alternatives or possible answers that contain one that is the best answer to the question and a number of distractors that are plausible but incorrect answers to the question.

Within multiple choice questions, there are many categories:

- (i) Single Select Multiple Answer Questions
- (ii) Multi select Multiple Choice Questions
- (iii) Likert/ Rating Scale Multiple Choice Questions
- (iv) Rank Order Multiple Choice Questions

(i) Single Select Multiple Answer Questions

In Single Select MCQ's respondents are given predetermined set of responses of at least two or more options, and are asked to **pick only one answer**. They are easy to respond and very effective in determining primary preference of respondents among a set of choices.

Example 1. Which city is called heart of Pakistan?

- A. Karachi
- B. Islamabad
- C. Lahore
- D. Multan

(ii) Multi select Multiple Choice Questions

Just like Single Select, In Multi select MCQ's respondents are given predetermined set of responses of at least two or more options. However, the difference is that respondents can choose multiple answers from the set.

Example 1. Which cities have you visited in last two years?

- A. Lahore
- B. Karachi
- C. Islamabad
- D. Multan
- E. None of theses

Example 2. Which of these cities is situated in the Pakistan?

- A. Lahore
- B. Sydney
- C. Paris
- D. Karachi

(iii) Likert/ Rating Scale Multiple Choice Questions

These closed ended questions, typically are 5 pointer or above scale questions where the respondent is required to complete the questionnaire that needs them to indicate the extent to which they agree or disagree.

A Likert scale is a common way to get feedback on how strongly people feel about a topic. In fact it is a psychometric scale where weights are assigned to each answer choice and you can measure respondent attitude towards a topic/brand/experience. Likert Scale assess the level of agreement or disagreement of a symmetric agree-disagree scale.

In its final form, the Likert scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement. In addition to measuring statements of agreement, Likert scales can measure other variations such as frequency, quality, importance, and likelihood, etc.

Agreement

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

Frequency

Always	Often	Sometimes	Rarely	Never
1	2	3	4	5

Importance

Very Important	Important	Moderately Important	Slightly Important	Unimportant
1	2	3	4	5

Quality

Excellent	Good	Fair	Poor	Very Poor
1	2	3	4	5

Likelihood

Definitely	Probably	Possibly	Probably Not	Definitely Not
1	2	3	4	5

Likert Scale Examples for Surveys

Example 1. The website has a user friendly interface

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

Example 2. For me research data on this website is

Very Important	Important	Moderately Important	Slightly Important	Unimportant
1	2	3	4	5

Example 3. Printing of quality of cannon 2900 printer is

Excellent	Good	Fair	Poor	Very Poor
1	2	3	4	5

(iv) Rank Order Multiple Choice Questions

Rank order questions allow respondents to **rank multiple items** on the basis of features, needs, likes or dislikes, effectiveness, etc. in a ranking survey. They are presented in a single-column format and most commonly used when the researcher wants to understand the order of importance of items.

Furthermore, Rank Order Questions help you gain critical data about a participant's preference of one item as compared to another.

Examples of Rank Order Closed Questions

Example 1. Please rank these toppings on a scale of 1 to 5. With 1 being your favorite.

1. Olives
2. Sausage
3. Mushrooms
4. Anchovies
5. Pepperoni

Example 2. Please rank the following in order of importance from 1 to 4, where 1 is most important to you & 4 is least important to you.

1. Cleanliness
2. Ease of packing
3. Friendliness of staff
4. Speed of service

Example 3. Please rank (1 to 4) the following in order of interest.

1. Skiing
2. Biking
3. Snowboarding
4. Hiking

3.8 OPEN VERSUS CLOSE-ENDED QUESTIONS:

Following are the some basic differences between open and close ended questions:

Close-Ended	Open-Ended
<ul style="list-style-type: none"> • Can usually be answered by one word or phrase • Is a conversation stopper • Limited number of acceptable answers • Most answers usually anticipated by the teacher • Correctness of answers is easily judged • Include yes/no, true/false, multiple choice or fill in the blank • Allow student to demonstrate limited knowledge 	<ul style="list-style-type: none"> • Cannot usually be answered by a single word or phrase • Invites others to volunteer information • Many acceptable answers • Most answers not anticipated by the teacher • Correctness of answers less easily judged • Allows student to demonstrate the breadth and depth of his/her knowledge

3.9 CHARACTERISTICS OF A GOOD QUESTIONS:

“If I had an hour to solve a problem, and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask... for once I know the proper question, I could solve the problem in less than five minutes”(Albert Einstein).

That's how significant a good question is. It is a powerful tool that can cause the desired impact and invoke the right emotions and thoughts. A good question can ignite creativity and also educate students.

While developing good questions may seem like a pretty straightforward task, it is not as simple as it looks. A good question needs to have a personality of its own which is made of specific characteristics. Here are some of the most essential characteristics of a good question.

3.9.1 Relevant

A good question is relevant. It focuses on recall of only the material covered in your lesson and aligns well with the overall learning objectives.

If you ask ‘What are the branches of soil science?’ for an introductory lesson that focused on only the type of soil, then it doesn’t really qualify as a relevant question. A better and more relevant question in this context would be ‘What are the characteristics of each type of soil?’

3.9.2 Clear

A good question is framed in a clear, easily understandable language, without any vagueness. Students should understand what is wanted from the question even when they don't know the answer to it.

The question 'What are your rights?' might be perceived as confusing and vague since it doesn't specifically state which rights are sought. On the other hand, if you ask 'What basic rights are covered under the Universal Declaration of Human Rights?', the same question becomes clear and specific.

3.9.3 Concise

A good question is usually crisp and concise. It omits any unnecessary information that requires students to spend time understanding it correctly. The idea is not to trick learners but assess their knowledge.

Consider this question for example: 'Since distemper in canines affects several body systems like the gastrointestinal tracts, respiratory tracts, spinal cord, and the brain, how should canines be treated for it?'. This question gives a lot of information than what is required. It could simply be rephrased as 'How to treat distemper in canines?'.

3.9.4 Purposeful

A question without a definite purpose has no value. The purpose helps evaluate the question against some set benchmarks. A good question can seek both innate and specific knowledge.

A question stating 'What is the capital of France?' requires the student to just exercise their memory to answer it. And if that is the purpose you have set, the question is totally justified. But if the purpose is to evaluate and enhance the student's ability to reason, the same question might need to be stated as 'How Paris is well located to be the capital of France?'.

3.9.5 Guiding but Not Leading

A good question guides the learners towards understanding the concept in the picture. But at the same time, it doesn't lead them to specific answers.

For example, 'Since infant formula is a safe substitute for breastmilk, should its use be normalized?' is an extremely biased question that assumes formula to be safe for infants and leads users to state a 'yes' for an answer. Instead,

this question could simply be rephrased as 'Do you think the use of infant formula needs to be normalized?'.

3.9.6 Stimulates Thinking

A good question requires learners to think through and recall the concepts taught. It doesn't patronize them by asking the obvious.

'Can you survive without water?' is the perfect example of a question that doesn't stimulate any thinking because questions a universally accepted fact. 'How long does it take to die from the lack of water?' might be a better question in this regard?

3.9.7 Single-Dimensional

Remember, one question is one question. And hence, a good question focuses on one dimension at a time. If there are multiple ideas to evaluate, it is better to split them into multiple questions.

'When did World War II begin and why was it fought?' is a multi-dimensional question that requires students to examine two things at a time. It is recommended to divide it into two distinct questions to facilitate easier and better recall: 'When did World War II begin?' and 'Why was World War II fought?'.

Moreover a good question is always subject / topic-centered and has polite language.

3.10 QUESTIONING STRATEGY OR BARRIERS IN QUESTIONING

You will take a great care while putting questions for collecting information. Because if you make a slight error, the visitor will avoid to give the required information. However, hurdles and obstacles in putting questions should be avoided by you to the maximum. Here hurdles means the misuse of questions. If you just keep in view the importance of the atmosphere and information and know about the respondents, you will be able to put right and clear questions and alternate these hurdles.

Effective questioning techniques should be adopted to get accurate and good results. While putting questions following qualities and characteristics should be focused upon, so that barriers in questioning should be overcome.

3.10.1 Know what needs to be measured:

You should have a clear picture and understanding of what data needs to be collected contributes to the quality of data collection and its objective.

3.10.2 Plan sequence of the questions:

Ask questions logically and sequentially. It is important to avoid random questions lacking clear focus and intent. You can make the list of questions. Asking questions in a planned sequence will thus enhance respondent critical thinking and learning, particularly during discussions.

3.10.3 Be neutral and avoid leading question:

Words should be neutral and should not be leading. Whatever your opinion may be, own opinion should never be reflected in the questions. This is done both intentionally and unintentionally but should be taken care of.

3.10.4 Use easy and clear language:

The language should be clear so that the required data can be received. This also makes the question and the requirement of survey easy to understand and thus help in getting a better response and answer.

3.10.5 Define technical terms:

This is most essential when a technical survey or a field specific survey is being done. If you think that the audience being surveyed might not know about some terms than they must be defined to get any proper response. This will increase the quality and decrease the bounce rate or number of questions which were left unanswered.

3.10.6 Avoid negative words in question:

Use of negative word has a psychological effect and can influence the answer.

3.10.7 Sufficient or adequate alternatives should be provided:

Available options should have the most expected answers.

3.10.8 Concise Questions:

Questions should be concise and condensed because too long and lengthy questions lead rambling. You can save the precious time of your respondent by doing so.

3.10.9 Multiple questions in one question should be avoided:

One question should have one answer. If more than one question needs to be asked than it should be made a separate question to improve clarity of questions.

3.10.10 Avoid Personal questions:

Personal questions are a great hindrance in getting information from the respondent. So you should avoid putting personal questions. Such questions are about manners, religion and sex.

3.10.11 Avoid memorable questions:

Most of the questions should not be memorable. They should rather relate to the recent past. With the passage of time, events of the past do not stay in memory except a few ones.

3.10.12 Word requiring emphasis should be emphasized

It helps in making a point and question clear.

3.10.13 Unwanted assumptions should be avoided

A survey is about getting factual data and assumptions should be avoided.

Long Questions

- Q.1.** Explain the types and purposes of questions.
- Q.2.** What is meant by open-ended questions? Write their merits and demerits.
- Q.3.** What is meant by close-ended questions? Write their advantages and disadvantages.
- Q.4.** Describe characteristics of a good question.
- Q.5.** Explain the effective questioning strategy.

Short Questions

- Q.1.** What is meant by open ended questions?
- Q.2.** Write three advantages of open questions?
- Q.3.** Write three disadvantages of open questions?

- Q.4.** What is meant by close-ended questions?
- Q.5.** Write three advantages of close-ended questions?
- Q.6.** Write three disadvantages of close-ended questions?
- Q.7.** What is meant by leading questions?
- Q.8.** What is meant by funnel questions?
- Q.9.** What is meant by recall or process questions?
- Q.10.** What is meant by rhetorical questions?
- Q.11.** What is meant by probing questions?
- Q.12.** What is meant by Dichotomous close-ended questions?
- Q.13.** What is meant by Dichotomous close-ended questions?
- Q.14.** What is meant by multiple choice questions?
- Q.15.** Write three features of a good question?
- Q.16.** State three barriers in questioning?
- Q.17.** Write three steps to remove barriers in questioning?

Multiple Choice Questions (MCQs)

Choose the correct answer from the given possible answers and circle it.

- Q.1.** This type of questions allow the interviewee much freedom to respond.
 - (a) Open questions
 - (b) Closed questions
 - (c) Probing questions
 - (d) Leading questions
- Q.2.** “Tell me about yourself” which type of question is this?
 - (a) Rhetorical question
 - (b) Closed question
 - (c) Open question
 - (d) Leading question
- Q.3.** In this type of questions, interviewee has greater opportunity to observe.
 - (a) Closed questions
 - (b) Open questions
 - (c) Funnel questions
 - (d) Leading questions
- Q.4.** These type of questions take more time.
 - (a) Open questions
 - (b) Closed questions
 - (c) Leading questions
 - (d) Rhetorical questions
- Q.5.** These type of questions starts with general questions, and then drilling down to a more specific point in each.
 - (a) Open questions
 - (b) Closed questions

- (c) Funnel questions (d) Leading questions
- Q.6.** These type of questions are often humorous and don't require an answer.
 (a) Rhetorical questions (b) Funnel questions
 (c) Recall questions (d) Probing questions
- Q.7.** These questions try to lead the respondent to your way of thinking.
 (a) Funnel questions (b) Rhetorical questions
 (c) Leading questions (d) Probing questions
- Q.8.** These type of questions have only two possible answer choices.
 (a) Dichotomous questions (b) Open questions
 (c) Funnel questions (d) Rhetorical questions
- Q.9.** These type of questions provides respondent with multiple answer options.
 (a) Dichotomous questions (b) Open questions
 (c) Rhetorical questions (d) Multiple choice questions
- Q.10** Likert/ Rating Scale questions are one of the type of
 (a) Open questions (b) Multiple choice questions
 (c) Rhetorical questions (d) Dichotomous questions
- Q.11.** These are not planned questions but stimulated by the interviewee's previous response.
 (a) Open questions (b) Dichotomous questions
 (c) Probing questions (d) Rhetorical questions
- Q.12.** These type of questions provide little opportunity for the interviewee to offer additional information.
 (a) Open questions (b) Closed questions
 (c) Funnel questions (d) Rhetorical questions
- Q.13.** It is included in the characteristics of a good question.
 (a) Concise (b) Clear
 (c) Purposeful (d) All
- Q.14.** It is a barrier in questioning.
 (a) Doubt about subject matter (b) Too long and vague questions
 (c) Random questions (d) All

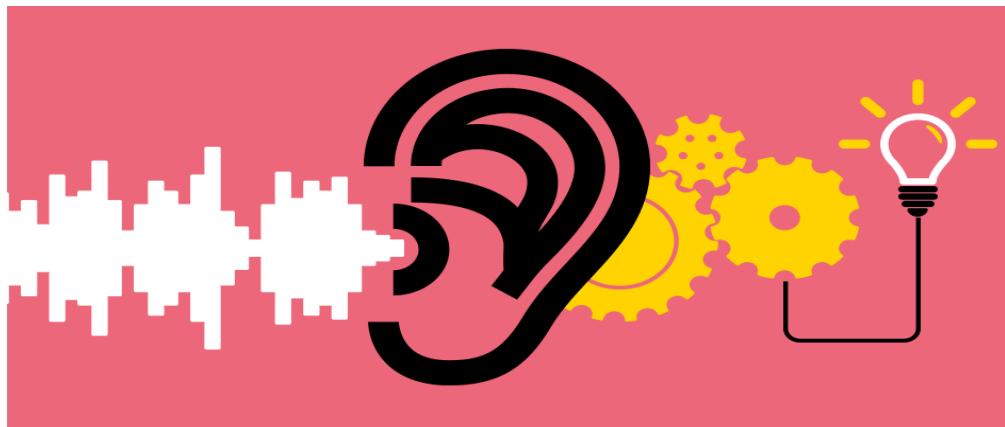
Q.15. It is included in the features of a good question.

- | | |
|-------------------------|-----------------------------|
| (a) Relevant | (b) Guiding but Not Leading |
| (c) Stimulates Thinking | (d) All |

Answers Key

Q. No.	Answers	Q. No.	Answers	Q. No.	Answers
1	a	6	a	11	c
2	c	7	c	12	b
3	b	8	a	13	d
4	a	9	d	14	d
5	c	10	b	15	d

Chapter 4**Listening Skills**

**Chapter Objectives**

After completion of this chapter students will be able to:

- Demonstrate the use of active listening skill in the oral communication process
- State the principles of active listening.
- Identify skills of active listening.
- Identify barriers to active listening.
- State the benefits of active listening.
- Demonstrate listening skills.
- Explain the importance of giving and receiving feedback.

4.1 WHAT IS LISTENING?

Communication takes place along four modalities: speaking, writing, listening, and reading. It is common for instructors to teach speaking, writing, and reading skills, and yet, listening is at once the least understood and most important of these competencies.

- Listening is the ability to accurately receive and interpret messages in the communication process.
- Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood.
- Listening is one of the most important skills you can have.

- An active process of getting information, ideas.
- Listening is the process of receiving, constructing meaning from, and responding to spoken.

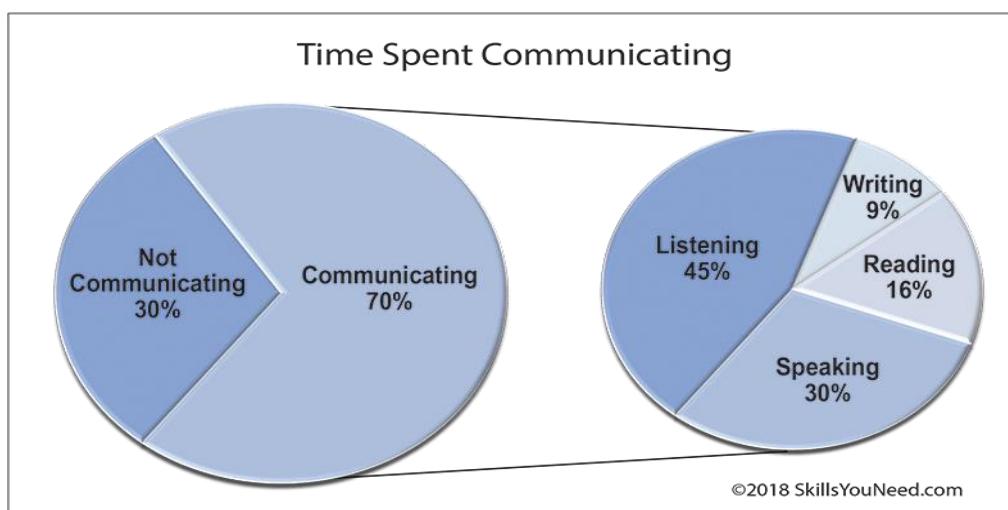
If there is one communication skill you should aim to master, then listening is it. Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to better customer satisfaction, greater productivity with fewer mistakes, and increased sharing of information that in turn can lead to more creative and innovative work.

Just listening to words is not enough; a good Listener has to pay attention to the non-verbal communication of the speaker.

According to Dr. Rachel Naomi Remen the most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.

We spend a lot of Time in Listening

Adults spend an average of 70% of their time engaged in some sort of communication. Adler, R. et al. (2001), research shows that an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. That is, by any standards, a lot of time listening. Researcher indicates that most people listen with only 25% to 30% efficiency. Surveys indicate that managerial people in organizations spend up to 80% of their work day in face to face conversations, in meetings, on the phone, or writing.



Source: Adler, R., Rosenfeld, L. and Proctor, R. (2001)

Figure 4.1 Time spent communicating

Not only do we spend a large part of each day listening, we really do not do a very good job of listening to each other. As noted, the average listener who hears a ten-minute presentation will hear, understand, and retain only half of what was said. Forty eight hours later that portion drops another 50%. It means actually we retain about only 25% of what we hear.

4.2 PROCESS OF LISTENING:

HURIER Model of Listening is sometimes used in academic texts to summarize a model of effective listening skills. This model was developed by Judi Brownell of Cornell University. This model can be a useful way to describe and remember the key components of effective or active listening.

- H – Hearing
- U – Understanding
- R – Remembering
- I – Interpreting
- E – Evaluating
- R – Responding

It is important to understand, however, that the processes involved do not happen in a linear way. An effective listener needs to be able to simultaneously hear, understand, interpret and evaluate the message to be able to formulate a clear understanding and an appropriate response. As described in the following picture.

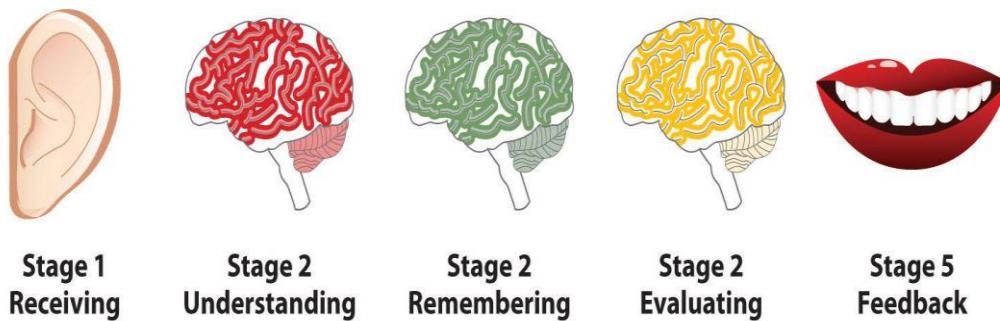


Figure 4.2 Five stages of listening process

It is worthwhile, therefore, taking a bit of extra time to ensure that you listen effectively. First, it is important to realize that listening and hearing are two different things.

4.3 LISTENING IS “NOT” THE SAME AS HEARING:

Hearing and listening are often used interchangeably – because most people think they mean the same thing – but they have two very different meanings. Someone rightly said, **“Hearing is through ears, but listening is through the mind.”** The two activities hearing and listening involve the use of ears, but they are different.

4.3.1 Definition of Hearing

The natural ability or an inborn trait that allows us to recognize sound through ears by catching vibrations is called the hearing. In simple terms, it is one of the five senses; that makes us aware of the sound. It is an involuntary and natural process, whereby a person receives sound vibrations, continuously. The hearing is nothing but a sense that helps you receive sound waves and noise by ears. It is the power of perceiving sounds. It is a physical process that, provided you do not have any hearing problems, happens automatically. A normal human being’s hearing capability ranges from 20 to 20000 Hertz, called as audio or sonic. Any frequency above and below the given range is known as ultrasonic and infrasonic respectively.

4.3.2 Definition of Listening

Listening is defined as the learned skill, in which we can receive sounds through ears, and transform them into meaningful messages. Listening requires focus and concentrated effort, both mental and sometimes physical as well.

To put simply, it is the process of diligently hearing and interpreting the meaning of words and sentences spoken by the speaker, during the conversation.

Listening is a bit difficult, because it requires concentration and attention, and the human mind is easily distracted. People use it as a technique to comprehend, what is being said, through different verbal and non-verbal signs, i.e. how it is being said? What type of words is used? Tone and pitch of voice, body language and so on.

So, with the discussion, it is quite clear that listening is one step ahead of the hearing. The hearing is simply the ability to hear, i.e. natural or God-given however, listening is an acquired skill, which only a few people possess. While the hearing is involuntary and performed effortlessly, listening is done

intentionally, wherein we are selective and pay attention to only those messages, we think important for us.

For many people, these two activities are one, but the truth is, the difference between hearing and listening is vital. So have a glance at these differences to understand the terms completely.

- **Comparison Chart**

Hearing	Listening
<ul style="list-style-type: none"> • It is an inborn ability to hear the sounds 	<ul style="list-style-type: none"> • It is a learned skill to hear and understand the sounds
<ul style="list-style-type: none"> • Hearing involves the use of only one sense i.e. ears. 	<ul style="list-style-type: none"> • In contrast, listening, involves the use of more than one senses i.e. eyes, ears, touch etc.
<ul style="list-style-type: none"> • Hearing is through ears only. 	<ul style="list-style-type: none"> • Listening is through ears and the mind.
<ul style="list-style-type: none"> • It is simple, involuntary and natural process 	<ul style="list-style-type: none"> • Listening is a bit difficult, because it requires concentration and attention
<ul style="list-style-type: none"> • Hearing is just a part of listening. 	<ul style="list-style-type: none"> • Listening is a very broad concept.

4.4 WHAT IS ACTIVE LISTENING?

Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will, therefore, take time and patience to develop.

'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker.

Active listening involves listening with all senses. As well as giving full attention to the speaker, it is important that the 'active listener' is also 'seen' to be listening - otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

Interest can be conveyed to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback' the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.

Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening. Generally speakers want listeners to demonstrate '*active listening*' by responding appropriately to what they are saying.

4.5 TYPES OF LISTENING:

Understanding the different listening styles and when to use them can help build your communication skills and make you a better listener. Though you might think being a good listener is straightforward, there are actually a variety of types of listening. Knowing when to use each style of listening will make you a more effective communicator and help prevent miscommunication.

The following three main types of listening are most common in interpersonal communication:

4.5.1 Informational Listening

Whenever you listen to learn something, you are engaged in informational listening. So the listener pays attention to the content, and makes decisions regarding the taking of notes; s/he also watches for related non-verbal cues, asks questions, and focuses on the replies. All this helps her/ him to assimilate the information.

This is true in many day-to-day situations, in education and at work, when you listen to the news, watch a documentary, when a friend tells you a recipe or when you are talked-through a technical problem with a computer – there are many other examples of informational listening too. Informational listening, especially in formal settings like in work meetings or while in education, is often accompanied by note taking – a way of recording key information so that it can be reviewed later.

4.5.2 Evaluative/Critical listening

We engage in this type of listening when we are trying to form opinions, make judgments, or to evaluate people and ideas. Critical listening is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval. This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

Evaluative listening is also called critical, judgmental or interpretive listening. You might use critical listening if you're problem-solving on the job and trying to decide if you agree with a proposal being floated by one of your coworkers. When listening to a political speech, a proposed change in company policy, or a salesperson selling a new product, you will be critically weighing the information.

4.5.3 Appreciative listening

We engage in this type of listening for entertainment, enjoyment or a way to relax and appreciate the performers/entertainers. This is the type of listening we engage in as we listen to music, light conversation, a drama or to a comedy group. In these instances, careful listening greatly enhances pleasure and appreciation.

4.6 PRINCIPLES OF ACTIVE LISTENING/ STEPS FOR ACTIVE LISTENING:

Listening skills are needed for success in all areas of life, including career, business, dating, family and personal relationships. The ability to listen properly and truly understand what another person is saying is a valuable skill that enables you to communicate more effectively and prevent misunderstandings. Whether you want to improve your career prospects, business communications, dating skills or personal relationships, good listening skills can make all the difference. Following are principles behind really good listening.

4.6.1 Prepare Yourself to Listen

Focus on the speaker. Put other things out of mind. Mentally prepare yourself to listen by learning about the speaker and topic in advance. The human mind is easily distracted by other thoughts – what's for lunch, what time do I need to leave to catch my train, is it going to rain – try to put other thoughts out of mind and concentrate on the messages that are being communicated.

4.6.2 Stop Talking

Don't talk, listen. When somebody else is talking listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. **Stop, just listen.** When the other person has finished talking you may need to clarify to ensure you have received their message accurately.

4.6.3 Show a positive attitude toward the Speaker

Help the speaker to feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact but don't stare – show you are listening and understanding what is being said.

4.6.4 Remove Distractions

Focus on what is being said. Don't doodle, shuffle papers, look out the window, pick your fingernails or similar. Avoid unnecessary interruptions. These behaviors disrupt the listening process and send messages to the speaker that you are bored or distracted.

4.6.5 Empathize

Try to understand the other person's point of view. Look at issues from their perspective. Let go of preconceived ideas. By having an open mind we can more fully empathize with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

4.6.6 Be Patient

A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

4.6.7 Avoid Personal Prejudice

Try to be impartial. Don't become irritated and don't let the person's habits or mannerisms distract you from what the speaker is really saying. Everybody has a different way of speaking - some people are for example more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to pace whilst talking - others like to sit still. Focus on what is being said and try to ignore styles of delivery.

4.6.8 Listen to the Tone

Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive;

everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said.

4.6.9 Listen for Ideas – Not Just Words

You need to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

4.6.10 Wait and Watch for Non-Verbal Communication

Gestures, facial expressions, and eye-movements can all be important. We don't just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication.

4.7 BENEFITS OF EFFECTIVE/ACTIVE LISTENING:

The following are some of the benefits of Active/effective listening:

4.7.1 You Grasp New and Important Information

Active listeners are likely to remember precise information since they are actively involved with the speaker. This is particularly important when the speaker is giving you directions, educating you on a new technique, or presenting a message that you must pass on to others.

4.7.2 You Are Able To Resolve Problems Effectively

Actively listening to others will assist you in detecting obstacles and issues that others are experiencing, as well as problems in the project. The more you recognize these problems, the sooner you will come up with a solution or make a strategy to solve them.

4.7.3 You Can Build Connections

Others would feel a lot more comfortable exchanging information with you if you listen actively. People would be more interested in engaging with you on a daily basis if you show your willingness to really listen to what others have to say. This will make it easier to communicate with others and solve problems easily. These factors will assist you in achieving professional success.

4.7.4 You Can Expand Your Knowledge

Great workers are often eager to learn new skills and broaden their expertise. Active listening can aid in understanding new subjects and recall what you've learned so that you can implement it in the future because it helps you preserve knowledge.

4.7.5 You Can Build Trust

People are more likely to trust you if they feel they can talk openly to you without disruptions, judgement, or unnecessary interjections. This is particularly useful when meeting someone new, a client or maybe a business contact with whom you hope to establish a lasting professional relationship.

4.7.6 Active Listening increases accuracy:

Better listening leads to a better recollection of important facts and issues, resulting in fewer miscommunications and mistakes.

4.7.7 Active Listening increases confidence:

A superior, who listens subordinates well, will tend to have better self-esteem and self-image because he/she will get along better with others.

4.7.8 You Can Avoid Misunderstandings

Among the most understandable reasons to practice active listening is to ensure that you have correctly heard the message from the speaker. Miscommunications, misunderstandings, and broken professional and personal relationships may all result from not fully comprehending what is being said.

4.7.9 Active Listening also prevents time loss:

Listening prevent the wastage of time, correct listening transmit proper information in the first time itself, so that the decision maker can take a decision in the next movement.

4.8 SKILLS AND CHARACTERISTICS OF ACTIVE LISTENING/A GOOD LISTENER:

How can we become active/effective listener? Several research have examined the relationship of individual characteristics and effective listening

skills. The following conclusions can be drawn from research about listening skills.

"Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening". Generally speakers want listeners to demonstrate '*active listening*' by responding appropriately to what they are saying. Appropriate responses to listening can be both:

- verbal signs of active listening
- non-verbal signs of active listening

Following are the active listening techniques you can use to become a more effective listener through these verbal and non-verbal signs.

4.8.1 Verbal Signs of active listening

(i) Positive Reinforcement

This can be a strong signal of attentiveness, however too much use can be annoying for the speaker. Occasional words and phrases, such as: 'very good', 'yes' or 'indeed' will indicate that you are paying attention.

(ii) Remembering

Try to remembering a few key points, such as the name of the speaker. It can help to reinforce that what is being said has been understood. Remembering details, ideas and concepts from previous conversations proves that attention was kept and is likely to encourage the speaker to continue.

(iii) Questioning

The listener can demonstrate that they have been paying attention by asking relevant questions and/or making statements that build or help to clarify what the speaker has said. By asking relevant questions the listener also helps to reinforce that they have an interest in what the speaker has been saying.

(iv) Clarification

This involves asking questions of the speaker to ensure that the correct message has been received. Clarification usually involves the use of open questions which enables the speaker to expand on certain points as necessary.

(v) Reflection

Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding.

4.8.2 Non-verbal signs of active listening

The people who are listening more effectively, are likely to display at least some of these signs.

(i) Smile

Small smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood.

(ii) Eye Contact

It is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers – gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.

(iii) Posture

Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on one hand.

(iv) Distraction

The active listener will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.

4.9 BARRIERS TO EFFECTIVE LISTENING

Active listening is a critical soft skill in developing your leadership capabilities. However, certain personal and workplace distractions may become barriers that keep you from listening as effectively as you would like. When you recognize these obstacles and learn how to overcome them, you can vastly improve your listening skills. In this section, we review some common barriers to effective listening and provide advice on how to limit them.

4.9.1 General distractions

Distractions can include things like background noise or colleagues interrupting. Try limiting these types of distractions to improve your listening abilities.

4.9.2 Environmental factors

Environmental factors like room lighting and temperature can impede listening. To optimize a meeting room or other workspaces, make sure the room is bright and cool, which can encourage alertness.

4.9.3 Cognitive limits

Inadequate sleep, feeling hungry, disorganization and a lack of preparation for your work can make it more difficult to focus effectively. To help keep your focus as strong as possible, make sure you get plenty of sleep at night and eat a healthy diet.

4.9.4 Overloaded Information and multi-tasking

The listener may be exposed to too many words or points and, therefore, be unable to take in everything. However, multitasking may also make your listening less effective. To ensure you're giving your full attention to someone who's talking to you, try to pause other tasks until you finish your conversation.

4.9.5 Prejudice Attitudes:

The listener's attitude towards the content or the speaker' may lead to misinterpretation of message. This Prejudice, negative attitude, preconceived notions, fears, or stress adversely affect listening.

4.9.6 Language:

Unfamiliar or unknown language, is a major barrier of listening. If a word has different meanings, listener finds it difficult to comprehend.

4.9.7 Talking speed vs speed of thought

There is a considerable difference between the speed at which people talk and the speed at which they think. The average person speaks at about 125 words per minute, whereas thinking speed is in the region of 500 words per minute. So the listeners mind is moving much faster than the speaker is able to speak.

The extra, intervening time, before the speaker arrives at his next point, is usually spent in shifting ones mental focus, or in day dreaming.

4.9.8 Faking attention or pretending to listen

This barrier usually happens when the message consists of material of a difficult or uninteresting nature. The listener may not want to bother to understand the message. Sometimes this may happen when he is critical of the speaker's looks, style of speaking, or mannerisms.

4.9.9 Defensive listening

This kind of listening barrier takes place when the speaker's views challenge the listener's beliefs.

4.10 HOW TO OVERCOME THE BARRIERS OF LISTENING WITH DIFFERENT LISTENING STRATEGIES:

In the following section, we review some common listening strategies to overcome the barriers of effective listening.

4.10.1 Minimize general distractions

General distractions include things like background noise or colleagues interrupting. Try to minimize and control these types of distractions to improve your listening abilities.

4.10.2 Improve Environmental factors

The environment must be made conducive to listening. Noise and disturbance can be kept out by closing doors, or using a soundproof room. Suitable arrangements for microphones and stationery should be made in advance. Interruptions must be prevented. By these means, the physical barriers can be eliminated, and the listener can focus his attention on the speaker.

4.10.3 Minimize cognitive limits

Inadequate sleep, feeling hungry, disorganization and a lack of preparation for your work can make it more difficult to focus effectively. To improve your listening and keep your focus as strong as possible, make sure you get plenty of sleep at night and eat a healthy diet.

4.10.4 Avoid multi-tasking

Multi-tasking may also make your listening less effective. To ensure you're giving your full attention to someone who's talking to you, try to pause other tasks until you finish your conversation.

4.10.5 Focusing on the speaker's matter than manner

The listener should not be prejudiced by the personal or behavioral traits of the speaker or his style, but should focus on the content, intent, and argument of the message.

4.10.6 Listen with complete concentration

The listener should learn to differentiate between argument and evidence; idea and example; fact and opinion. He should attempt to pick out and paraphrase the important points while disregarding unimportant ones.

4.10.7 Do not interrupt the speaker

Allow the speaker to finish what he is saying before you begin to talk.

4.10.8 Do not disturb the speaker

Do not disturb the speaker by indulging in some undesirable form of activity, like talking to the person next to you, looking at your watch, or walking out, or appearing uninterested or distracted.

4.10.9 Adopt an open-minded attitude

Be open to new ideas, ask questions, seeking clarification of meaning, ideas, and thoughts; or to gather additional information, or to direct the flow of the conversation.

4.10.10 Patience

Do not get restless or impatient. Be careful not to lose your temper.

4.10.11 Motivation

The experience of listening is more rewarding if the listener is motivated and interested. Confidence and trust in the speaker are necessary.

4.10.12 Provide positive feedback

By maintaining eye contact, using proper facial expressions, nodding from time to time, leaning forward, and so on, you put the speaker at his ease, encourage him and thus enable him to give of his best.

4.10.13 Listen for vocal & no-verbal cues

By noting the speaker's tone of voice or facial expressions, it is possible to get at his meaning more effectively. Pay attention to what the speaker says as much as to what he leaves unsaid.

4.11 REASONS OF POOR LISTENING:

Improving your listening is critical for being effective in the workplace. The first step to doing so is understanding and identifying your poor listening habits. Here are common reasons for poor listening skills.

- (i) **Competition for attention:** It results when you are overly busy.
- (ii) **Failure to concentrate:** Lack of concentration is the result of existing environment condition and sometimes speaker's speed, which is greater than listener.
- (iii) **Emotions and feelings:** Angry, shouting, grieved, and overly happy persons are poor listeners.
- (iv) **Evaluation:** You stop listening when you become busy in evaluating the situation.
- (v) **Sluggishness:** When you let your mind wonder and when you just do not want to concentrate you are unable to listen.
- (vi) **Distraction:** When your attention distracts from the speaker to some other object you cannot listen.
- (vii) **Language:** When the speaker does not speak the language of the listener, the latter is unable to understand.
- (viii) **Exhaustion and drowsiness:** When you are done up or feel like sleeping you cannot listen.
- (ix) **Topic:** When the topic is uninteresting you become poor listener.
- (x) **Rigid:** When you rigid and says we do not need for this.

4.12 GIVING AND RECEIVING FEEDBACK:

'Feedback' is a frequently used term in communication theory. In life as much as in work, it's important to know how to provide feedback to others, effectively and constructively without causing offence.

There are many opportunities in life for providing others with feedback, from commenting on the way that your colleague has carried out a task, to discussing your children's behaviour with them.

Different tools used for the feedback are:

- (i) Verbal discussions on job, problems and issues
- (ii) Records of attendance and other behaviour of employees.
- (iii) Daily work performance reports of individual employees
- (iv) Weekly reports of overall performance of the department

4.12.1 Giving Feedback

In this section we will focus on the process of communicating with someone about something that they have done or said, with a view to changing or encouraging that behaviour. This is often called 'giving feedback', and when you do, you want your feedback to be effective.

• What is Effective Feedback?

For our purposes, "we will define effective feedback as that which is clearly heard, understood and accepted". Those are the areas that are within your power. You have no control over whether the recipient chooses to act upon your feedback, so let's put that to one side.

So how can you make sure that your feedback is effective? Develop your feedback skills by using these few rules, and you'll soon find that you're much more effective.

(i) Feedback should be about specific behaviour not personality

The first, and probably the most important rule of feedback is to remember that you are making no comment on what type of person they are, or what they believe or value. You are only commenting on how they behaved. Do not be tempted to discuss aspects of personality, intelligence or anything else. Only behaviour.

(ii) Feedback should describe the effect of the person's behaviour on you

After all, you do not know the effect on anyone or anything else. You only know how it made **you** feel or what **you** thought. Presenting feedback as your opinion makes it much easier for the recipient to hear and accept it, even if you are giving negative feedback. After all, they have no control over how you felt, any more than you have any control over their intention. This approach is a blame-free one, which is therefore much more acceptable.

(iii) Feedback should be as specific as possible

Especially when things are not going well, we all know that it's tempting to start from the point of view of 'everything you do is rubbish', but don't. Think about specific occasions, and specific behaviour, and point to exactly what the person did, and exactly how it made you feel. The more specific the better, as it is much easier to hear about a specific occasion than about 'all the time'!

(iv) Feedback should be timely

It's no good telling someone about something that offended or pleased you six months later. Feedback needs to be timely, which means while everyone can still remember what happened. If you have feedback to give, then just get on and give it. That doesn't mean without thought. You still need to think about what you're going to say and how.

(v) Pick your moment

There are times when people are feeling open to feedback and times when they aren't. Have a look at our page on emotional awareness and work on your social awareness, to help you develop your awareness of the emotions and feelings of others. This will help you to pick a suitable moment. For example, an angry person won't want to accept feedback, even given skillfully. Wait until they've calmed down a bit.

4.12.2 Receiving Feedback

It's also important to think about what skills you need to receive feedback, especially when it is something you don't want to hear, and not least because not everyone is skilled at giving feedback. In order to hear feedback, you need to listen to it. Don't think about what you're going to say in reply, just listen. And notice the non-verbal communication as well, and listen to what your colleague is **not** saying, as well as what they are.

- **And Finally...**

Always thank the person who has given you the feedback. They have already seen that you have listened and understood, now accept it.

Acceptance in this way does not mean that you need to act on it. However, you do then need to consider the feedback, and decide how, if at all, you wish to act upon it. That is entirely up to you, but remember that the person giving the feedback felt strongly enough to bother mentioning it to you.

Do them the courtesy of at least giving the matter some consideration. If nothing else, with negative feedback, you want to know how not to generate that response again.

Long Questions

- Q.1.** What is meant by effective listening skill? State the difference between hearing and listening.
- Q.2.** What is meant by Active listening? State the types of listening.
- Q.3.** Describe principles of active listening. OR Write steps for active listening.
- Q.4.** Write the benefits of active listening.
- Q.5.** Describe the characteristics/ features of a Good listener.
- Q.6.** Write the Reasons of Poor Listening.
- Q.7.** Describe the barriers in active listening skill.
- Q.8.** Write the steps to overcome the barriers in the way of active listening.
- Q.9.** Explain the importance of receiving and giving feedback.

Short Questions

- Q.1.** What is meant by hearing?
- Q.2.** What is meant by Active listening?
- Q.3.** Write four benefits of active listening.
- Q.4.** Write four characteristics of effective listening.
- Q.5.** Write three types of listening?
- Q.6.** What is meant by informational listening?
- Q.7.** What is meant by evaluative listening?
- Q.8.** What is meant by appreciative listening?

- Q.9.** Write four principles of effective listening.
- Q.10.** Write four features of a good listener.
- Q.11.** State three barriers to effective listening?
- Q.12.** Write three steps to overcome listening barriers.
- Q.13.** Write four reasons of poor listening.
- Q.14.** What is meant by giving and receiving feedback?

Multiple Choice Questions (MCQs)

Choose the correct answer from the given possible answers and circle it.

- Q.1.** According to a survey, this percentage of high officials or executive's day is spent in groups, meetings and telephonic conversation.
 - (a) 20%
 - (b) 40%
 - (c) 60%
 - (d) 80%
- Q.2.** According to a research, this percentage of individuals are able to understand message after listening.
 - (a) 25% to 30%
 - (b) 50% to 70%
 - (c) 60% to 90%
 - (d) 100%
- Q.3.** In this type of listening only ears are involved.
 - (a) Hearing
 - (b) Listening
 - (c) Both
 - (d) None
- Q.4.** In this type of listening, ears, mind and eyes are involved.
 - (a) Hearing
 - (b) Listening
 - (c) Both
 - (d) None
- Q.5.** To listen a political speech or about a proposed change in company policy is called.
 - (a) Evaluative listening
 - (b) Informational listening
 - (c) Appreciative listening
 - (d) All
- Q.6.** Listening to a comedian or music is called.
 - (a) Evaluative listening
 - (b) Informational listening
 - (c) Appreciative listening
 - (d) All
- Q.7.** To listen lecture in classroom or coach's explanation is called.
 - (a) Evaluative listening
 - (b) Informational listening
 - (c) Appreciative listening
 - (d) All

- Q.8.** Benefits of effective listening includes
 (a) Expand Your Knowledge (b) Resolve Problems Effectively
 (c) Build Connections (d) All
- Q.9.** It includes in the principles of effective listening.
 (a) Stop Talking (b) Prepare Yourself to Listen
 (c) Remove Distractions (d) All
- Q.10.** It includes in the principles of effective listening.
 (a) Not taking notes (b) Listen actively
 (c) Show negative attitude (d) Show Personal Prejudice
- Q.11.** It includes in the barriers of effective listening.
 (a) Fake attention (b) Difficult topic
 (c) Lack of interest (d) All
- Q.12.** It includes in the barriers of effective listening.
 (a) Correct use of words (b) Awareness of gestures
 (c) Lack of interest (d) Have full attention
- Q.13.** It includes in the reasons of poor listening.
 (a) Language (b) Difficult topic
 (c) Failure to concentrate (d) All
- Q.14.** It is included in the steps to overcome listening barriers.
 (a) Do not disturb the speaker (b) Pay full concentration
 (c) Minimize distractions (d) All
- Q.15.** It includes in the steps to remove listening barriers.
 (a) Minimize distractions (b) No awareness about gestures
 (c) Work on multi-tasking (d) Negative attitude

Answers Key

Q. No.	Answers	Q. No.	Answers	Q. No.	Answers
1	d	6	c	11	d
2	a	7	b	12	c
3	a	8	d	13	d
4	b	9	d	14	d
5	a	10	b	15	a

Chapter 5

Interviewing Skills



Chapter Objectives

After completion of this chapter students will be able to:

- Determine the appropriate interview type for the specific work-related situation and conduct a work-related interview.
- State the significance of interviews.
- State the characteristics of interviews.
- Explain the activities in an interviewing situation.
- Describe the types of interviews
- Explain the interviewing strategy
- Prepare instrument for a structured interview

5.1 WHAT IS INTERVIEW?

The word interview comes from Latin and middle French words meaning to “see between” or “see each other”. Generally, an interview means a private meeting between people when questions are asked and answered. The person who answers the questions of an interview is called in the interviewee. The person who asks the questions of our interview is called an interviewer. It suggests a meeting between two persons for the purpose of getting a view of each other or for knowing each other. When we normally think of an interview, we think a setting in which an employer tries to size up an applicant for a job.

According to Gary Dessler, “*An interview is a procedure designed to obtain information from a person’s oral response to oral inquiries.*”

According to Thill and Bovee, “*An interview is any planned conversation with a specific purpose involving two or more people*”.

According to Dr. S. M. Amunuzzaman, “*Interview is a very systematic method by which a person enters deeply into the life of even a stranger and can bring out needed information and data for the research purpose.*”

So, an interview is formal meetings between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information, qualities, attitudes, wishes etc. From the interviewee. Interviews could be unstructured or structured, and conducted either face to face or by telephone or online.

5.2 CHARACTERISTICS OF AN INTERVIEW:

There are some characteristics of an interview that clearly differentiate it from a conversation.

- (i) Interview refers to a formal, in-depth conversation between two or more persons. An interview has definite parts and clearly structured. Regardless of the interview's purpose, it is comprised of an opening, body, and closing, adding to the structure is the fact that the participants have specific roles.
- (ii) Interview is the widely used method to obtain information and collecting data on the issues of interest. It is a procedure designed to obtain information from a person through oral responses to oral inquiries.
- (iii) Another characteristic of an interview is that it has a specific predetermined purpose, the general purpose is usually the exchange of information.
- (iv) The interview is an important managerial tool, for through it management acquires and transmits much of the information necessary for efficient operations.
- (v) The interview are also conducted for problem solving. Disciplinary interviews are conducted with workers who are involved job-related problems.

- (vi) An interview may also be used as performance appraisal tool. In many organizations managers evaluate the performance of their workers in regularly scheduled appraisal interviews.
- (vii) The interview is a most useful tool in communicating with others. As used by management it has a wide variety of purposes. An interview is a purposeful exchange of ideas, the answering of questions and communication between two or more persons.

"To summarize, an interview is a purposeful exchange of information for a predetermined purpose in a formal situation".

5.3 ADVANTAGE & DISADVANTAGE OF INTERVIEW:

5.3.1 Advantage of interview

There are some objectives or advantages of interview which are stated below:

- (i) **Easy correction of speech:** Any misunderstanding and mistake can be rectified easily in an interview. Because the interviewer and interviewee physically present before the interview board.
- (ii) **Development of relationship:** Relation between the interviewer and the interviewee can be developed through an interview. It increases mutual understanding and co-operation between the parties.
- (iii) **Selection of suitable candidate:** Suitable candidates can be selected through interview because the interview can know a lot about the candidate by this process.
- (iv) **Collection of primary information:** Interviews can help to collect fresh, new and primary information as needed.
- (v) **Sufficient information:** Sufficient information can be collected through the interview process. Because the interviewer can ask any question to the interviewee.
- (vi) **Time-saving:** Interview can help to save time to select the best suitable candidate. Within a very short time communication can be accomplished with the interview.
- (vii) **Less costly:** It is less costly than other processes of communication. It is very simple, prompt and low-cost method of communication.

- (viii) **Increasing knowledge:** Any interview increases the knowledge of both the interviewer and the interviewee. They can interchange their views and ideas.
- (ix) **In depth analysis:** Through planned interviews detailed information can be collected which enables proper analysis of a problem. Abstract factors like attitudes, feelings, opinion etc. Can be successfully evaluated or analyzed through interviews.
- (x) **Solving labor problems:** Labor unrest and other disputes are very common in the industries. Sometimes human resource managers use the interview as a means of revealing actual causes behind the labor disputes.
- (xi) **Flexible:** One of the major advantages of interview is feasible. That depends on the situation it can be framed differently.

5.3.2 Disadvantages of interview

There are some limitations of the interview process. It is not free from defects. The disadvantages of the interview are discussed below:

- (i) **Incomplete process:** Suitable candidate cannot be selected by interview only. The written test is more important than the interview.
- (ii) **No record:** In the case of the interview some confusion may be arisen in the future as, there is no evidence actually that have been discussed at interview.
- (iii) **Lack of attention:** Much attention is required for a good interview. But sometimes it is observed that both the interviewer and the interviewee are less attentive. That is why real information cannot be collected.
- (iv) **Disappointed:** Interviewee may be disappointed while she or he faces the interviewer's questions which are not related to the field. That is why a suitable candidate may be neglected.
- (v) **Time-consuming:** Time constraint is one of the major limitations of the interview process. Preparation for the interview, taking interviews and interpretation of the responses required much time, which makes the interview method time-consuming.

- (vi) **Biases of interviewer:** Always there is a possibility that the interview process can be influenced by the biases of the interviewer.
- (vii) **Costly:** Generally interview method is expensive.
- (viii) **Inefficiency of the interviewer:** Interview is a systematic process of data collection. The success of an interview depends on the efficiency of the interviewer. This inefficiency of an interviewer can lead to misleading results.
- (ix) **Not suitable for personal matters:** Personal matters may not be revealed by interview method.

5.4 SIGNIFICANCE OR OBJECTIVES OF INTERVIEWS:

The significance OR objectives of an interview are discussed below:

5.4.1 Advising:

Interviewer provides necessary advices to the interviewee or to the concerned people through interview. Advices are given so that they can improve or overcome the existing situation.

5.4.2 Increasing Understanding:

Interview help to increase the understanding of the parties in different areas. Interview is one kind of open discussion session where all the parties exchange their views, news, opinions and suggestions freely. This openness nature of interview helps the concerned parties to increase their level of understanding and minimize misunderstanding.

5.4.3 Measuring Stress:

Measuring employee stress is an important purpose of interview. In stress interview the interviewee is put into difficulties in order to test his reaction to stress situations. It is used for selecting persons for posts in which the person must be able to face difficult situations without getting upset.

5.4.4 Finding Out of the Best Candidate:

The objective of employment interview is to find out the best candidate from the potential ones. In such interview candidates are asked different questions for testing their qualities.

5.4.5 Monitoring or Reviewing Performance:

Employee performance is monitored or reviewed by performance appraisal interview. Managers arrange such interview at a certain time interval to get feedback of their performance and to find out gap between the target and the actual figure.

5.4.6 Reducing Grievances:

There may be grievance with the employees that must be reduced immediately. Managers hold talks with the employees to learn their grievances and take step to mitigate those in effective way. So, reducing employee grievance is another important objective of interview.

5.4.7 Exchanging Information:

One of the main objectives of interview is to exchange information. Interview both the interviewer and the interviewee exchange their opinions, views, attitudes, facts etc.

5.4.8 Persuading:

Another important purpose of interview is to persuade the interviewee to provide particular answers of the questions to be asked. The interviewer motivates the interviewee to reveal all of his potentialities in the interview.

5.4.9 Correcting or Reprimanding:

In reprimand in interview the manager criticizes an employee severely by taking him to his room for some undesirable statement or action. The objectives of such interview are to improve the work performance of the employees, to prevent the recurrence of such offences and to protect the other employees from the malaise of anti-organizational behavior.

5.4.10 Solving Problems:

Interview provides solution to a specific problem. In interview, the interviewer and the interviewee exchange their ideas, opinions, feelings, attitude and perception toward the issue and thus solution of the problem becomes easy to find.

5.4.11 Counseling:

Providing counseling to the mentally distressed or stressed employee is an important objective of interview. Through problem interview, the problem employees are given necessary suggestion and counseling in required areas so that they can improve their performance in their performance in their respective work area.

From the above discussion it is clear that an interview does not take place just to ask some questions to the interviewee rather it serves some important purposes. Of course the objective of interview largely depends on its category or type.

5.5 METHODS OF INTERVIEW:

Interviewers have different styles and methods of interviewing. The main aim of the interviewer is to find out whether the Interviewee can act accordingly to different situations and circumstances. They try to extract the most information from the Interviewee so as to know the outcome of the interview.

Following are the two types of Interview methods widely used by the interviewers.

5.5.1 Face-to-face (F2F) interviews:

The face-to-face interview, also called an in-person interview, is probably the most popular and oldest form of traditional interview. In Face-to-face interview, the interviewer directly communicates with the respondent in accordance with the prepared questionnaire. There are many advantages and disadvantages to using face to face interviews some of them are as under:

- **Advantages of F2F Interviews**

- (i) Allow for more in-depth data collection and comprehensive understanding
- (ii) Body language and facial expressions are more clearly identified and understood
- (iii) The interviewer can probe for explanations of responses
- (iv) Stimulus material and visual aids can be used to support the interview

- (v) Interview length can be considerably longer since the participant has a greater commitment to participate

- **Disadvantages of F2F interviews**

- (i) Interviews are more time consuming to recruit and conduct
- (ii) As a result of timing and travel, F2F interviews can be expensive
- (iii) Interviews can deliver biased responses
- (iv) Most carefully vet the respondent's ability before investing time in the recruitment process and interview process

5.5.2 Telephone or Web Conference Interviews:

In Telephone interview, the interviewer communicates with the respondent on the telephone or online in accordance with the prepared questionnaire. If you are geographically separated from your prospective employer or interviewer, you may be invited to participate in a phone interview or online interview instead of meeting face-to-face. Technology, of course, is a good way to bridge distances. In web conference, video conference or skype interview, you will be seated in front of a computer with a camera and your interview will be live via that camera. Usually, standardized questionnaires with closed-ended questions are recommended for this kind of questioning. Consequently, telephone interview is short and focused on a collection of concentrated information. Make sure your equipment (phone, computer, Internet connection, etc.) is fully charged and works. If you're at home for the interview, make sure the environment is quiet and distraction-free. If the meeting is online, make sure your video background is pleasing and neutral, like a wall hanging or even a white wall.

There are many advantages and disadvantages to using telephone interviews some of them are as under:

- **Advantages of Telephone interviews**

- (i) Are more cost effective and easier to conduct than F2F interviews
- (ii) Can deliver similar quality data
- (iii) Multiple points of view can be gathered through multiple interviews
- (iv) Interviews can be conducted over a wider geographic scope and area, even national and internationally

(v) Answers to questions are equally as valid as F2F interviews

- **Disadvantages to Telephone interviews**

- (i) Respondents have to actually answer the call and can hang up or terminate the interview at any time
- (ii) Behavior and body language cannot be observed
- (iii) Interviews tend to be shorter than F2F interviews
- (iv) Cannot use any visual aids to assist in the interviewing

Here are the differences between face-to-face and telephone interview:

	TELEPHONE INTERVIEW	FACE-TO-FACE INTERVIEW
TIME	Time-efficient.	Time-consuming.
COST	Cost-efficient (As long as you have a computer, webcam, and internet connection).	Cost-oriented (The longer the travel time, the more you need to spend on commuting).
APPROACH	Gives you feedback in a specific date/time.	Hiring managers follow a hierachal approach, which takes time to declare results.
HIRING PROCESS	Can be a referral course of the interview process.	Solely-based on your performance.
INTERACTION	It can be harder to assess body language.	Wearing appropriate attire and giving a good handshake will provide you instant good first impression.
PLACE	A quiet room with neutral background.	Interviews can only be conducted in offices of the company.
PRESENTATION	If you're not good at doing presentations in person, you'll likely derail your performance virtually.	Employers can assess your presentation and communication skills in actual.

5.6 INTERVIEWING STRATEGY/PRINCIPLES:

Giving an interview is equally important as taking interview, one has to be very careful while giving an interview, and there are following guidelines in general

which could enable an interviewer to conduct a good and effective interview. To be effective, interviews require preparation beforehand; efficient, thoughtful procedures during the discussion; and follow-up afterward.

5.6.1 Preparation before the Interview:

As emphasized often in this text regarding written and oral presentations, careful preparation is essential. Whether you are interviewer (the person who conducts the interview/asks the questions) or interviewee, you should usually go through the following planning steps.

(i) Define the purpose of the interview

Know the specific purpose and goal of the interview. What information is needed and how it will be used.

(ii) Identify and analyze the other party

Find out as much as will be useful about the other person name, position, attitude, work needs, biases, background.

(iii) Collect all facts

Collect all facts and materials necessary for attaining the objective.

(iv) Prepare a list of questions

Plan questions you will ask and consider answers you may give to questions the other person asks you.

(v) Arrange Settings

The place chosen for the interview should be appropriately quiet, comfortable, and free of distracting interruptions.

5.6.2 Procedures during the Interview:

Any interview can be broken down into three general stages. Having prepared for the interview the interviewer should consider these stages during interview.

Three Stages:

- a) Opening: (Good introduction and first impression)
- b) Body or Questioning Phase: (Questions and answers are exchanged)
- c) Closing: (Bring conversation to a satisfactory end)

(a) Opening:

Begin with a greeting and self-introduction, make small talk, and find common ground (shared interests or experiences). Interviewer gives the respondent a brief overview of what is to follow. In the orientation make sure to do the following:

- (i) Explain reason for the interview
- (ii) Explain what information is needed and how it will be used
- (iii) Clarify any ground rules
- (iv) Mention the approximate length of the interview
- (v) State the purpose of the interview (this statement is usually given by the interviewer).

(b) Body/Questioning Phase:

The interviewer will begin to ask you questions about yourself, your education, your past work experience, other items on your resume, your interests and goals. You may also be asked questions about the organization and the job position. This stage is the main and important part of your interview process. Start with presenting facts and questions in language that follows the 7C principles; be concise, complete, considerate, concrete, clear, courteous, and correct. Listen attentively to each other's views, be respective to suggested solutions, and be courteous also when you disagree. Keep in mind the following points during interview

(i) Letting the candidate speak:

The main objective of interview is to have the information from the candidate as much as possible, so interviewer should let the candidate speak as much as possible.

(ii) Using the language of candidate:

If there is no restoration regarding the language, such a language should be used in which the candidate feels easy and free.

(iii) Avoiding arguing with the candidate:

The purpose of interview is to evaluate the candidate not to solve a dispute, so argumentation with the candidate should be avoided.

(iv) Not interrupting the candidate:

The candidate is already under a lot of pressure. So the candidate should not be interrupted.

(v) Controlling the emotions:

During the interview there are many stages on which the interviewers might get emotional. This may cause failures to the interview process.

(vi) Establishing eye contact:

In order to be confident and put the candidate at ease, the interviewer should establish an eye contact with the candidate.

(vii) Using body language:

Notice meaningful nonverbal cues that sometimes are different from the spoken words (a forced smile on the outside, crying or anger inside?). Use of body language can play an important role to make the question clear to the candidate.

(viii) Asking open ended questions instantly:

The close or dead ended questions are not very useful to acquire more information. So open-ended questions should be asked as much as possible.

Responsibilities of the interviewer:	The interviewees Role:
Control and focus the conversation	Listen actively and give clear, detailed answers
Listen Actively	Answer the question the interviewer has asked
Use secondary question to probe for important information	Correct any misunderstandings
	Cover your own agenda

(c) Closing:

In the last stage closing of the interview process is executed. For this purpose there are following points which should be given importance.

- (i) Review and clarify the results of the interview
- (ii) Establish future actions
- (iii) Conclude with pleasantries

5.6.3 Follow-up after the Interview:

The need and extent of follow-up activities depend on the specific purpose of the interview and the decisions reached in it. Whatever future actions are agreed upon should be carried out within the scheduled time. The interviewer should check on them. Other interviews may be necessary and should be scheduled.

5.7 TYPES OF INTERVIEWS:

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

5.7.1 Unstructured (Nondirective) Interview

In unstructured interviews, there is generally no set format to follow so that the interview can take various directions. The lack of structure allows the interviewer to ask follow-up questions and pursue points of interest as they develop. An unstructured interview is an interview where probing, open-ended questions are asked. It involves a procedure where different questions may be asked to different applicants.

5.7.2 Structured (Directive) Interview

Structured interviews tend to follow formal procedures; the interviewer follows a predetermined agenda or questions. The interviewer has a list of predetermined questions to be asked of the respondents either personally, through the telephone, or through the medium of a PC. An interview consisting of a series of job-related questions asked consistently of each applicant for a particular job is known as a structured interview.

5.7.3 Employment Interview

Employment interview is one through which job applicants are being tested and evaluated. It is a formal face- to- face oral question-answer session between job applicants and employer. Employment interview is a part of selection process. The main purpose of this interview is to select the best-suited candidate for the job.

5.7.4 Job Performance Interview

Job performance interview is an interview which is conducted by the supervisors to evaluate the performance of the subordinates. The main objective of this interview is to find out the strengths and weaknesses of the employees. The purposes of this interview are to select the subordinates for promotion, salary increases, training etc. This interview is also known as performance appraisal interview.

5.7.5 Counseling interviews:

This may be held to find out what has been troubling the workers and why someone has not been working. These types of interviews may be conducted by someone with greater experience or insight than the person being interviewed.

5.7.6 Disciplinary interviews:

Disciplinary interviews are occurring when an employee has been accused of breaching the organization's rules and procedures. This type of interview is conducted to improve employees' behavior and performance.

5.7.7 Grievance Interview

Grievance interview is one where aggrieved employee express their dissatisfaction regarding acts or policies of the supervisors or of the company.

5.7.8 Persuasive Interview

When interview is conducted to persuade the interviewee to take a specific action, it is termed as persuasive interview. In a democratic organization, supervisor's guidelines or suggestions. Through this interview, superiors also seek opinions or suggestions from the subordinates for necessary adjustment or rectification.

5.7.9 The orientation interview

Orientation interviews acquaint new employees with their jobs and with the range of duties involved. A good orientation interview will provide the new employee with a desire to learn and discuss about the organization policies and procedures. This type of interview is unique because the interviewer's primary role is that of information giver.

5.7.10 Terminal/Exit Interview

When interview is arranged to determine the causes for which employees leave the organization, it is called terminal interview. It is also known as exit interview. This interview may be conducted with the outgoing employees or with the organization people at supervisory level.

5.7.11 Data – gathering interview

It is an interview through which the interviewers seeks answer to a specific group of questions from the interviewee. Mainly, this type of interview is conducted to know the opinions of the consumers, demand of the product and so on.

Long Questions

- Q.1.** Define an interview. Write characteristics of an interview
- Q.2.** Define an interview. State its significance.
- Q.3.** State the methods of conducting an interview.
- Q.4.** State strategy or principles of an interview. Or Write the procedure of conducting an interview.
- Q.5.** Describe different types of interview.

Short Questions

- Q.1.** Define an interview.
- Q.2.** Write three features/characteristics of interview.
- Q.3.** Write three important points of interview.
- Q.4.** State three significance or objectives of interview.
- Q.5.** Write three advantages of interview.
- Q.6.** Write three disadvantages of interview.
- Q.7.** State the two methods of conducting an interview.
- Q.8.** Write three advantages of Face to face interview.
- Q.9.** Write three advantages of telephone interview.
- Q.10.** What is meant by correction interview?
- Q.11.** What is meant by orientation interview?
- Q.12.** What is meant by employment interview?

- Q.13.** What is meant by Exit interview?

Q.14. Write three differences between face-to-face and telephone interview

Q.15. What is meant by structured or directive interview?

Multiple Choice Questions (MCQs)

Choose the correct answer from the given possible answers and circle it.

- (a) Structured interview (b) Unstructured interview
(c) Data- getting interview (d) Exit interview
- Q.9.** In this type of interview, applicant's educational background and training is also considered.
(a) Correction interview (b) Counselling interview
(c) Data-getting interview (d) Employment interview.
- Q.10.** This interview is conducted on a regular basis, often annually or semiannually to determine objectives, that how much job has been performed in a specific time by a worker.
(a) Correction interview (b) Counselling interview
(c) Performance-appraisal interview (d) Employment interview
- Q.11.** Such interview is arranged to determine the causes for which employees leave the organization.
(a) Orientation interview (b) Exit interview
(c) Performance-appraisal interview (d) Employment interview.
- Q.12.** In this interviews, there is generally no set format to follow so that the interview can take various directions.
(a) Structured interview (b) Unstructured interview
(c) Data- getting interview (d) Exit interview
- Q.13.** In this interview, an employee is asked about the mistake or infraction concerning job.
(a) Correction interview (b) Counselling interview
(c) Employment interview (d) Data-getting interview
- Q.14.** Such interview is directed at personal problems of a worker.
(a) Orientation interview (b) Data-getting interview
(c) Counselling interview (d) Correction interview.
- Q.15.** Such interview acquaint the employees with the jobs and range of duties involved.
(a) Orientation interview (b) Data-getting interview
(c) Counselling interview (d) Correction interview.

Answers Key

Q. No.	Answers	Q. No.	Answers	Q. No.	Answers
1	a	6	d	11	b
2	b	7	a	12	b
3	d	8	a	13	a
4	c	9	d	14	c
5	a	10	c	15	a

Chapter 6

Report Writing



Chapter Objectives

After completion of this chapter students will be able to:

- Prepare a report out-line, based on subject matter and audience
- Identify the different types of reports
- Determine when to use an informal or formal report presentation
- Identify the stages of planning a report
- Identify the parts of a report and choose the parts appropriate for each type of report
- Draft a report outline

6.1 WHAT IS REPORT WRITING?

All business organizations, educational institutes like Universities, and government institutes need reports. In this modern world, business organizations need a large number of information. The only solution to manage this is to make reports. Report plays an important role in our life, business, commerce and trade. Actually it helps to find out the root of a problem to solve that. With the help of report writing, necessary judgments can be made in business. The purpose of report writing is essential to inform the reader about a topic. They are written for a variety of purposes.

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analyzed and applied to a

particular problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow.

Reports could be written by an individual or a group of persons in an organization, after they have researched something or are finding solutions to problems. Sometimes consultants are also entrusted with a study to submit a report. The report brief may outline the purpose, audience and problem or issue that your report must address, together with any specific requirements for format or structure. It has been estimated that an engineer, a business executive or a government administrator spends about 75 percent of his time at the desk either writing reports, letters, etc. or processing them.

The word ‘report’ is derived from the Latin “repartare” which means to carry back. A report by definition is a “Statement describing what has happened” or “describing a state of affairs”. It also means an account given or opinion formally expresses for specific purpose after proper inquiry, investigation and consideration of facts affecting the situation. In business world, report is “an objective and planned presentation of facts to one or more persons for specific business purpose.” The length of reports varies; there are short and long reports. Most often you will be asked to write a long report.

6.2 GOALS OF REPORT WRITING:

Almost every piece of written communication has a goal, even if it's just to inform, and many pieces communication have multiple goals. Be sure about goals and must be clear on what decision is to be made and the role the report plays in this decision. Different goals of writing a business report are given under:

6.2.1 Decision-Making Tool

Today's complex business organizations require thousands of information. Reports provide the required information. A large number of important decisions in business or any other areas are taken on the basis of information presented in the report.

6.2.2 Investigation

Whenever there is any problem, a committee or commission or study group investigates the problem to find out the reason behind the problem and present the findings with or without the recommendation in the form of a report.

6.2.3 Evaluation

Large-scale organizations are engaged in multidimensional activities. It is not possible for a single top executive to keep a personal watch on what others are doing. So, the executive depends on reports to evaluate the performance of various departments or units.

6.2.4 Development of Skill

Report writing skill develops the power of designing, Organization coordination, judgment and communication.

6.2.5 Neutral Presentation of Facts

Facts are required to be presented in a neutral way. Such presentation is ensured through report as it investigates, explains and evaluates and much more about any fact independently.

6.2.6 Professional Advancement

Report also plays a major role in professional progress and advancement.

6.2.7 Managerial Tool

Various reports make activities easy for the managers. For planning, organizing, coordinating, motivating and controlling, A manger may find help from a report which acts as a source of information.

6.3 FEATURES OF BUSINESS REPORT:

Business reports carry information on facts related to business activities. The nature of business report differentiates it from other reports. The unique features of business report are discussed below-

6.3.1 Specific Issue

A business report is always written on a certain topic. It is written to fulfill certain need.

6.3.2 Pre-Specified Audience

An important characteristic of report is that it has a pre-specified audience. Usually a report is written for a limited number of audiences and the need of the audience is always kept in mind.

6.3.3 Specific Structure or Layout

In preparing report, certain structure or layout or format is followed. The layout or structure of report is almost same in every case.

6.3.4 Written on Past Events

In most of the cases, the reports are written on past events. Most of the business reports carry the reasons of happening the incident, the ways of recovery etc. Reports are also written in past forms.

6.3.5 Factual Information

Business report is always written based on factual information. The data collected on specific events is factual, not factious.

6.3.6 Joint Effort

A report is an outcome of joint efforts of a group of people. No one can personally or solely prepare a report. Now-a-days, in most of the cases, committee is formed containing three to seven people for furnishing a report on certain incident.

6.3.7 Upward Flow

The direction of a report is always upward in the organizational structure. The higher authority normally assigns the duty of preparing reports to their immediate lower authority and after preparing the report, they submit it to their boss or higher authority.

6.3.8 Some Additional Aids in Presentation

A report is always presented in an attractive way. In addition, analytical reports contain executive summary, contents and index, necessary charts, graphs and design and conclusion and recommendation etc.

6.4 PURPOSE OF BUSINESS REPORT:

Some points highlighting the **purposes or objectives report** are presented below:

6.4.1 Making decisions:

A report is the basic management tool for making decisions. The job of a manager is nothing but making decisions. Reports supply necessary information to managers to solve problems.

6.4.2 Transmitting Information:

Business report is very important for transmitting information from one person to another or from one level to another. Although a manager can personally collect required information in a small scale enterprise, it is not possible in the context of a large scale organization. In the latter case, the managers rely on reports for obtaining necessary information.

6.4.3 Communication with external stakeholders:

In addition to internal use, reports also communicate information to the external stakeholders like shareholders, creditors, customers, suppliers, government officials and various regulatory agencies. In the absence of formal business report, such stakeholders would remain at dark about the organizations.

6.4.4 Recommending actions:

Reports not only supply information but also recommend natural actions or solutions to the problem. When someone is given the charge of investigating a complex problem and suggesting an appropriate remedy, the investigator usually submits a report to the concerned manager.

6.5 REPORT FORMAT:

Reports are generally divided up into sections. Each section has a specific purpose, and often there are specific guidelines for formatting each section. In this section, we will discuss different sections that are frequently used in formal reports:

- (i) Title page
- (ii) Abstract / Summary
- (iii) Table of contents
- (iv) Introduction
- (v) Body
- (vi) Recommendation
- (vii) References
- (viii) Appendices

6.5.1 Title Page

First page of the report is the Title page. Try to find a title that clearly describes the work you have done and be as precise as possible. The title page of the research report normally contains four main pieces of information: the report title; the name of the person, company, or organization for whom the report has been prepared; the name of the author and the company or university which originated the report; and the date the report was completed. A short, clear title which clearly indicates what the report is about.

6.5.2 Abstract / Summary

On a separate page, immediately following the title page, summarize the main points of the report. Persons getting interested in the report after reading the title should be able to judge from the abstract whether the report is really interesting for them. So, briefly formulate the problem that has been investigated, the solutions derived, the results that have been achieved, and your conclusions. The abstract should not occupy more than one page (about 150 to 200 words).

Some people will read the summary and only skim the report, so make sure you include all of the relevant information. It would be best to write this when the report is finished so you will include everything, even points that might be added at the last minute.

6.5.3 Table of contents

A table of contents shows the reader where the various sections of the report are located. It is written on a separate page. It includes the page numbers of each section within the report and any appendices that are attached to the report. It does not include the title page, abstract or summary. The structure of the table of contents needs to be logical and transparent.

Lists of tables, figures and graphs guide readers to find the information they are looking for in the body of the text. A list of symbols and abbreviations enables readers to quickly find the meaning of each symbol and abbreviation. For the author, writing and updating lists of symbols and abbreviations contributes to systematic notation and avoidance of double use of symbols. Lists of tables, figures, graphs, symbols, formulas and abbreviations are generally provided after the table of contents.

Table of Contents	Page
Introduction.....	1
Scope.....	3
Analysis.....	4
Conclusions.....	10
Recommendations.....	11
References.....	12
Appendices.....	14
Appendix 1 - Cash Flow Statement for XYZ Holdings 2007-2008.....	14
Appendix 2 - Balance Sheet for XYZ Holdings 2007-2008.....	15

Figure 6.1 Specimen of table of contents

6.5.4 Introduction

An introduction section sets up the structure of a report. Essentially, the introduction tells the reader what is to come and in what order, and it reminds the reader of the key criteria that instigated the report's creation. This section is key to the reader following and retaining key points of the report.

Introductions are used in both informational and analytical reports. In an informational report, this helps segment the data that follows. In an analytical report, the introduction helps the reader come to the conclusion the author expects. An introduction is used in all informal reports as well. In an informal report, there may or may not be a separate header with this label, but an introduction must always be present.

Depending upon readers' expected reception of the content, the introduction may foreshadow the conclusion. With receptive audiences, the outcome is clear in the introduction. With less receptive audiences, it is important to present all the facts and research prior to declaring a conclusion; thus, for less receptive audiences, it may be better to foreshadow the conclusion than to fully declare it. This allows the reader to end up at the same conclusion as the author as details develop.

The introduction may also include the problem statement or purpose of the report. However, in longer reports, these may end up either in the background or as their own sections.

6.5.5 Body

This is the main section of the report. The body of your report is a detailed discussion of your work for those readers who want to know in some depth and completeness what was done. The body of the report shows what was done, how it was done, what the results were, and what conclusions and recommendations can be drawn.

The subject matter of the report should be systematically presented with suitable headings and sub-headings. It contains the facts found by the reporter(s) along with his/their comments. The subject matter is dealt with the help of charts, graphs, statistical tables etc. Sometimes, excerpts from other reports can be included in order to improve the quality.

6.5.6 Recommendation

The recommendations are the direction or actions that you think must be taken. The reporter(s) can present the report along with his / their recommendations which are based on the findings. When a report is prepared by a committee or sub-committee, the recommendations are put in the form of "motions" or "resolutions".

6.5.7 References

Whenever you use information from other sources, references must be provided in-text and in a list of references. The sources are listed at the end of the report in alphabetical order

6.5.8 Appendices

Appendices contain extra information such as figures, tables, questionnaires, and letters which may add to the reader's understanding of the data and conclusions. Figures and tables which take up more than half a page are usually included as appendices because the writer considers they interrupt the flow of the text. Material essential to the reader's understanding should, however, be included in the main body of the report. Appendices should be given a number/ letter (eg Appendix A).

6.6 REPORT WRITING STYLE:

There are also some writing styles to consider:

6.6.1 Keep It Simple

Don't try to impress; rather try to communicate. Keep sentences short and to the point. Do not go into a lot of details unless it is needed. Make sure every word needs to be there, that it contributes to the purpose of the report.

6.6.2 Use the Active Voice

Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action. For example: "Bad customer service decreases repeat business" is more concise and direct than "Repeat business is decreased by bad customer service."

6.6.3 Mind Your Grammar

Read the report aloud and have someone proofread it for you. Remember that the computer cannot catch all the mistakes, especially with words like "red / read" or "there / their." You may even want to wait a day after you write it to come back and look at it with fresh eyes.

6.7 TYPES OF REPORT:

Based on some special characteristics, a report can be a certain types. Why classify them in types? Well, depending upon the purpose of the report, it's always best to know what type would be the best for that problem.

The types are

- (i) Formal or Informal Reports
- (ii) Informational or Analytical Reports
- (iii) Problem Solving or Fact Finding Report
- (iv) Technical Business Report
- (v) Routine or Special Reports
- (vi) Verbatim or Summarized Report
- (vii) Inventory/Stock Report
- (viii) Progress Report
- (ix) Feasibility Report
- (x) Trip Report

6.7.1 Formal or Informal Reports

A **formal report** tends to be longer; although, again, the quantity of pages or words is not defined. It may start at ten pages and in some cases exceed one hundred pages. With a formal report, the topic of the report or the policy of the company it's being written for determines which sections, labels, content, and purpose should be used as the basis for the report. Formal reports are carefully structured; they stress objectivity and organization, contain much detail, and are written in a style that tends to eliminate such elements as personal pronouns.

Informal reports are usually short messages with natural, casual use of language. The internal memorandum can generally be described as an informal report. **Informal reports** tend to be shorter, although the quantity of pages or words is not defined. Think of informal reports as documents of under ten pages. An informal report usually has specific topics grouped in paragraphs, and these topics tend to have simple headings.

6.7.2 Informational or Analytical Reports

An **Informational reports** (annual reports, monthly financial reports, and reports on personnel absenteeism) carry objective information from one area of an organization to another. An **informational report** provides a summary of information and data found on a particular topic. One such report is the expense report: this report is a set of information that is used to request allocation of funds.

The other category of report is an **Analytical report**. In this report type, information is researched and collected, and then the report provides an analysis that leads to one or more recommendations. Analytical reports (scientific research, feasibility reports, and real-estate appraisals) present attempts to solve problems.

6.7.3 Problem Solving or Fact finding Report

Problem-solving report helps to solve a problem by suggesting or recommending a plan of action regarding a certain situation. The report also contains causes of such problems and the conclusion is done in various ways that can be adopted to solve the problem. The report also contains ways in which that problem can be avoided in the future by implementing certain steps.

There are numerous situations in an organization where a finding of a fact is required. For example, consider the breakdown of machinery in a company. The situations require in-depth reasoning for the situation that has arisen. In those cases, the **fact-finding report** comes in handy which present facts in the report from a third person view. These reports are presented to the top management based on which they can take action about the situation at hand.

6.7.4 Technical Business Reports

Technology is advancing faster than the speed of light and that is the reason why companies upgrade themselves with new technology from time to time. Whenever such a monumental change and Technology is taking place in an organization a Technical Business Report is prepared to assess the level of Technology. These reports include a detailed way to undergo the change including time and money that will cost, which helps the top management to take a decision.

6.7.5 Routine or Special

A **routine report** contains some facts or information either in detail or in a summarized form. A Routine Report is prepared and presented as a routine work and at a regular period of time. For example, the annual report of an association or a company which has to be prepared at the end of every financial year and copies has to be distributed among the members. The reports shall be either submitted daily, weekly, fortnightly, monthly, quarterly, bi-annually or annually. This type of report contains simple statement of facts in detail without any opinion or recommendation of the reporter.

A **Special Report** is prepared and presented not as a matter of routine. This is prepared on the basis of some enquiry or investigation either by a single individual or by a body or a committee or a subcommittee or a commission specially formed or entrusted with the duty. Special report is in many cases of confidential type and contains apart from facts and information, some recommendations. For example, the Government very often sets up committees or commissions to make investigation on some matter or person and to submit report. Opening of branch, introducing a new product, improving the quality or changing the shape or size of the product is few examples of special reports.

6.7.6 Verbatim Reports or Summarized Report

A **Verbatim report** is a complete word by word record of all discussions made at a meeting. For example, the business may appoint an auditor. A resolution is passed in the meeting. Likewise, Directors are appointed and the remuneration and perquisites of key personnel are fixed by passing a resolution. In this case, a report is prepared by including the Verbatim record of the resolutions passed with the names of the proposers and seconders, manner of voting and results.

A **summarized report** is prepared with the help of the essential details discussed in the meeting. This type of report is prepared for sending to the press or to shareholders of the company or members of the institution.

6.7.7 Inventory/Stock reports:

It is normal for every organization and business to take stock of its equipment, furniture, stationery etc. on a regular basis. The person who checks the stock

fills in his findings in a prescribed form. It provides a comprehensive account of the stock or supply of various items. They can be written in various forms and lengths. A good inventory report should always be clear, simple, and exhaustive.

6.7.8 Progress Report

A progress report is a report in which you are updating information about a project. Progress reports make it possible for management and clients to stay informed about a project and to change or adjust assignments, schedules, and budgets. These types of reports are used for projects that have many steps from onset to completion and are issued at regular intervals.

6.7.9 Feasibility Report

A feasibility report is written to report the methods and findings of a feasibility study. A feasibility study is done to determine if an existing program is efficient; in addition, a feasibility study can be done to examine a potential program. Usually, the study's ultimate goal is to determine the success of a project based upon two important criteria: the cost of the project and the future value of the project. Most feasibility reports are done collaboratively with various participants providing the research for their various interests or skills.

6.7.10 Trip Report

The purpose of a travel report is to justify the purpose of the trip and the money that you spent. Because trip reports provide proof of expenses, it is imperative that they are accurate and provide a clear explanation of the trip.

Trip reports can be written as a letter or e-mail, remember that trip reports are professional documents that require a formal style. Whichever mode of communication that you choose or that you are instructed to use as a means for providing your information, you should plan, organize, and write your report following the convention of business genre and following correct writing conventions.

6.8 REPORT WRITING STRATEGIES:

Writing reports can be stressful, especially if you are new to this type of work. However, taking a systematic approach to planning and preparation can help to reduce nervousness and means that once you actually come to putting pen to paper you are already part way there.

6.8.1 Choose the main objective

You need first to consider exactly what you have been asked to do - that is - the overall objective of your report. Carefully considering the assessment task and related criteria should help you clarify:

- (i) Your objective and readership
- (ii) What information you need
- (iii) The format and level of detail required

From this, prepare an outline (including a working title and the overall structure of the report, including the major and supporting ideas). Start on your draft early so you can develop your ideas (editing can come later). Stay focus and engage the readers with clarity.

A report:

- Can be based on practical work, a review of literature or an industrial or business situation.
- is always written with the intention of achieving an objective

First steps:

- establish the topic, scope and aim of your investigation (what you want to learn)
- clarify the objective/s of your report (e.g. to inform, convince, advise [who] of [what])

This forms the focus for the type of information you need to include and how you will gather it.

6.8.2 Analyze your audience

Your readers are your priority. If you can identify and assess your audience well, then you can match your content, visuals and structure to their level of

expertise. A more general audience, in contrast, needs less technical vocabulary and more explanation.

A report:

- is always written for a "client", who can be within the organization (e.g. your supervisor), or outside the organization (e.g. a company, government body or industrial group)
- must bridge the gap between the readers' background knowledge and their needs

First steps: identify your audience, their background knowledge and what they need or want to learn. This will help you to determine:

- the type and amount of background information to include
- content to include, and appropriate depth and breadth of treatment
- linguistic style, choice of vocabulary, degree of detail, tone and emphasis

6.8.3 Work on the report format

Your company may have a specific format to be followed, so using past reports as a guide will help. Learn how to start off a report and how to finalize it effectively. Study the tips for successful report writing to get effective design templates, if needed. Dividing your report into sections also ensures the information in your report is easy to find and follow. Sections need to be clearly labelled with headings and sub-headings outlining the logical development of your paper. Always check to find out what is required including the format and length of your sections. This basic structure is 1) background, 2) findings, 3) discussion, 4) conclusions and 5) recommendations.

6.8.4 Collect the data / information

Now that you have a clear understanding of the purpose and scope of your report and who you are writing to, you're now ready to gather your information. Collect your information, making sure it is directly relevant to your topic and objectives. Along with your target audience, you'll need to identify the essential topics or issues and difficulties you're dealing with in order to produce your final findings. Major sources of information are: company files, personal observation, interviews, letters, questionnaires, and library research.

Sometimes most of the relevant information is already contained in the company's files.

Following these guidelines will ensure that what you gather is accurate:

- (i) Collect your evidence before you write by observing, interviewing, doing research and gathering data.
- (ii) Organize your evidence.
- (iii) Keep your evidence clear of your opinions.

Make sure that personal bias isn't destroy the evidence by letting how you feel get in the way of what you gather. Most of time, you will gather masses of information and you must be selective about what goes into your report.

Your selection should be based on:

- (i) The purpose of your report. What is it meant to achieve?
- (ii) The people to whom it is directed (the reader or readers).

6.8.5 Recommend a course of action

After examining the data and analyzing any outcomes, you are qualified to present an idea as to what actions should be taken in response to your findings. After reviewing the number of overtime hours that their team has been working, you may recommend that an additional employee be added to the team. If you have presented your data well and shown your expertise, your reader is likely to trust your judgment.

6.8.6 Structure the Report

Before starting to write the report, you should always start with a structured outline. Plan each section in point form, and organize the sections into their logical order. Present your data clearly and concisely, in visual format (figures or tables) where possible. Draft the report, writing the points from your plan into sentences. Make sure your discussion flows logically from the evidence. Write the final draft, eliminating any repetition and rewording any sentences/sections which are too long, or where meaning is unclear or ambiguous. Read what you have written, preferably aloud. If anything is unclear to you it will be unclear to the reader. You will need to edit for grammar mistakes, spelling errors and typos. You will also need to double-check your data,

make sure your citations are correct and read over the entire document to make sure it presents a cohesive narrative.

Write the introduction and methodology first, then findings, discussion and conclusions—related to the purpose. Remember, a paragraph must contain one main idea—stated in the topic sentence. Other sentences explain, support and give evidence from the literature, and/or provide examples. Refer to figures and tables, etc. in the paragraphs. Make sure these are clearly labelled. You must always acknowledge the source of information, whether quoting directly or paraphrasing; the sources of images, graphics and formulae must also be acknowledged.

Long Questions

- Q.1.** Define report writing? State its goals.
- Q.2.** Write the features of business report.
- Q.3.** How will you make strategy/planning of a report writing describe in detail.
- Q.4.** Write the main kinds of report in brief.
- Q.5.** What is meant by structure/format of a report? What sections are included in it, describe it in detail.

Short Questions

- Q.1.** Define a report.
- Q.2.** Write three important goals of a report writing.
- Q.3.** Write three objectives or important points of a report writing.
- Q.4.** Write three characteristics of a report.
- Q.5.** Write three basic steps of planning a report.
- Q.6.** Write the name of four types of report.
- Q.7.** What is meant by routine report?

- Q.8.** What is meant by a verbatim report?
 - Q.9.** What is meant by formal report?
 - Q.10.** What is meant by informal report?
 - Q.11.** What is meant by informational report?
 - Q.12.** What is meant by progress report?
 - Q.13.** What is meant by trip or visit report?
 - Q.14.** What is meant by inventory/stock report?
 - Q.15.** What is meant by feasibility report?
 - Q.16.** What is meant by problem solving report?
 - Q.17.** What is meant by special report?
 - Q.18.** What is meant by a technical business report?
 - Q.19.** Write name of three sections of a report.
 - Q.20.** What is meant by appendices?
 - Q.21.** What is meant by list of references?
 - Q.22.** What is meant by table of contents?
 - Q.23.** What is meant by abstract/summary?

Multiple Choice Questions (MCQs)

Choose the correct answer from the given possible answers and circle it.

- Q.14.** These reports may be about solution of specific problems:
- (a) Routine report (b) Progress report
(c) Problem solving report (d) Inventory report
- Q.15.** This report is provided from time to time about completion of a project:
- (a) Trip report (b) Progress report
(c) Problem solving report (d) Inventory report
- Q.16.** In this report, existing goods quantity, quality and price is recorded of an organizations stock:
- (a) Trip report (b) Progress report
(c) Problem solving report (d) Inventory report
- Q.17.** This report is prepared before the start of work, whether is it possible to do or not:
- (a) Trip report (b) Feasibility report
(c) Problem solving report (d) Inventory report
- Q.18.** It includes in the list of report format sections:
- (a) Title page (b) Abstract
(c) Table of contents (d) All
- Q.19.** In the main body part of a report, at the end this is presented after drawing conclusions from information about topic:
- (a) Recommendations (b) Abstract
(c) Table of contents (d) Conclusions
- Q.20.** In the back matter of a report, it means and contains material which is needed to support the main body but is too detailed to be included in the text:
- (a) Conclusions (b) Abstract
(c) Appendix (d) Recommendations
- Q.21.** It is a serially numbered list of published works which are consulted before or during the preparation of a report:
- (a) Table of contents (b) Abstract
(c) Appendix (d) References

Answers Key

Q. No.	Answers	Q. No.	Answers	Q. No.	Answers
1	c	8	d	15	b
2	c	9	a	16	d
3	a	10	a	17	b
4	c	11	b	18	d
5	b	12	b	19	a
6	d	13	c	20	c
7	d	14	c	21	d

Chapter 7**Reading Comprehension**

**Chapter Objectives**

After completion of this chapter students will be able to:

- Demonstrate reading comprehension.
- Identify major reading problems.
- Identify basic reading skills.
- State methods of previewing written material.
- Identify methods of concentration when reading.
- Demonstrate reading comprehension.

7.1 WHAT IS READING?

Reading is one of the skills among the four skills of language learning. After learning to listen and speak a language, a person has to learn to read and then write a language in order to have mastery of all the four skills of language learning. It means when your reading skills improve, your listening skill, speaking and writing skills improve too.

Reading is

- a skill which enables us to get a message;
- recognizing the written words (written symbols);
- getting (understanding) the meaning;
- used to teach pronunciation;

- grasping information from texts.

"Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning".

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: *word recognition and comprehension*. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

In our life Reading is regarded as important because it can be entertaining and educational, can open up new worlds and enrich your life, and can improve hand-eye co-ordination and enhance social skills.

7.2 THE BENEFITS OF READING SKILLS:

Here are some of the specific benefits, which encourage us for reading:

- (i) Reading is a gateway to learning anything about everything. It helps us to discover new things and open new worlds.
- (ii) Reading develops our imagination and creativity.
- (iii) Reading improves vocabulary and communication.
- (iv) The constant repetition of words and patterns in reading helps you learn and remember vocabulary and grammar structures.
- (v) Unlike conversation, reading is something you can do on your own.
- (vi) Reading is not expensive, often free.
- (vii) Good reading skills can improve your other language skills. You need to learn to read before you can write.
- (viii) Reading is the best way to learn and remember the proper spelling of words.
- (ix) Reading helps us in building a good self-image and playing well with others.
- (x) Reading improves concentration and reduces stress.

In today's competitive era, reading slowly doesn't work, so it is required to increase the speed of reading. It is a misconception that 'when reading speed increases, comprehension suffers', rather if reading with concentrate and analyzing all the points proper understanding will be there even if reading with a good speed.

Reading speed is the rate at which a person reads written text (printed or electronic) in a specific unit of time. Reading speed is generally calculated by the number of words read per minute. Reading speed is determined by a number of factors, including a reader's purpose and level of expertise as well as the relative difficulty of the text.

Stanley D. Frank has estimated that a "rate close to . . . 250 words-per-minute [is the average] reading speed of most people, including high school students".

According to Edward Fry, it is observed that there are three reading speeds

- a) Study reading speed
- b) Average reading speed
- c) Skimming speed.

Grading of each of them is given below:

	Speed	Poor Reader	Good Reader
(a)	Study Reading	90-125 WPM (80% to 90% comprehension)	200-300 WPM (80% to 90% comprehension)
(b)	Average Reading	150-180 WPM (70% comprehension)	250-500 WPM (70% comprehension)
(c)	Skimming	Cannot Skim	800 + WPM (50% comprehension)

Source: Das, B. & Satpathy, I. (2007) Business Communication & Personality Development, Excel book's publication.

The study reading speed is used for reading material that deals with difficult arguments, ideas and notions, etc. This kind of reading aims at almost total comprehension and retention of what has been read.

A good study reader can read 200 to 300 words per minute. Similarly, the 'average reading speed' is the speed used for reading newspapers, magazines, novels, etc. A good average reading speed is 250 words per minute. 'Skimming

is recognized as the fastest reading speed'. A good reader is one who, keeping his purpose in mind can quickly attain the required speed.

7.3 WHAT IS READING COMPREHENSION?

Reading comprehension is simply the ability to understand what you read. Strong reading comprehension typically encompasses a variety of literacy skills needed to interpret and identify meanings within a text. Several elements like fluency, the ability to decode unfamiliar vocabulary and using context clues from the reading to identify key features of a text can all be components of effective reading comprehension.

Essential skills needed for reading comprehension include:

- (i) Decoding
- (ii) Fluency
- (iii) Vocabulary
- (iv) Inference
- (v) Retention

7.4 FOUR TYPES OF READING SKILLS/TECHNIQUES TO SAVE TIME:

In order to read effectively, you need to use different reading techniques for different purposes and texts. You should always read for a clearly defined purpose. There are four main reading techniques which are used for specific situations:

7.4.1 Scanning

Scanning involves looking ONLY for specific information (such as keywords, numbers, names, etc.) while omitting other details. Scanning is reading with a specific purpose in mind for specific information. When one reads an entire text/document quickly while looking for specific information, it is called scanning. For example: Going through an entire newspaper and looking for specific news related to the India-Pakistan cricket match. You scanned to get specific information about Delhi University admissions and cut-offs.

In general, scanning is most effective for material with a set layout, such as newspapers and phonebooks. This is the best technique to use when you need specific information – fast.

7.4.2 Skimming

Skimming is speed reading for quick overview for general information. Going through an entire newspaper quickly through the headlines is an example of skimming. Going through a data-table quickly to pick an overall idea of the topic on which data is presented is an example of a skimming technique of reading. Do not expect a deep comprehension of the written text after skimming. Reading only the headings of chapters is skimming.

It is observed that in the skimming technique a person can reach the speed of 700 – 750 words per minute. With proper training, you can reach a higher level as well. The most important thing here is that the skimming technique saves a lot of time for the reader. This technique is followed generally while reading a magazine or newspaper.

7.4.3 Intensive reading

Intensive reading is the most time-consuming of all the reading techniques. The main goal here is to retain information for the long-term. Intensive reading is of a specific written piece for a specific purpose. It is going into the minutest details of a particular word/phrase/line/para, etc.

Intensive reading is very crucial for language learners as they pick up vocabulary, focus on structure and syntax while doing intensive reading. But it's also great for analyzing reports and detailed research. Therefore before any exams, kids or students are asked to follow the intensive reading practice. It is one of the most effective methods.

7.4.4 Extensive reading

Extensive reading is a kind of general reading for general information. Generally, this technique is used for pleasure reading, like reading a novel for pleasure. It generally involves the element of enjoyment. One does not mind certain difficult terms or expressions and goes on without stopping for their clarification until they become a hindrance in overall understanding.

For example, if one is asked to read a chapter before discussing it in class, one goes for extensive reading to get a general idea of the piece. Unlike intensive reading which is for a specific purpose, it is for a generalized understanding of a piece of writing. For example, while doing an unseen passage for comprehension, one does extensive and intensive reading both. For dealing

with specific vocabulary related or other specific questions, intensive reading is required, but the initial first reading is taken for the general idea of the passage.

7.5 READING PROBLEMS:

Efficient reading is a critical soft skill in developing your capabilities. However, certain personal and workplace distractions may become barriers/problems that keep you from reading as effectively as you would like. When you recognize these obstacles and learn how to overcome them, you can vastly improve your reading skills. In this section, we review some common barriers to efficient reading and provide advice on how to limit them.

7.5.1 Vocalization problem

Researchers use the term *vocalization* to describe readers who hear words when they read. Vocalizers are readers who read with their mouths — they say and hear the words as they read. Vocalizing slows your reading down considerably and is a habit you should break if you intend to become a speed reader.

Vocalizing as little as possible is an essential goal of speed reading. Vocalizing hinders your reading for these reasons:

- (i) It slows down you're reading.
- (ii) It affects comprehension.
- (iii) It hinders your ability to comprehend through context clues.

7.5.2 Regression or regressive problem

Regression is the process of re-reading text that you've already read. It goes by other names including back-skipping, re-reading, and going back over what you've read. Regression is a habit that can seriously slow your reading speed and create hurdle for further reading. And not only that, regression disrupts your concentration. Regression occurs when you're unsure of what you read and you move your eyes backward over words and sentences you have read already to confirm their meaning. Vocalizing causes regression because your eyes race ahead of your mouth in the act of reading, and your mouth reads one place while your eyes read another. This gap between what the mouth says and what the eyes see creates confusion and causes you to regress.

You can overcome the regression if you are very conscious of regression, and don't allow yourself to re-read material unless you absolutely have to. To reduce the number of times your eyes skip back, run a pointer (a finger, a pen, or the cursor) along the line as you read. Your eyes will follow the tip of your pointer, helping you avoid skipping back.

7.5.3 Lack of grammatical knowledge

Another reading problem arise when the reader fail to understand the structure of paragraph or text. A paragraph expresses or gives impressions of an idea, explanation or analysis of unit. It starts from the description of a theory. It contains the explanation in it. And it concludes on a final results or discussion wherever the reader comprehends the logic of the paragraph, his space and comprehension grows even faster.

All the paragraphs are not in logical way, rather, in some paragraphs words and sentences are often repeated. If the reader comprehends them early, he can enhance the speed of reading and abilities and in this way he can work out hurdles in the way of readings.

7.5.4 Environmental factors

Environmental factors like room lighting and temperature can impede reading. To optimize a reading room or other workspaces, make sure the room is bright and cool, which can encourage alertness. Moreover general distractions such background noise or colleagues interruption can also affect your reading speed and comprehension. Try limiting these types of distractions to improve your reading comprehension.

7.5.5 Poor reading technique

Another problem of slow reading is unawareness of efficient reading techniques. In order to read effectively, reader need to use different reading techniques for different purposes and texts. The reader can improve reading speed and comprehension by practicing effective reading techniques used by successful readers.

7.5.6 Vocabulary problem

Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. Readers with low vocabulary

face a big problem in reading comprehension. It slows down the pace of reading and becomes hurdle for further reading.

Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of the words we use when we speak. Reading vocabulary refers to the words we need to know to understand what we read. Writing vocabulary consists of the words we use in writing.

Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction.

7.5.7 Lack of motivation and concentration

Motivation plays a key role in the reading process, and contributes greatly to a reader's comprehension. Another barrier in efficient reading is lack of motivation and concentration. It is noticeable that without having high concentration when the readers are reading text, they would regress to repeat the words as they lost some words. Lack of interest can seriously slow your reading speed and create hurdle for further reading.

7.6 HOW TO IMPROVE YOUR READING SKILLS:

There are a variety of ways you might improve your reading skills. You might practice speed reading to improve your fluency or make notes each time you encounter unfamiliar vocabulary. The following steps also help outline what you might do to improve and further develop your reading skills.

- (i) Set aside time to read each day.
 - (ii) Set reading goals.
 - (iii) Preview the texts you read.
 - (iv) Determine the purpose.
 - (v) Use previous knowledge to predict what is presented in the following text.
 - (vi) Apply key reading strategies.
 - (vii) Guess unknown words and phrases by using the clues or context.
 - (viii) Take notes while you read.
-

Long Questions

- Q.1.** What is meant by reading skill? Write the benefits of reading in our life.
- Q.2.** Write the basic types of reading.
- Q.3.** Describe the main reading problems.

Short Questions

- Q.1.** Define reading skill?
- Q.2.** What is meant by reading comprehension?
- Q.3.** Write four benefits of reading.
- Q.4.** Write four types of reading?
- Q.5.** What is meant by scanning?
- Q.6.** What is meant by skimming?
- Q.7.** What is meant by intensive reading?
- Q.8.** What is meant by extensive reading?
- Q.9.** Write names of three reading speeds, as explained by Edward Fry.
- Q.10.** Which type of reading material is included in study/intensive reading?
- Q.11.** Which type of reading material is included in extensive reading?
- Q.12.** Which type of study is made in skimming?
- Q.13.** State any four reading problems.
- Q.14.** What is meant by vocalized problem in reading?
- Q.15.** What is meant by regression problem in reading?

Multiple Choice Questions (MCQs)

Choose the correct answer from the given possible answers and circle it.

- Q.1.** Reading is a process by which we understand some _____.
 - (a) Summary
 - (b) Poem
 - (c) Text
 - (d) Story
- Q.2.** A poor reader's study reading speed per minute is:
 - (a) 90 to 125 words
 - (b) 150 to 180 words
 - (c) 200 to 300 words
 - (d) 250 to 500 words

- Q.3.** A good reader's study reading speed per minute is:
(a) 90 to 125 words (b) 150 to 180 words
(c) 200 to 300 words (d) 250 to 500 words
- Q.4.** A poor reader's average reading speed per minute is:
(a) 90 to 125 words (b) 150 to 180 words
(c) 200 to 300 words (d) 250 to 500 words
- Q.5.** A good reader's average reading speed per minute is:
(a) 90 to 125 words (b) 150 to 180 words
(c) 200 to 300 words (d) 250 to 500 words
- Q.6.** A poor reader's skimming capability/ reading speed per minute is:
(a) 90 to 125 words (b) 800 and above words
(c) 200 to 300 words (d) cannot skim
- Q.7.** A good reader's skimming capability/ reading speed per minute is:
(a) 90 to 125 words (b) 800 and above words
(c) 200 to 300 words (d) cannot skim
- Q.8.** According to Edward Fry, this reading speed is used for reading material which deals with difficult arguments, ideas, and notions etc.
(a) Average reading (b) Study/intensive reading
(c) Scanning (d) Skimming
- Q.9.** According to Edward Fry, this reading speed is used in everyday reading of newspapers, magazines and novels etc.
(a) Average reading (b) Study/intensive reading
(c) Skimming (d) All
- Q.10.** Intensive reading is the _____ reading of a short text.
(a) Close (b) Quick
(c) Fast (d) Slow
- Q.11.** The reader reads to get delight in _____ reading.
(a) Extensive (b) Intensive
(c) Loud (d) Silent
- Q.12.** In this reading speed, the reader reads at the fastest speed.
(a) Study/intensive reading (b) Skimming
(c) Average reading (d) All

Answers Key

Q. No.	Answers	Q. No.	Answers	Q. No.	Answers
1	c	6	d	11	a
2	a	7	b	12	b
3	c	8	b	13	b
4	b	9	a	14	a
5	d	10	d	15	d

Chapter 8**Group Communication**

**Chapter Objectives**

After completion of this chapter students will be able to:

- Understand the principles of group communications.
- State the purpose and characteristics of major types of meeting.
- Explain responsibilities of a meeting/committee.
- Identify problems likely to be faced at meeting and means to overcome these problems.
- Distinguish between content and process at meetings.
- Explain the key characteristics of a good group facilitator.

8.1 WHAT IS GROUP COMMUNICATION?

As human beings, we tend to be in social circles around the people. We form relationships with one another naturally and are one of the essential elements of our life. Nearly all human activities like working, learning, worshiping, relaxing and playing occur in groups. All of us live out our lives in groups, and these groups have a profound impact on our thoughts, feelings, and actions. An individual may belong to one or many groups. Groups such as families, work teams, friendship circles, committees, and teams are some examples. Groups may overlap and share common goals and objectives.

Group may define as “a set of people who have the same interests or aims and who organize themselves to work or act together”. When communication

occurs between two or more persons is called group communication. It's common for groups within a business to work together. When groups work toward a shared objective, it's important to have a functional means of communication in place to help everyone understand how they can work together to accomplish that goal.

When groups communicate effectively, they can share necessary information as they work to accomplish mutual goals. Members of the group may have different styles of communicating, so more than one type of communication may be necessary to reach the group's mutual goals. The size of groups can vary, but they typically comprise at least three members and up to 20 members. Group communication can be beneficial for groups of all sizes, from smaller focus groups to entire departments.

In businesses group communication takes place in the following forms:

- (a) Meetings
- (b) Conferences
- (c) Seminar
- (d) Committees
- (e) Panel discussion

8.1.1 Advantages of Group Communication

Let us have a look at some of the advantages of Group Communication:

- (i) With the help of Group communication, there occurs some idea generation because of the different viewpoints of different members that create a valuable knowledge pool for the organization
- (ii) With the assistance of Group Communication, organizations can come up with more comprehensive solutions, plus, group communication also helps in making decisions that appreciate better acceptance
- (iii) When a group interacts with superior authorities about some issues like pay raise, they will get more favorable outcomes compared to an individual interacting with top management for similar issues

8.1.2 Disadvantages of Group Communication

Along with the advantages of Group Communication, there are some disadvantages as well, so let us explore those as well-

- (i) When a senior or a single member dominates the group for any reason, and other participants do not offer their actual and accurate points of view, group communication cannot be productive.
- (ii) Group communication can also create productivity issues for a company when the group members involve in some other sorts of personal discussions that may deviate the focus of the group from the company goals.

8.2 GROUP DEVELOPMENT PROCESS:

For group to be effective, the people in the group must be able to work together to contribute collectively to group outcomes. But this does not happen automatically: it develops as the group members works together.

You have probably had an experience when you have been put on a group to work on a school assignment or project. When your group first gets together, you likely sit around and look at each other, not knowing how to begin.

Initially you are not a group; you are just individuals assigned to work together. Over time you get to know each other, to know what to expect from each other, to know how to divide the labor and assign tasks, and to know how you will coordinate your work. Through this process, you begin to operate as a group or team instead of a collection of individuals.

This process of learning to work together effectively is known as team development. Bruce Tuckman identified a following five stage development process that most group or teams follow to become high performing. These stages are forming, storming, norming, performing, and adjourning. Activities of these groups are shown is the table below:

Stages	Activities
Forming	Members come together, learn about each other, and determine the purpose of the group.
Storming	Members engage in more direct communication and get to know each other. Conflicts between group members will often arise during this stage.
Norming	Members establish spoken or unspoken rules about how they communicate and work. Status, rank, and roles in the group are established.
Performing	Members fulfill their purpose and reach their goal.
Adjourning	Members leave the group.

8.3 MEETINGS:

According to **oxford dictionary**, “A meeting is an occasion when people come together to discuss or decide something.” Meeting member to get together and discuss a problem or issue or a special matter. Meeting enables face to face contact with a number of people at the same time.

A business meeting is a gathering of two or more people for the purpose of making decision. Meetings are definitely a part of the business culture that cannot be avoided. Business meetings are often held in an office setting; however, with the advancement of video conferencing technologies, participants can join a business meeting from anywhere using various conference apps.

Meeting Etiquettes

- (i) Professional Appearance
- (ii) Positive body language
- (iii) Effective and Active Contribution
- (iv) Handle Conflict or Disagreement professionally
- (v) Provide constructive criticism and avoid destructive criticism
- (vi) Turn taking when speaking in a Meeting
- (vii) Arrive prepared and on time for meeting

8.4 TYPES OF BUSINESS MEETINGS:

Meetings are an essential part of daily operations for businesses and are where many of the most critical business decisions and discussions take place. Three important types of Meetings are as under:

- Informational Meeting
- Problem Solving Meeting
- Decision Making Meeting

8.4.1 Informational Meetings

The speaker' major purpose in these meetings is to exchange knowledge with the participants. This could be information about things like upcoming changes, new products and techniques, or in depth knowledge of a domain. As such no discussions are held during such types of conference. As the purpose is simply to give the information, a larger number of participants during the meeting are also possible.

Presentations, panel debates, keynotes, and lectures are all examples of information sharing meetings. Visual communication tools, like slides and videos, are powerful tools for making the shared information more memorable.

8.4.2 Problem Solving Meeting

Problems are part and parcel of running a business. This type of conference is called when the executive has no suitable solution to suggest regarding a problem and he seeks solution from participants. Problem solving meetings are perhaps the most complex and varied type of meetings. Problem-solving requires participants of great expertise. People call problem-solving meetings during emergencies, and also when a general business issue needs a solution. Big picture, the goal of a problem-solving meeting is to understand the problem, evaluate the potential solutions, and decide on a solution.

Often problem meetings are extremely time-constrained. This can be because the problem is an approaching deadline or because there was simply no time scheduled in the initial plan for a problem to arise. The best and most appropriate options that are generated during this meeting should be approached in the same way as options within a decision making meeting. Feedback, opinions and questions about each strategy should be considered

and everyone involved in the meeting should feel free to voice their opinions. The final decision should be one that is not only realistic but that puts the entire team on the same page going forward.

8.4.3 Decision Making Meeting

A Decision Making Meeting is used to formally agree on a significant decision and secure commitment to act on that decision. A successful decision-making meeting effectively includes all participants, benefiting from their knowledge and experience. Because each participant has unique information and perspectives, combining group information leads to more informed decisions.

Getting to a solution often involves dealing with a lot of conflicting agendas and opinions which are not easily resolved. Time is often wasted discussing possibilities that are not even among the most likely or best choices. It is necessary to keep in mind that the purpose of these meeting is also to plan how to best implement the choice that has been taken.

8.5 PURPOSES OF BUSINESS MEETING:

Meeting is one of the major media of oral communication. It is essentially important for every organization. The basic objective of meeting is to take decisions on some predetermined issues.

It has also some other purposes. The objectives or purposes or importance of meeting are discussed below-

8.5.1 Making Decisions:

The foremost objective of any meeting is to take important decisions on some predetermined issue. Decisions are taken here on consensus and it is very crucial to take decisions on routine and non-routine business affairs.

8.5.2 Exchanging Information:

Meeting is arranged also to provide information to the audience about various matters of the organization. Audience also exchange information in meetings.

8.5.3 Conveying Organizational Vision, Mission and Operational Plans:

Meetings are also called to convey organizational mission, vision and operational plans to the newly appointed employees. Managers or heads of various departments call these types of meetings for the fresher so that they can be better acquainted with organizational culture, mission, vision, plans etc.

8.5.4 Announcing Changes:

Another purpose of arranging meeting is to announce the upcoming changes brought in organizational policies, mission, vision, logo etc. before the audience. The causes, benefits and ground of such changes are explained in the meeting so that people understand and accept the probable changes without much resistance.

8.5.5 Negotiation:

Meeting is also called for making negotiations between the conflicting parties through fruitful discussion. Sometimes employers and employees or trade union leaders sit in meeting together to reach on some agreement so that organizational activities can be run smoothly.

8.5.6 Resolving Conflict:

In large organizations conflict among people is most common. Healthy conflict helps to increase productivity but unhealthy or undesirable conflict must be resolved immediately after found. Meeting helps the conflicting parties to reach on common understanding and thus resolving or minimizing conflict.

8.5.7 Solving Problems:

An important purpose of meeting is to provide solution to organizational problems. Problems that are critical and require opinions of most of the members of a board or council must be solved by calling meeting. In meeting diverse thoughts are found that help to face problem suitably.

8.5.8 Reviewing and Informing Progress:

Meeting is also called for reviewing and informing the progress of any project, plan and activity and so on. Form it the attendants of the meeting are able to

know the present status of the projects and can provide their opinions to improve if there is any loophole.

8.5.9 Celebrating Success:

Meetings are often called to celebrate the success of the organization, completion of any project, achievement of any award etc. it increases the organizational harmony and motivates employees to work united to achieve more.

8.5.10 Interaction with External Stakeholders:

Every organization is to work with different parties of the society and it must build a long term harmonious relationship with them. Meetings are called to exchange information and to share experience with different stakeholders of an organization so that their interaction with the firm is increased.

8.6 PLANNING A MEETING:

Business Meetings is a form of Oral Communication. Meetings are mostly held to communicate something, for a business purpose. The primary goal of holding a meeting is to design a strategy to meet and achieve the objectives, as well as to involve all participants and obtain their decision. A meeting is held when the most efficient way to reach a common goal is to gather, whether virtually or in person.

Meetings can be boring, often unnecessary, and redirect employees' attention from more important activities and duties. But meetings can be very efficient and productive when they are planned right. Planning a meeting is what you have to prepare before even calling the meeting. Before organizing a meeting, consider the following points.

8.6.1 Reviewing the Problem and Determine the Precise Purpose

Before starting the meeting the leader should have a clear-cut idea about the central purpose of meeting. The problem might be decline in profit decrease in market share etc. the problem should be reviewed in detail.

8.6.2 Deciding Who Should Participate

In such a meeting, the participating have to play a very important role so, it has to be decided very carefully who should participate: The participant

may be among managerial staff of the organization, specialist outside the organization etc.

Four important meeting roles

- (a) The Leader or Chairperson
- (b) The Recorder
- (c) The Time Keeper
- (d) The Participant



Figure 8.1 *Role of participants in the meeting*

8.6.3 Arranging for Meeting Date, Time, Location

The date, time and place should be arranged properly. While deciding these, one should have knowledge about the local events, holidays, weather and protests etc. having decided them, their information should be communicated properly to all participants.

Finding the right location requires being very specific about what you're looking for. You should have a good idea of:

- (i) Approximately how many people will be attending?
- (ii) Your space requirements
- (iii) The size of your budget

- (iv) How far attendees are willing to travel
- (v) Your parking requirements
- (vi) If guests need access to public transportation options
- (vii) The preferred layout of your venue
- (viii) What kind of services and amenities you require
- (ix) Your staffing requirements, if any
- (x) The ambiance you're seeking

8.6.4 Creating an Agenda

It is desirable for the leader or chairperson to send the agenda in advance of a meeting. To plan effective meetings, you should first decide what will be discussed. What is the objective of the meeting? What are you seeking to accomplish? Develop a meeting agenda ahead of time and distribute it to attendees. Indicate the start time and include a short list of topics to be addressed. Indicate by name any individuals who will be responsible for reporting on a specific area. Remember, this is important for those attending, but also for you, too. When you set out your agenda, you'll be better able to stay on topic.

Meeting Agenda Example

Meeting purpose: Purpose of the meeting and goals.

- Agenda Item 1
 - Description
- Agenda Item 2
 - Description
- Agenda Item 3
 - Description
- Agenda Item 4
 - Description

8.6.5 Encourage attendees to prepare in advance

It's a good idea to send out any materials to the participants / attendees of your meeting a few days in advance so they can prepare to have a productive conversation. You can do this by sending the meeting agenda well before the meeting time and date.

Make sure your team knows that your expectation is for them to be familiar with these materials so that they can be discussed during the meeting. Another great way for your participants to be prepared for a meeting in advance is to add any questions they may have to the meeting agenda or to make any suggestions to modify it.

8.6.6 Start on Time

Starting on time is critical, both technically and in terms of output. If you're the type of person who always arrives on time for meetings, you know how stressful it can be when things don't get started as people trickle in. As time goes by, everyone realizes that these meetings never start on time, so they all start arriving late. Take command of your meeting. Start promptly at the given time. Shut the door and begin. Stragglers will quickly get the message they are arriving late and they should only make that mistake once. And besides, everyone has to get back to work, so you don't want to disrupt the entire workday.

8.6.7 Checking the Physical Arrangement

It should include:

- (i) Selecting the seating pattern
- (ii) Determining what kind of material is needed in the room
- (iii) Making availability of multimedia for visual aid

8.7 GROUP LEADERSHIP SKILLS:

Leader is one who makes things smoothly in a desired direction. A strong leader possesses several skills that allow them to effectively and positively interact with their team to achieve a shared goal. In some cases, these leadership skills come naturally, while others learn through experience and formal training.

Strong leadership is a fundamental element of any organization. Employees look to those in leadership roles to guide and support them, facilitate communication and motivate them, such as intelligence, initiative and an outgoing personality. However, leadership skills can also be developed. To become a strong leader, master your own natural qualities and knowledge, as well as specific skills that you must have if you want your team to achieve their goals. Some people are born with qualities that make them strong leaders to be successful.

Employees depend on a strong leader who they feel comfortable talking to and who can guide them to success. This individual is passionate about their job, confident about what they know and inspires trust and respect in their team, which can ultimately raise morale.

Here are some important qualities of a good team leader:

- (i) Communication
- (ii) Honesty
- (iii) Relationship building
- (iv) Decisiveness
- (v) Innovation
- (vi) Responsibility
- (vii) Motivation

8.7.1 Communication

A strong leader can clearly and concisely communicate goals, tasks and other organizational needs to their team. Leaders should be masters in written and verbal communication to ensure expectations are presented to their employees in a way they can understand. Being an effective communicator also involves listening intently, speaking clearly, understanding body language and being conscious of your tone.

8.7.2 Honesty

To lead effectively, a manager must be able to earn their team's trust. Great leaders gain their employees' respect by being forthright with them. Even if employees don't like what a leader has to say, they'll likely appreciate someone willing to tell them the truth.

8.7.3 Relationship building

Effective leaders can bring their team closer together by encouraging collaboration and facilitating healthy working relationships between employees. When team members trust each other, they work better together and are more productive.

8.7.4 Decisiveness

Leaders have to make crucial decisions, sometimes with very little time. Instead of relying on guesswork, they weigh and understand their options. They have confidence in the choices they make and can communicate why they made the decision.

8.7.5 Innovation

Being a leader means having to find ways to overcome many of the obstacles they inevitably face in business. A good leader takes an innovative approach to problem-solving by approaching these obstacles from new and unconventional perspectives.

8.7.6 Responsibility

Employees tend to respect a leader who will take responsibility for both the success and missteps of their team. A good leader demonstrates accountability, acknowledges when mistakes have been made and then finds solutions for improvement.

8.7.7 Motivation

A good leader should motivate their employees and encourage productivity and passion for the job. This includes mentoring their employees, recognizing accomplishments or providing rewarding and challenging work.

8.8 HOW TO IMPROVE YOUR LEADERSHIP SKILLS:

Developing your leadership skills is a great way to improve your performance, gain confidence and advance in your career. You can work on improving these skills in the following ways:

- (i) Determine your leadership style.
- (ii) Strengthen your communication skills.
- (iii) Find leadership opportunities outside of work.
- (iv) Take leadership courses.
- (v) Read books
- (vi) Find a mentor.

8.8.1 Determine your leadership style

If you want to improve your leadership skills, take a moment to think of how you respond to certain situations. For instance, consider if you rely on yourself to make decisions or if you decide based on input from others. You may believe in development the unique skill sets of each team member rather than forcing everyone to aim for the same goals.

This can provide you with insight into how you prefer to lead. If you're still not sure, you can take a leadership quiz to determine your preferred style and learn other ways to improve your skills.

8.8.2 Strengthen your communication skills

Effective leaders are great at communicating needs to their team clearly and promptly. Whether you're in an entry-level position or management role, you should work on strengthening both your written and verbal communication skills and other areas that may need improvement. For instance, you could take a public speaking course to help with verbal communication.

8.8.3 Find leadership opportunities outside of work

A great way to gain hands-on leadership experience is to find opportunities to be a leader outside of the workplace. This includes volunteering to organize activities and outings or becoming a board member of a local nonprofit organization.

8.8.4 Take leadership courses

There are plenty of training courses and workshops available that can teach leadership skills. You can participate in these leadership courses online or attend classes at a local college that offers them.

8.8.5 Read books

There are also many books, podcasts and videos on leadership that can teach you helpful skills and provide you with ways to implement them effectively.

8.8.6 Find a mentor

Another way to learn is by studying the specific leadership qualities of someone you admire. Ask someone you respect to be your mentor and try to mirror those qualities in your work.

8.9 LEADERSHIP STYLES:

Throughout history, great leaders have emerged with particular leadership styles in providing direction, implementing plans and motivating people. These can be broadly grouped into 3 different categories:

Leadership may be of various kinds:

- Authoritarian leadership Style
- Democratic leadership Style
- Delegated or leaderless.

8.9.1 Authoritarian Leadership Style

Authoritarian leadership styles allow a leader to impose expectations and define outcomes. A one-person show can turn out to be successful in situations when a leader is the most knowledgeable in the team. Although this is an effective method in time-constrained situations, creativity will suffer because team input is limited. The authoritarian leadership style is also used when team members need clear guidelines.

It is autocratic in nature. That's leader suggestions must be accepted commands must be carried out. The group's thought is dominated by the leader, who has disrespect towards unsatisfied participants. He even manipulates others to his/her advantage. He/she accepts those who praise him/her and resents those who disagree.

Advantages of Authoritarian leadership Style

- (i) Time spent on making crucial decisions can be reduced.
- (ii) Chain of command can be clearly emphasized.
- (iii) Mistakes in the implementation of plans can be reduced.
- (iv) Using authoritarian leadership style creates consistent results.

Disadvantages of Authoritarian leadership Style

- (i) A very strict leadership style can sometimes lead to employee rebellion.
- (ii) It kills employee creativity and innovation.
- (iii) It reduces group synergy & collaboration.
- (iv) Group input is reduced dramatically.
- (v) Authoritarian leadership increases employee turnover rate.

Benefits

Autocratic leaders can promote productivity through delegation, provide clear and direct communication and reduce employee stress by making decisions quickly on their own.

Challenges

Autocratic leaders are often prone to high levels of stress because they feel responsible for everything. Since they lack flexibility and often do not want to hear others' ideas, these leaders are often resented by the team.



Figure 8.2 Authoritarian leadership Style

8.9.2 Democratic or Participative leadership Style

Participative leadership styles are rooted in democratic theory. The essence is to involve team members in the decision making process. Team members thus feel included, engaged and motivated to contribute. The leader will normally have the last word in the decision-making processes. However, if there are disagreements within a group, it can be a time-consuming process to reach a consensus.

It is opposed to authoritarian control. He/she to hear people are accommodate their views. He/she shares views with people. He gives concession and strengthens organization by participation and co-operation. He makes people feel that it is a group decision and carries weight or consolidates results. People under command feel happy that it is their own decision.

Advantages of Democratic leadership Style

- (i) It increases employee motivation and job satisfaction.
- (ii) It encourages use of employee creativity.
- (iii) A participative leadership style helps in the creation of a strong team.
- (iv) High level of productivity can be achieved.

Disadvantages of Democratic leadership Style

- (i) Decision-making processes become time-consuming.
- (ii) Leaders have a high probability of being apologetic to employees.
- (iii) Communication failures can sometimes happen.
- (iv) Security issues can arise because of transparency in information sharing.
- (v) Poor decisions can be made if the employees are unskilled.

Benefits

Under this leadership style employees can feel empowered, valued and unified. It has the power to boost retention and morale. It also requires less managerial oversight, as employees are typically part of decision-making processes and know what they need to do.

Challenges

This leadership style has the potential to be inefficient and costly as it takes a long time to organize big group discussions, obtain ideas and feedback, discuss possible outcomes and communicate decisions. It also can add social pressure to members of the team who don't like sharing ideas in group settings.

8.9.3 Delegated leadership Style

Also known as "laissez-faire leadership", of a **delegated leadership** style focuses on delegating initiative to team members. This can be a successful strategy if team members are competent, take responsibility and prefer engaging in individual work. However, disagreements among the members may split and divide a group, leading to poor motivation and low morale.

Managers may adopt this leadership style when all team members are highly experienced, well-trained and require little oversight. However, it can also cause a dip in productivity if employees are confused about their leader's

expectations, or if some team members need consistent motivation and boundaries to work well.

Advantages of laissez-faire leadership Style

- (i) Experienced employees can take advantage of their competence and experience.
- (ii) Innovation & creativity is highly valued.
- (iii) Delegated leadership creates a positive work environment.

Disadvantages of laissez-faire leadership Style

- (i) Command responsibility is not properly defined.
- (ii) Delegated leadership creates difficulty in adapting to change.

Benefits

This style encourages accountability, creativity and a relaxed work environment which often leads to higher employee retention rates.

Challenges

Laissez-faire leadership style does not work well for new employees, as they need guidance and hands-on support in the beginning. This method can also lead to a lack of structure, leadership confusion and employees not feeling properly supported.

8.10 RUNNING A SUCCESSFUL MEETING:

Sometimes it seems as if we're always meeting. Meetings take up a lot of time in organizations because they are how we make decisions, plan future activities, and move the job forward.

One of the most significant "risk factors" for leaders and member is how to manage and run meetings. When you conduct meetings, you have a great opportunity to collaborate with diverse team members, organize available information, and tackle objectives. At the same time, leading a group can be intimidating. All of the parts of a meeting are important as each "phase" needs to be paid attention to and taken seriously because good meeting management is critically linked to participation. Being a meeting Leader is more than one task; its many jobs in one.

If you take it from the top, your job as a leader means it is up to you to:

8.10.1 Do Introduction

This includes having everyone to introduce them as well as presenting yourself and your function. When there's a special speaker, his or her introduction is your job too. Don't forget how good icebreakers can be to loosen everyone up! An icebreaker is something short at the beginning of the meeting to help people get to know each other or dig out some important piece of information in a fun or interesting way.

8.10.2 Clarify Aim/Purpose

It is very important, at the beginning of the meeting, to clarify and agree the purpose of the meeting. This promotes focus and clarity in the event of conversation points, or if members feel lost in the process.

8.10.3 Get Agreement on Agenda and Rules

Remember, it's everyone's meeting, so everyone needs to "buy in" to the agenda. You can ask for feedback on the agenda before you begin. Rules like no interrupting, etc. can also be helpful if you have some potential "disrupters" in the house.

8.10.4 Keep the Discussion on Track

If someone's going off the agenda or is speaking too long, pull them back in! Be gentle but firm: people respect a meeting that's run well and remember all too clearly the meetings where someone was allowed to go on and on and on.

8.10.5 Limit discussion to each agenda item

As you finish an item on your agenda, briefly summarize the outcome or steps to be taken, than ask for questions. Keep all questions and responses / discussions short and to the point. If someone asks a question that turns off-topic, you can gently and politely direct them back. Wrap-up each agenda item by summarizing any conclusions out loud. Then move on when no one objects or everyone agrees.

8.10.6 Encourage Participation

If a usually quiet person speaks, show your appreciation. Try to draw everyone in and not just let the usual suspects speak!

8.10.7 Use the Power of Your Position Wisely

Watch what you say and how and how much you say it! Don't take sides, and be fair to everyone.

8.10.8 Have a sense of humor, and don't be defensive

Use open-ended questions that require people to say more than "yes" or "no" Look around the room and watch for signs that you should slow things down or speed them up.

8.10.9 Watch The Time!

Remember about starting and ending! Honor agenda time limits. If the group seems to want to go beyond the agreed upon time on an issue, ask for agreement from all members. A statement such as, "We've already used our allotted time for this issue. Would everyone like to continue on the topic for another ten minutes, or shall we go on to the next item on the agenda?" can be a good way to take the group's pulse on the matter.

8.11 RESPONSIBILITIES OF THE CHAIR AND MEMBER DURING THE MEETING:

8.11.1 Chairperson / Leader

In a more formal meeting, the leader or chairperson will outline the purpose of the meeting and remind members why they are there. In such a meeting there is little need to refer to this procedure as this is implicit in the established etiquette, namely:

- (i) The chair controls the meeting.
- (ii) All remarks are addressed through the chair.
- (iii) Members do not interrupt each other.
- (iv) Members aim to reach a consensus.
- (v) A vote is taken if consensus is not reached.
- (vi) The majority wins the vote.
- (vii) All members accept the majority decision.

8.11.2 Members

- (i) While it is the role of the chairperson to run the meeting, the participation of all members is also fundamental to the success of the meeting To ensure an effective meeting, all participants should:
- (ii) Undertake any necessary preparation prior to the meeting.
- (iii) Arrive on time.
- (iv) Keep an open mind.
- (v) Listen to the opinions of others.
- (vi) Participate.
- (vii) Avoid dominating the proceedings.
- (viii) Avoid conflict situations.
- (ix) Avoid side conversations which distract others.
- (x) Ask questions to clarify understanding.
- (xi) Note down any action agreed upon.
- (xii) After the meeting, undertake any agreed action and brief others as appropriate.

8.12 ACTIVE PARTICIPATION TECHNIQUES:

Participating in a company meeting is a chance to get noticed by your peers and superiors. What you bring to a meeting -- and what you don't bring -- can give others a positive or erroneous impression of you. Prepare yourself for business meetings and follow a few simple rules to make yourself stand out like a star performer instead of a sore thumb. Here are some tips for establishing effective group communication within your team:

8.12.1 Be Prepared

Prepare for the meeting by reading the agenda and brushing up on what's going on. If you're not sure what the meeting's about, ask someone so you can prepare. If the meeting is a regular meeting with minutes taken, read minutes of past meetings to learn what's already been discussed and decided. If the meeting is organized, the participants might follow Robert's Rules of Order. This includes participants making a motion, one person seconding each motion, discussion, then a vote called by the meeting chair.

8.12.2 Pick your Battles

If someone makes an error or you disagree with him, think before you speak. Don't show someone up if you can correct him later. Even if the person is a subordinate or someone you don't like, others in the room will wonder if you won't have their back in the future.

8.12.3 Contribute

Don't leave a meeting without contributing, if it's appropriate. Some meetings are primarily for giving information. Others are more interactive. Either way, take an opportunity to ask a question, make a comment or just lend your support. Be careful not to appear insincere by simply stroking a superior. Look for opportunities to make specific comments. If you're going to compliment someone, tell the room exactly what you feel is positive about the idea or information.

8.12.4 Choose your Timing

Don't be the first one to comment on a presentation or proposal if you're not senior management or an expert. Your questions and comments might be answered by someone else who goes after you and you might learn that you misinterpreted what was said. Wait until you are confident that your input is needed and correct before you raise your hand.

8.12.5 Don't Dominate

Even if you have several valuable questions and comments that contribute to the meeting, don't dominate the discussion. After you make a point, wait for others to chime in -- they might make another point you were going to add, giving you a chance to sit back and contribute later.

8.12.6 Soften Objections

If you see problems with ideas or proposals, try to frame your concerns in a positive way. Instead of telling someone she is wrong, point out the problem by asking a question, instead. This gives the person a chance to show they have the situation covered, and covers you if it turns out you were wrong. For example, instead of saying, "We can't produce that many units in one week," ask, "How do you see us ramping up production to meet that demand."

Long Questions

- Q.1.** What is meant by group communication? Describe the role of groups in present day business organization. OR State the advantages and disadvantages of group communication.
- Q.2.** Define business meetings. State the goals and types of business meetings.
- Q.3.** Describe the group development process. OR Selection of a group for meeting.
- Q.4.** Describe the purposes of business meeting.
- Q.5.** What is meant by group leadership? Write the types of leadership style.
- Q.6.** Describe the responsibilities of a group leader and members during meeting.
- Q.7.** State the skills/qualities of good team leader.
- Q.8.** What are the planning steps before conducting a meeting?
- Q.9.** Write the steps for running a successful meeting. OR Describe the important planning steps while conducting a successful meeting.
- Q.10.** Write the active participation techniques for a meeting.

Short Questions

- Q.1.** Define group communication?
- Q.2.** Write the two benefits of group communication.
- Q.3.** Define business meetings?
- Q.4.** Which are three objectives/ purposes of business meeting?
- Q.5.** Write the three types of business meetings?
- Q.6.** What is meant by problem solving meeting?
- Q.7.** What is meant by informational meeting?
- Q.8.** What is meant by decision making meeting?
- Q.9.** Write three steps of planning a meeting:
- Q.10.** What is meant by agenda?
- Q.11.** What is meant by physical arrangements before meeting?
- Q.12.** Write three steps for running a successful meeting.

- Q.13.** Write types of leadership style.
 - Q.14.** Write three qualities of a good team leader.
 - Q.15.** What is meant by democratic leadership?
 - Q.16.** What is meant by authoritarian leadership?
 - Q.17.** What is meant by delegated/leaderless leadership?
 - Q.18.** Write any three names of participants of a meeting.
 - Q.19.** What are the responsibilities of leader in the meeting? Write any three.
 - Q.20.** Write three active participation techniques.

Multiple Choice Questions (MCQs)

Choose the correct answer from the given possible answers and circle it.

- Q.1.** It includes in the purpose of business meeting:

(a) Exchanging information (b) solving problems
(c) Making decisions (d) All

Q.2. In this meeting, employees are informed about change in business policies:

(a) Problem-solving meeting (b) Informational meeting
(c) Decision making meeting (d) None

Q.3. This meeting is called when the leader/manager has no suitable solution regarding a problem and he seeks solution from participants.

(a) Decision making meeting (b) Problem-solving meeting
(c) Informational meeting (d) None

Q.4. This meeting is used to formally agree on a significant decision and secure commitment to act on that decision.

(a) Problem-solving meeting (b) Informational meeting
(c) Decision making meeting (d) None

Q.5. Physical arrangements before meeting means:

(a) Deciding date and time (b) Seating & necessary items
(c) Announcement of agenda (d) To understand problem

Q.6. Agenda is an important document. It is conveyed to members:

(a) Before the meeting (b) During the meeting
(c) After the meeting (d) None

Answers Key

Q. No.	Answers	Q. No.	Answers	Q. No.	Answers
1	a	6	a	11	d
2	c	7	d	12	c
3	b	8	d	13	a
4	c	9	d	14	a
5	b	10	a	15	d