

UNIT - I

PREPARATORY LANGUAGE SKILLS

INDIAN WOMEN

"Women are the missionaries of civilization"

- Dr. S. RADHAKRISHNAN

Indian tradition has generally respected womanhood, though occasionally we find derogatory references to women. Even God is regarded as half man, half woman, *ardhanarishwara*. Manu declares that where women are honoured, there the gods are pleased; where they are not honoured, all works become fruitless.

Women are human beings and have as much right to full development as men have. In regard to opportunities for intellectual and spiritual development, we should not emphasize the sex of women even as we do not emphasize the sex of men. The fact that we are human being is infinitely more important than the physiological peculiarities which distinguish us from one another. In all human beings, irrespective of their sex, the same drama of the flesh and the spirit, of finitude and transcendence, takes place.

Women cannot do some things that men can. Their physiology prevents this. That, however, does not prove any inferiority on their part. We must do the things for which we are made and do them well.

In certain periods of our history, education of women was sadly neglected, and women lapsed into illiteracy and superstition. Writing to Margaret Noble (Sister Nivedita) on July 29, 1897, Swami Vivekananda said:

"Let me tell you frankly that I am now convinced that you have a great future in the work for India. What was wanted was not a man but a woman, a real lioness to work for Indians, women especially."

"India cannot yet produce great women, she must borrow them from other nations. Your education, sincerity, purity, immense love, determination and, above all, your Celtic blood make you just the woman wanted."

If Swami Vivekananda complained, "India cannot yet produce great women." it is because of the degradation to which they were subjected in recent times. We have wasted, in our recent past, women's gifts by failing to recognize them as human beings, able to act, to achieve, and to engage in projects, given the right condition.

Thanks to the Ramakrishna movement and Gandhi's work, women are slowly coming into their own. It is true that Ramakrishna advised renunciation of women and of wealth of his male devotees; but that was only in view of man's possible weakness with regard to the opposite sex, for he also advised his women devotees to renounce men and wealth.

Ramakrishna's respect for womanhood comes out in his dealing with his wife Shri Sarada Devi and other women. He accepted a lady, Bhairavi Brahmani, for his teacher. Woman is not innately wicked, any more than man is. Gandhi engaged many women in his struggle for the political liberation of the country. This has helped in the emancipation of Indian women.

While spiritual life and social service are open to women, marriage and motherhood are treated as the normal vocation for them. Modern anthropology brings out clearly that marriage and family are found in one form or another as fundamental institutions in every human society, primitive or civilized. It is difficult to imagine a social organization in which these institutions are not found. The relation of man and woman is the expression of an urge for duality.

Each is a self which requires the other as its complement. The division of the sexes is a biological phenomenon, not a historical event

like the division of races and classes. Male and female constitute ordinarily a fundamental unity.

The institution of marriage was exalted in the Indian tradition. Women were free to choose their husbands. Women were not the bond slaves of pleasure. The end of marriage is spiritual comradeship. The Mahabharata says: "Let this heart of yours be mine, and let this heart of mine be yours." Yet sex life was not despised. Its importance for human development was recognized.

It has been the tendency of man to use woman as an object of amusement and pleasure. Woman is asked to look upon man as the meaning and justification of her existence. This is in line with the well-known saying, "He for God only, she for God in him." It is often said that the Oriental woman is a slave. It only means that self-assertion is not her quality. The Oriental woman is not very different from other women in her innermost nature. She remains essentially feminine on account of her social and religious culture. She gives and not takes. The world over, women are devoted and obedient. They dare to suffer where men would shrink.

In both men and women, especially in women, there is a deep desire to reproduce their kind. This is not a product of social conditioning. The satisfaction and creative opportunities of motherhood are well known. A woman bears the suffering caused by the pains of labour, but she forgets them in the joy of creation. She is essentially not the object of man's lust, but is the mother, the maker, the leader. It is the privilege of a mother to bring up her children, to help them to develop their distinctive gifts, physical and mental, ethical and spiritual. Marriage without motherhood is incomplete.

The weakening of the union of marriage and so of the family is causing widespread concern. It is no use congratulating ourselves that things are not so bad here as in some other countries. For the deterioration is increasing gradually in our country. To check it we

have to adopt higher standards of education and moral instruction, not merely for women but also for men. A successful marriage requires personal adjustments, which are not easy to make. They are possible only when we accept certain ethical and religious standards.

This spirit of Indian culture does not deny to individual women the opportunity for spiritual development or intellectual eminence. Those who are inclined towards saintliness or scholarship become *sannyasins* in spirit, though not always in form. Undivided allegiance to their aims is demanded of them. Shri Sarada Devi is a noble example of this type. She impressed all those who had the privilege of meeting her as an embodiment of grace, purity and simplicity.

The large majority of women, as men, however, prefer marriage and motherhood to the life of saintliness, science or scholarship. They are the great conservators of our culture. Even in families where they have received the modern education, they adhere to the household ritual, cradle song and popular poetry. A definite philosophy of life is bound up with these. By the very quality of their being, women are the missionaries of civilization. With their immense capacity for self-sacrifice they are the unquestioned leaders in Ahimsa. They will yet teach the arts of peace to the warring world.

INDIAN WOMEN – Dr. S. RADHAKRISHNAN

INTRODUCTION

Dr.S. Radhakrishnan who did not have any advantage of birth or wealth rose to be the second President of India. After a brilliant academic career, he taught in a number of Indian and foreign universities and was the Vice-Chancellor of the Benaras Hindu University. He was appointed the Head of the Department of Comparative Religion at Oxford. He was a prolific writer on Indian Philosophy and in fact opened the eyes of the West to Indian thought, the Upanishads and Philosophy. His contribution to the interpretation

of Indian Philosophy is immense. **Indian Women** is taken from his introduction to **Great Women of India** published by Advaita Ashrama, Calcutta.

Great people since time immemorial have glorified women. But in reality women are relegated to the background. They passively accept their fate and never protest against the injustice meted out to them. In this piece **Indian Women** Dr.S. Radhakrishnan highlights the multiple and significant roles played by women in human life.

GLOSSARY

derogatory	: belittling; disparaging; disrespectful
Manu	: According to Hindu mythology, the progenitor and lawgiver of the human race
infinitely	: without limits
physiological(adj)	: science of the normal functions of living things
peculiarities	: strange characteristics
distinguish	: make out by observation; differentiate
irrespective	: not taking into account
finitude	: limitation
transcendence	: rising above; surpassing
lapsed	: made slight error in speech or behaviour
illiteracy	: inability to read or write
Sister Nivedita	: original name Margaret Noble, an Irish woman who became Vivekananda's first European disciple and assumed the name Sister Nivedita.
immense	: very large, great
Celtic (n and adj)	: of the race of Celt. Celt-a member of an Indo-European people now represented chiefly by the Irish, Gaels, Welsh and Bretons
degradation	: decline
renunciation	: self-denial

devotees	: persons devoted to religion
innately	: inherently; inborn
liberation	: freedom
emancipation	: freedom
anthropology	: study of the origin and development of human race
primitive	: undeveloped; crude
urge (v)	: exhort, entreat earnestly
urge (n)	: strong desire
duality	: two parts, elements or aspects
biological (adj)	: science of life and living things
phenomenon	: occurrence; happening
event	: happening; notable occurrence
constitute	: form; found
exalted	: raised up; praise
bond slaves	: slaves bound to service without wages
comradeship	: companionship
despised	: looked down with contempt
Oriental	: Eastern
self-assertion	: pushing oneself forward
essentially	: necessarily
feminine	: womanly
shrink	: become smaller; recoil
lust (n)	: strong desire
privilege	: right or advantage granted or belonging only to a few
distinctive	: characteristic
deterioration	: a state of becoming worse
deny	: refuse
eminence	: stage of being famous or distinguished
sannyasins	: Hindu religious mendicants
allegiance	: duty, support, loyalty
saintliness	: holiness
conservation	: protector

ritual	: act or ceremony in religious services
missionaries	: people sent to preach religion among people who are ignorant of it
civilization	: refinement

COMPREHENSION

I. Mention whether the following statements are True or False:

1. Manu declares that where women are honoured, there the Gods are pleased.
2. Dr.S. Radhakrishnan feels that as women cannot do somethings that men can, they are inferior to men.
3. Sri Ramakrishna and Gandhi respected womanhood.
4. Gandhi engaging many women in his struggle for freedom of the country, helped in the emancipation of Indian women.
5. The institution of marriage was exalted in the Indian tradition.
6. Dr.S. Radhakrishnan says that like men, women are afraid of suffering.
7. Shri Sarada Devi is an embodiment of grace, purity and simplicity.
8. Women who have received modern education do not adhere to the household ritual.

II. Frame questions that would elicit the following sentences as answers:

1. Vivekananda said that 'India cannot yet produce great women' because of the degradation to which they were subjected in recent times.
2. Sri Ramakrishna's respect for womanhood is seen in his dealing with his wife Sarada Devi and other women. He accepted a lady, Bhairavi Brahmani, for his teacher.
3. Marriage and motherhood are treated as the normal vocation of women.
4. The institution of marriage was exalted in the Indian tradition.

5. It has been the tendency of man to use woman as an object of amusement and pleasure.
6. Women are devoted and obedient all over the world. They dare to suffer where men would shrink.

III. Answer the following questions in one or two sentences:

1. Did the ancient Indian tradition respect womanhood?
2. What is Manu's opinion of women?
3. Why did Swami Vivekananda complain that India cannot yet produce great women?
4. What is considered to be normal vocation for women?
5. How does modern anthropology treat the institution of marriage?
6. What does Dr.S. Radhakrishnan say about the division of sex?
7. What is required for a successful marriage?

IV. Answer the following questions each in a paragraph:

1. How did Ramakrishna and Gandhi show their respect to women?
2. What has been the tendency of man towards woman?
3. How are women the great conservators of our culture?

V. Write an essay on the following question:

1. What are Dr.S. Radhakrishnan's views about women?

LANGUAGE EXERCISES

I. Give the noun forms of the words listed below:

- | | | |
|------------|------------|-------------|
| a) Immense | b) simple | c) civilize |
| d) Pure | e) eminent | f) peculiar |

II. Give the verbal forms of the words listed below:

- | | | |
|------------------|-----------------|---------------|
| a) reference | b) service | c) relation |
| d) justification | e) satisfaction | f) liberation |

III. Give the adjectival forms of the words listed below:

- | | | |
|----------------|-----------|---------------|
| a) opportunity | b) honour | c) physiology |
| d) flesh | e) spirit | f) culture |

IV. Give the synonyms of the words listed below:

- a) Immense
- b) liberation
- c) event
- d) comradeship
- e) feminine
- f) deny

V. Give the antonyms of the words listed below:

- a) civilized
- b) finite
- c) adhere
- d) respective
- e) literate
- f) shrink

VI. Fill in the blanks with suitable articles:

Each is _____ self which requires _____ other as its complement.

_____ division of _____ sexes is _____ biological phenomenon, not _____ historical event like _____ division of races and classes. Male and female constitute ordinarily _____ fundamental unity.

VII. Fill in the blanks with suitable prepositions:

The deterioration is increasing gradually _____ our country.

_____ check it we have _____ adopt higher standards _____ education and moral instruction, not merely _____ women but also _____ men.

VIII. Match the words in Group A with their meanings in Group B:

A

anthropology

phenomenon

allegiance

infinitely

B

- loyalty

- science of man

- without limits

- thing that appears to or is
perceived by the senses

IX. Rewrite the following as directed:

1. Women cannot do some things that men can.

(Add a question tag)

2. In certain periods of history, education of women was sadly neglected.

(Add a question tag)

3. Gandhi engaged many women in his struggle for the political liberation of the country.

(Change the voice)

4. They will teach the arts of peace to the warring world.

(Change the voice)

5. Swami Vivekananda said to Sister Nivedita, "I am now convinced that you have a great future in the work for India".

(Change into indirect speech)

6. Swami Vivekananda complained, "We have wasted women's gifts by failing to recognize them as human beings able to act and to achieve given the right condition."

(Change into indirect speech)

X. Use the following words in sentences of your own:

renunciation, superstition, distinguish, eminence.

XI. Write a dialogue between two men discussing the emancipation of women.

THE SOLITARY REAPER

-William Wordsworth

GETTING INTO THE GROOVE

Answer the following questions.

1. What relaxes you when you are under tension?
2. Does such relaxation help you overcome your tension again and again? Give reasons
3. How do you feel after your relaxation?

ORGANISE

Form groups of four and fill in the tabular column

S.No.	Names of the Students	What helps you to relax when you are tense	How you feel after such relaxation

SHARE

Choose a member of your group to present the things that help to relax when the members of your group are tense.

READING

The Solitary Reaper

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.
No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.
Will no one tell me what she sings? ----
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?
Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;---
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

ABOUT THE POET

William Wordsworth (1770-1850) and his friend Samuel Taylor Coleridge wrote *Lyrical Ballads*, an epitome of the Romantic Movement. He considers nature a form of the Almighty. He defines poetry as "a spontaneous overflow of powerful feeling and emotions", taking its origin from "emotions recollected in tranquility." Wordsworth was made Poet Laureate in 1843, a position which he retained till his death in 1850.

ABOUT THE POEM

This lyrical ballad presents a profound thought in brilliant but simple language. Wordsworth is known to have said that this poem was inspired by a song he once heard being sung by a woman reaping alone. This is another instance of how Wordsworth perceived human being and nature in perfect harmony. The poet's impression of her song is that it's even better than that of the cuckoo and the nightingale. The poet is so awestruck by the melody of the song that he remembers it even after it was heard no more.

Glossary

highland lass	: a girl of the Highlands of Scotland
vale	: valley
profound	: deep
chaunt	: sing
weary bands of travellers	: tired groups of travelers
shady haunt	: an oasis in the desert where travelers stop over for water and rest
Arabian sands	: the deserts of Arabia
Hebrides	: islands west of Scotland in the Atlantic Ocean
plaintive numbers	: sad music
humble lay (noun)	: song about an ordinary event

CHECK YOUR READING

1. What did the poet behold in the Highland?
2. Name the two birds to which comparison is made. With what does the poet compare the song of the solitary reaper? Why?
3. What possible themes could the poet think of?
4. Why did the poet remain still and motionless?

READING BETWEEN THE LINES

1. **What phrases does the poet use to show that the reaper was the only person in the Highland?**
 - a. Alone
 - b.
 - c.
 - d.
2. **Why are the 'bands of travellers' referred to as 'weary bands of travellers'?**
3. **'Breaking the silence of the seas' means**
 - a. the sea was so silent without waves.
 - b. the cuckoo's voice could reach farther than the sound of the waves.
 - c. the Hebrides was a broken island.
4. **"The music in my heart I bore" means**
 - a. the poet remembers the theme of the song even now.
 - b. the song seemed to be a never-ending source of relaxation.
 - c. the poet went back to the valley to listen to the song again and again.

READING BEYOND THE LINES

1. Do you agree with the poet's statement that he bore the music in his heart long after it was heard no more? Give reasons.
2. Let's assume you happen to hear the song of a Highland lass. Do you think it can help you relax? Give reasons.

THE PURPLE DRESS

O'HENRY

William Sidney Porter, popularly known by his pseudonym O'Henry, is an eminent writer of short stories. Born of lower middle class parent on September 11, 1862 at Greensboro, North Carolina, U.S.A., he first served as a clerk in his uncle's drug store, and then as an assistant draftsman in the General Land Office, Austin and finally entered the First National Bank of Austin as a teller. He was sentenced to five years imprisonment on charges of misappropriation although he was not directly responsible for the loss of the Bank's money. This traumatic experience made him look beyond reality which is reflected in his stories. His last nine years of life in New York proved to be the most productive and creative with his enriched sensibility by observing life in parks, streets and restaurants. His works include *Cabbages and Kings*, *The Four Million*, *The Trimmed Lamp*, *Voices Of The City* totalling about six hundred stories. His stories derive their charm from their remarkable beginnings, dramatic endings and an inimitable fusion of humour and pathos. "His splendid sense of drama, his amazing gift for plot, and his objective comprehensive reporting never prevented him from diving deep into the human mind and exposing its charm, its tragedy, its kindness, its humour, its weakness and its loveliness".

The present story is apparently a study in female psychology, their choice and fascination. It portrays two women, Maidie and Grace, working in the same firm aspiring for the love of their manager, Mr. Ramsay. They are to attend the "Thanksgiving" dinner with their new coloured dresses, the former's choice being purple and the latter's red. The occasion, they think, would decide their fate and hence the rivals try their best to captivate Mr. Ramsay with their made-up appearance and coloured garments. Though the former fails to attend the party in being generous to her friend, she finally wins the heart of the manager by her elegant poise with her amazingly beautiful purple

dress. The story in brief affirms the triumph of purple over red through a study of feminine motives.

We are to consider the shade known as purple. It is a color justly in repute among the sons and daughters of man. Emperors claim it for their especial dye. Good fellows everywhere seek to bring their noses to the genial hue that follows the commingling of the red and blue. We say of princes that they are born to the purple; and no doubt they are, for the colic tinges their faces with the royal tint equally with the snub-nosed countenance of a woodchopper's brat. All women love it--when it is the fashion.

And now purple is being worn. You notice it on the streets. Of course other colors are quite stylish as well-in fact, I saw a lovely thing the other day in olivegreen albatross with a triple-lapped flounce skirt trimmed with insert squares of silk, and a draped fichu of lace opening over a Shirred vest and double puff sleeves with a lace band holding two gathered frills-but you see lots of purple too. Oh, yes, you do; just take a walk down Twenty-third street any afternoon.

Therefore Maida-the girl with the big brown eyes and cinnamon-colored hair in the Bee-Hive Store-said to Grace-the girl with the rhinestone brooch and peppermint-pepsin flavor to her speech-"I'm going to have a purple dress-a tailor-made purple dress-for Thanksgiving."

"Oh, are you," said Grace, putting away some $7\frac{1}{2}$ gloves into the $6\frac{3}{4}$ box.

"Well, it's me for red. You see more red on Fifth Avenue. And the men all seem to like it."

"I like purple best," said Maida. "And old Schlegel has promised to make it for \$8. It's going to be lovely. I'm going to have a plaited skirt and a blouse coat trimmed with a band of galloon under a white cloth collar with two rows of-

"Sly boots!" said Grace with an educated wink.

"soutache braid over a surpliced white vest, and a plaited basque and—"

"Sly boots—sly boots!" repeated Grace.

"—plaited gigot sleeves with a drawn velvet ribbon over an inside cuff. What do you mean by saying that?"

"You think Mr. Ramsay likes purple. I heard him say yesterday, He thought some of the dark shades of red were stunning."

"I don't care," said Maida. "I prefer purple, and them that don't like it can just take the other side of the street."

Which suggests the thought that after all, the followers of purple may be subject to slight delusions. Danger is near when a maiden thinks she can wear purple regardless of complexions and opinions; and when emperors think their robes will wear forever.

Maida had saved \$18 after eight months of economy, and this had bought the goods for the purple dress and paid Schlegel \$4 on the making of it. On the day before thanksgiving she would have just enough to pay the remaining \$4. And then for a holiday in a new dress--can earth offer anything more enchanting?

Old Bachman, the proprietor of the Bee-Hive Store, always gave a Thanksgiving dinner to his employees. On every one of the subsequent 364 days, excusing Sundays, he would remind them of the joys of the past banquet and the hopes of the coming ones, thus inciting them to increased enthusiasm in work. The dinner was given in the store on one of the long tables in the middle of the room. They tacked wrapping paper over the front windows; and the turkeys and other good things were brought in the back way from the restaurant on the corner. You will perceive that the Bee-Hive was not a fashionable department store, with escalators and pompadours. It was

almost small enough to be called an emporium; and you could actually go in there and get waited on and walk out again. And always at the Thanksgiving dinners Mr. Ramsay--

Oh, bother! I should have mentioned Mr. Ramsay first of all. He is more important than purple or green, or even the red cranberry sauce. Mr. Ramsay was the head clerk; and as far as I am concerned I am for him. He never pinched the girls' arms when he passed them in dark corners of the store; and when he told them stories when business was dull and the girls giggled and said: "Oh, pshaw!" it wasn't G. Bernard they meant at all. Besides being a gentleman, Mr. Ramsay was queer and original in other ways. He was a health crank, and believed that people should never eat anything that was good for them. He was violently opposed to anybody being comfortable, and coming in out of snow storms, or wearing overshoes, or taking medicine, or coddling themselves in any way. Every one of the ten girls in the store had little pork-chop-and-fried-onion dreams every night of becoming Mrs. Ramsay. For, next year old Bachman was going to take him in for a partner. And each one of them knew that if she should catch him she would knock those cranky health notions of his sky high before the wedding cake indigestion was over.

Mr. Ramsay was the master of ceremonies at the dinners. Always they had two Italians in to play a violin and harp and had a little dance in the store.

And here were two dresses being conceived to charm Ramsay--one purple and the other red. Of course, the other eight girls were going to have dresses too, but they didn't count. Very likely they'd wear some shirt-waist-and-black-skirt-affairs--nothing as resplendent as purple or red.

Grace had saved her money, too. She was going to buy her dress ready-made. Oh, what's the use of bothering with a tailor--when you've got a figger it's easy to get a fit--the ready-made are intended

for a perfect figger--except I have to have 'em all taken in at the waist--
the average figger is so large waisted.

The night before Thanksgiving came. Maida hurried home, keen and bright with the thoughts of the blessed morrow. Her thoughts were of purple, but they were white themselves--the joyous enthusiasm of the young for the pleasures that youth must have or wither. She knew purple would become her, and--for the thousandth time she tried to assure herself that it was purple Mr. Ramsay said he liked and not red. She was going home first to get the \$4 wrapped in a piece of tissue paper in the bottom drawer of her dresser, and then she was going to pay Schlegel and take the dress home herself.

Grace lived in the same house. She occupied the hall room above Maida's.

At home Maida found clamor and confusion. The landlady's tongue clattering sourly in the halls like a churn dasher dabbing in buttermilk. And then Grace came down to her room crying with eyes as red as any dress.

"She says, I've got to get out," said Grace. "The old beast. Because I owe her \$4. She's put my trunk in the hall and locked the door. I can't go anywhere else. I haven't got a cent of money."

"You had some yesterday," said Maida.

"I paid it on my dress," said Grace. "I thought she'd wait till next week for the rent."

Sniffle, sniffle, sob, sniffle.

Out came--out it had to come--Maida's \$4.

"You blessed darling," cried Grace, now a rainbow instead of sunset. "I'll pay the mean old thing and then I'm going to try on my dress. I think it's heavenly. Come up and look at it. I'll pay the money back, a dollar a week--honest I will."

Thanksgiving.

The dinner was to be at noon. At a quarter to twelve Grace switched into Maida's room. Yes, she looked charming. Red was her color. Maida sat by the window in her old cheviot skirt and blue waist darning a st-. Oh, doing fancy work.

"Why, goodness me! ain't you dressed yet?" shrilled the red one. "How does it fit in the back? Don't you think these velvet tabs look awful swell? Why ain't you dressed, Maida?"

"My dress didn't get finished in time," said Maida. "I'm not going to the dinner."

"That's too bad. Why, I'm awfully sorry, Maida. Why don't you put on anything and come along--it's just the store folks, you know, and they won't mind."

"I was set on my purple," said Maida. "If I can't have it I won't go at all. Don't bother about me. Run along or you'll be late. You look awful nice in red."

At her window Maida sat through the long morning and past the time of the dinner at the store. In her mind she could hear the girls shrieking over a pull-bone, could hear old Bachman's roar over his own deeply-concealed jokes, could see the diamonds of fat Mrs. Bachman, who came to the store only on Thanksgiving days, could see Mr. Ramsay moving about, alert, kindly, looking to the comfort of all.

At four in the afternoon, with an expressionless face and a lifeless air she slowly made her way to Schlegel's shop and told him she could not pay the \$4 due on the dress.

"Gott!" cried Schlegel, angrily. "For what do you look so glum? Take him away. He is ready. Pay me some time. Haf I not seen you pass mine shop every day in two years? If I make clothes is it that I do

not know how to read people because? You will pay me some time when you can. Take him away. He is made good and if you look pretty in him all right. So. Pay me when you can."

Maida breathed a millionth part of the thanks in her heart, and hurried away with her dress. As she left the shop a smart dash of rain struck upon her face. She smiled and did not feel it.

Ladies who shop in carriages, you do not understand. Girls whose wardrobes are charged to the old man's account, you cannot begin to comprehend--you could not understand why Maida did not feel the cold dash of the Thanksgiving rain.

At five o'clock she went out upon the street wearing her purple dress. The rain had increased, and it beat down upon her in a steady, wind-blown pour. People were scurrying home and to cars with close-held umbrellas and tight buttoned raincoats. Many of them turned their heads to marvel at this beautiful, serene, happy-eyed girl in the purple dress walking through the storm as though she were strolling in a garden under summer skies.

I say you do not understand it, ladies of the full purse and varied wardrobe. You do not know what it is to live with a perpetual longing for pretty things--to starve eight months in order to bring a purple dress and a holiday together. What difference if it rained, hailed, blew, snowed, cycloned?

Maida had no umbrella nor overshoes. She had her purple dress and she walked abroad. Let the elements do their worst. A starved heart must have one crumb during a year. The rain ran down and dripped from her fingers.

Some one turned a corner and blocked her way. She looked up into Mr. Ramsay's eyes, sparkling with admiration and interest.

"Why, Miss Maida," said he, "you look simply magnificent in your new dress. I was greatly disappointed not to see you at our

dinner. And of all the girls I ever knew, you show the greatest sense and intelligence. There is nothing more beautiful and invigorating than braving the weather as you are doing. May I walk with you?"

And Maida blushed and sneezed.

WORD MEANINGS

brat	: ill-behaved child.
shirred	: gathered
vest	: a garment, a robe
soutache	: a narrow braid, a narrow band for the hair
surplice	: wearing surplice i.e. a white linen vestment worn over the cassock.
plaited	: braided or intertwined.
basque	: a short-skirted jacket
escalator	: a moving staircase
pompadour	: a fashion of dressing women's hair
giggle	: to laugh with short catches of the breath or in a silly manner.
crank	: a conceit in speech, a whim
coddling	: pampering, fondling
resplendent	: shining brilliantly, to be gorgeously bright
sniffle	: to draw air audibly up the nose repeatedly to prevent mucus running from the nose.
glum	: gloomy, sullen
scurry	: to hurry briskly
crumb	: a small bit or morsel of bread.

QUESTIONS

1. What is the significance of the colour Purple, as revealed in the story?
2. Why does Maida prefer the Purple colour? How does she win Mr.Ramsay's attention?
3. How does Maida prepare herself for the 'Thanks-giving' day?
4. Describe the arrangements at the Bee Hive store for the "Thanks-giving" day.
5. Sketch the character of Mr.Ramsay.
6. Why did Maida and Grace wait eagerly for the 'Thanks-giving' day?
7. Why did Maida not attend the "Thanks-giving" Day?
8. Compare and contrast the characters of Maida and Grace.
9. What was the experience of Maida on the day of 'Thanks-giving'?

UNIT - II

Basics of Business English

1. Importance of Effective Communication in Business Context

Communication for building relationships

Sharath is the CEO of ML Software Solutions. The following are excerpts from the conversations he has with different people almost everyday. Read them carefully to identify the ones that you feel could be called business communication.

1. Good morning, Jyothi! Any calls for me? Would you please reschedule my meeting with the AM Engineering team to 10 a.m. tomorrow? Thanks.
2. Friends! This party is in honour of Krish and his team. They have successfully completed their project in record time! Please give them a big hand.
3. This ad doesn't sound right to me, Sudip. It lacks the punch that your ads usually have. And I'm very uncomfortable with the visual, I don't think it projects the right image of the company.
4. Our package may be slightly more expensive than our competitor's product, but let me assure you that you will find our software much more user-friendly. I'd like to draw your attention to the report that has appeared in the current issue of Softtech Magazine.
5. Friends, we're here to discuss the issues related to the recent state government notification on software companies.

As you can see, **1 and 2**, are communication within an organization while **3, 4 and 5** are communication with people outside the company.

In both the cases, however, Sharath's communication is aimed at creating value for the company.

In 1 he is planning for a meeting that will help the company earn revenue from some source.

In 2 he is creating value for the company by building relationships.

In 3 he is trying to project the right image of the company and enhance the sale of its products.

In 4 he is trying to negotiate a deal with a customer that will be profitable to the company.

In 5 he is trying to find solution to a problem.

Do you think Sharath's communication is effective? Do you think he is likely to achieve what he intends to through his words? The task below will help you find answers to these questions.

1. Compare Sharath's utterances with those of another CEO, let's call him Prem. The context, purpose and audience are the same for the two sets of utterances.

Sharath	Prem
Good morning, Jyothi! Any calls for me? Would you please reschedule my meeting with AM Engineering team to tomorrow 10a.m.? Thanks.	Any calls for me? Right. Reschedule my meeting with the AM Engineering team to tomorrow 10 a.m. Please don't make a mess of it like last time.
Friends! This party is in honour of Krish and his team. They have successfully completed their project in record time! Please give them a big hand.	As you are aware, Rishi here and his team.. What?...He's Krish?... Oh, yes, Krish and his team have completed their project well within the deadline, it's customary to have parties on such occasions...
This ad doesn't sound right to me, Sudip. It lacks the punch that your ads usually have. And I'm very uncomfortable with the visual, I don't think it projects the	This ad is rubbish, Sudip. It is weak and the visual is plain obscene. Ours is a respected company, you know.

right image of the company.

Our package may be slightly more expensive than our rival's product, but let me assure you will find our software much more user friendly. I'd like to draw your attention to the report that has appeared in the current issue of Softtech Magazine.

Friends, we're here to discuss the issues related to the recent state government notification on software companies

Look, our product is far superior to the rival product you seem to be interested in buying. It is much more user friendly. If you don't believe me read the report on these products in the current issue of Softtech Magazine. If you are still not convinced, go ahead and buy our rival's product.

I shall read out the recent government notification and tell you what we should do. You can react to my suggestions if you like.

Notice that Sharath says the same things as Prem, but he uses communicative strategies and words that are very different from Prem's. You must have found Sharath's strategies and the expressions he uses are more effective than Prem's.

- Sharath gives importance to his audience.
- He shows them that he understands their needs, compulsions and their emotions.
- He is interested in creating the right effect on his audience.
- Prem does not seem to bother about the effect of his statements on his audience.
- He hurts the pride of his secretary by reminding her of her earlier mistake.
- At a party to celebrate a group's achievement, he is not sensitive enough to remember the name of the group leader and not elegant enough to announce the party well.

- * He asserts that he is the best and he wants to claim all the credit for certain important decisions.

In short, he is *not interested in building relations or projecting the right image of the company or in winning over customers.*

Audience-orientation

Effective business communication is oriented towards the audience. But what is audience-orientation? It involves understanding the **needs, desires, concerns and constraints** of the audience. Audience-orientation is about shaping your message to suit your audience. To shape your message to suit your audience, you need:

1. to know your audience (age, gender, social standing, level of education, background knowledge of the subject of communication)
2. to know the purpose of your communication
3. find and select your information
4. choose the appropriate medium
5. make the best use of the medium to make your message clear
6. adopt the right tone
7. keep the message brief
8. make it easy for the audience to provide feedback

(Peter Little. Communicating with People at Work)

2. Identify the problem in the following pieces of communication.

Use the list above to describe the problems.

A.	B.
<p style="text-align: center;">Circular</p> <p>It has been brought to my notice that many of you waste a lot of time in the cafeteria.</p> <p>Let me remind you that your lunchtime is between 1 and 2 p.m.</p> <p style="text-align: center;">DO NOT SPEND COMPANY'S TIME UNPRODUCTIVELY BY CHATTING FOR HOURS AT THE CAFETERIA.</p>	<p>To: Staff, Sales Department</p> <p>From : Ramamoorthy, Manager, Sales</p> <p>Date : 28 March 2007</p> <p>Sub : Yoga Classes</p> <p>Dear all</p> <p>The long wait is finally over. Starting Sunday 8 April 2007, we will have our yoga classes on all Sundays. Classes will start at</p>

	6.00 a.m. and will go on for an hour and a half. These classes are compulsory for all sales personnel.
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C.	D.
<p>General Manager: Prabhu, I understand that you've not handed in your report. Your manager is very upset about this. I don't want the project delayed because of individuals like you. You have no place in this company if you're not a team player.</p> <p>Prabhu: May I say something?</p> <p>General Manager: No, you just listen to what I have to say. I have no time for arguments over your personal problems. Please cooperate with your manager.</p> <p>Prabhu: I just wanted to say the report was due today and I handed it in this morning. Our manager Mr. Sunder had mistaked Pratabh's deadline for mine.</p>	<p>From: "Ibrahim" <msibrahim@aslp.com> To: "Prakash" prakashs@aslp.com [Save address] Date: Thu, 29 Mar 2007 12:12:03 + 05:30 Subject: Congrats!</p> <p>Dear Prakash</p> <p>Congratualtions! You have made us proud by winning the chess championship at the All-India Engineer's Indoor Games. I hope you will win many more titles and bring glory to yourself and the company.</p> <p>Best wishes</p> <p>Ibrahim</p>

Let us look at Peter Little's description of effective business communication on the previous page. To accomplish 1-7 on the list, you need to know your audience. To put 5-8 into practice, you also need to know how to use language effectively.

Let us look at point 5 first. Compare the two communicators below.

1E	1F
Hello! I need to talk to Francis, your Sales Manager. Francis! Hi! Manoj here from A&L. Don't you remember me? This is Suraj Plastics, right? Oh! I got the wrong number.	Good morning! Suraj Plastics? This is Manoj from ABDL. Could I speak to Mr.Francis Joseph, your Sales Manager?

Let us consider point 7 now.

Study 1 E and 1 F given on the previous page.

In 1 E the caller does not bother to ensure that he has got the right number.

He does not introduce himself before asking for the person he wants to speak with.

When he realizes that he has got the wrong number, he hangs up without bothering to apologize to his listener for wasting his time.

In 1 F the caller makes sure that he has got the correct number.

He introduces himself.

He politely asks for the person he wishes to speak to.

The caller in 1 F shows us how to make good use of the telephone, **the medium he has chosen to communicate his message.**

3. Read the following two letters and compare them.

3A	3B
<p>Dear Sir</p> <p>This has reference to your letter no 12/4/07 dated 23 march 2007 regarding two missing cartoons from consignment no 476 sent you by M/s Suryaprakash Electricals Pvt limited Agra on 28 February 2007 which was delivered to your good self on 8 march 2007 in the forenoon. We beg to submit that we checked the invoice that we had raised for the sender (M/S Suryaprakash Electricals Pvt Limited Agra) and the said invoice does not talk about the missing cartoons, i.e., there is mention of only 48 cartoons (as against the 50 you had probably placed the order for).</p>	<p>Dear Mr. Sethuraman</p> <p>Short Delivery: Consignment 476</p> <p>Your ref: 12/4/76/07</p> <p>Thank you for your letter. We are sorry to learn that two cartons are missing from the consignment</p> <p>On receiving your complaint we checked our invoice and discovered that the consignment had only 48 pieces. We raise an invoice by referring to the client's request form, so we are sure that the consignment had 48 and not 50 pieces.</p> <p>Do call me if you need any clarification.</p>

- In 3 B the writer makes use of the conventions of business letter

writing to communicate accurately, briefly and clearly.

- He uses the subject line (**Short delivery: Consignment 476**) and the reference line (**Your ref: 12/4/76/07**) to provide the context of his message. The subject and the reference lines help him make his letter short, simple and easy to read.
- He creates a good impression on the reader by showing that he has taken the trouble to find out the name of the person he is addressing.
- He begins by thanking his reader. By thanking the reader, he tells him "I have received your letter" once again. Thanking his reader also makes his letter sound polite.
- He expresses his concern for the reader (Sorry to learn...) which should please him.
- He states the action they took when they received the complaint and explains why they are not responsible for the problem.
- He expresses his readiness to help the customer (Do call me if you need any clarification).

The writer of letter 3 A makes a mess of the job.

- The letter is wordy; it has 101 words while letter 3 B has only 77 words.
- It has unnecessary information. The consignment number gives the receiver all the relevant details like the sender, receiver delivery date etc, but the writer chooses to mention the consignment number and repeats all the information. There is unnecessary repetition of other information too: the "sender (M/S Suryaprakash Electricals Pvt. Ltd, Agra)."
- The sentences are very long: the first sentence has 47 words and the second one has 52 words.
- The sentences are clumsy. The last sentence has additional information in brackets "(as against the 50 you had probably placed the order for)."

- The style is cliched: "your good self", "We beg to submit", "said invoice" etc. No one uses these expressions anymore. He is careless about the spelling of carton. He wrongly spells it as 'cartoon'.

3 A fails to make good use of the letter to communicate his message effectively. **It is not brief or easy to understand.** It is quite likely to irritate the reader, who may have to read a number of letters everyday. It is not effective communication of the message at all.

Let us now focus on point 8.

4. Study the way two people, who have been asked to communicate an important message to their colleagues, present the information.

4A	4B
<p>Good morning friends!</p> <p>Thank you for your presence here this morning. I'm going to spend the next 10 minutes talking to you about the new office timings. I've divided my presentation into three parts. First I'll discuss why this is necessary. Next, I'll describe the proposed changes. Finally, I'll tell you about the people involved in making this discussion. Please feel free to interrupt me if you have a question.</p>	<p>Friends!</p> <p>This meeting is about the new office timings. I'm sure you know about it. Yeah.. let me see... we'll start work at 7.30 a.m instead of 8.30 a.m. and finish at 5 p.m. don't look at me like that! We informed your group leaders about it. Your leaders agreed that there's lots of traffic in the morning.. I mean around 8am. the drivers are receiving memos everyday you know... for bringing you to work late. Good then.</p>

You can easily identify the more effective of the two presentations. In **4 A**, the speaker understands the purpose of her presentation. She has been given the tough job of communicating changes in office

timings. It is a tough job because most people won't like this change.

- She anticipates her audience's reaction: they will want to know why this has become necessary. They will also like to know who is behind this. Of course, she also needs to tell them what these changes are.
- Because it is a sensitive issue, she starts her presentation by asking the question her audience has in mind: "(Why) is this necessary?" and promises to answer it.
- Next she tells them that she will inform them about the changes. This is important because an audience expects to be informed of any major decision concerning them.
- Then she assures them that she will answer their second question: "Was anyone from our group(s) consulted?"
- More importantly, she assures them opportunities for feedback - they can ask her questions any time during the presentation.

4 **B**, on the other hand, is a poor piece of communication.

- The presenter breaks the news abruptly, and blames the audience for his poor planning (Don't look at me like that!)
- Although presenter B gives all the relevant information, he does not bother to present it in the order in an organised manner.
- Further, he does not give his audience any opportunity for feedback.

Let us sum up. Complete the following statements about effective communication

Effective business communication is oriented towards _____. By _____ orientation, we mean _____ the message to suit the _____.

2. Face-To-Face Communication With Customers And Visitors

Purposes of Business Communication

1. Study the following conversations.

a.	Manish	:	Excuse me, could you tell me where the cash counter is?
	Vikram	:	The third one from the left
	Manish	:	Thanks.
	Vikram	:	You're welcome.

b.	Kumar	:	Shyam, how do you like our new food court?
	Shyam	:	It isn't very good.
	Kumar	:	I thought you'd enjoy the variety they have. Continental, Chinese, Mughlai and, of course your favourite South Indian cuisines.
	Shyam	:	Do they serve South Indian food there?
	Kumar	:	Of course. Their idlis are divine and the sambar is out of this world.
	Shyam	:	I can't wait to go there. I'll try the place for lunch today.

c.	Customer	:	Look, this is not good enough. I've lost several of my customers thanks to your poor delivery system.
	Sales Manager	:	I'm terribly sorry, sir. This won't happen again. We'll send a few gifts with the next batch. Your customers will be thrilled to receive them.
	Customer	:	Will you assure me there won't be any more

		delays in delivering the goods?
	Sales Manager	I'll make sure these are sent to you a week ahead of the deadline, so you can receive them well in time.
	Customer	I guess it's OK then.
	Sales Manager	Thanks a lot for your cooperation.

d.	Roger	: Is everything all right, Sunder?
	Sunder	: Yes. Why do you ask?
	Roger	: Well, your team leader isn't exactly happy with your recent performance. He says you've been missing deadlines. I was a little surprised to hear that. My impression of you is very different.
	Sunder	: I was a bit under the weather last month. I'll make sure I meet the deadlines from now on.
	Roger	: I know you will. Walk into my office any time you need any help.
	Sunder	: Sure. Thanks.

2. The primary purposes of the conversations above are given below in a random order. Write the number of the conversation that matches each of the purposes.

- a. Change a person's emotional state _____
- b. Give and receive information _____
- c. Change a person's attitude or opinion _____
- d. Affect a person's behaviour in such a way he/she acts as you wish him/her to act _____

The phrases in a. to d. are some of the important goals of professional interaction. In order to achieve these goals, you need to know how to interact with colleagues, customers and business associates.

3. Work in pairs, play the roles of the two persons in each conversation above and practise saying them.

Successful Business Communication

4. Compare the following interactions. Which of them would you call successful interaction? Why?

a	i	b	i
Sushil	: Tharun, this is shoddy work. When will you ever learn to write a decent report?	Akhil	: Tharun, I'm afraid you've given me your notes, not the draft report.
Tharun	: I'm sorry. I thought you only wanted a draft. I... I'm sorry.	Tharun	: I thought you only wanted the draft.
Sushil	: You've submitted your notes, Tharun. I think you're careless. I can't tolerate this behaviour.	Akhil	: I know. I should have said 'write the report, but don't circulate it.'
Tharun	: I'm sorry. Give me an hour and I'll submit the report.	Tharun	: I'm sorry.
Sushil	: I think you're irresponsible. I want the report on my table by 10.30.	Akhil	: No, no, it is not your fault. I didn't make it clear to you. Would you like to draft the report and bring it, say by 10.30? We'll take a look at it, make necessary changes and then make copies for the others.
Tharun	: I'll do that.	Tharun	: That'll be no problem at all.
Sushil	: A minute's delay and I shall issue a memo. I can't help it if my warnings trigger your migraine.	Akhil	: Good then. We'll meet at 10.30.
Meghna	ii : Namith, Many happy returns of	Bhavana	ii : Namith, Many happy returns of

- | | | | |
|---------------|---|----------------|---|
| Namith | : the day! | Namith | : the day! |
| | : Thanks for remembering my birthday! | | : Thanks, |
| Meghna | : When's the party? | Bhavana | : When's the party? |
| Namith | : Next week. We're terribly busy with the project this week. | Namith | : Next week. We're busy with the project this week. |
| Meghna | : I see! But we must celebrate. What about a quick party at our cafeteria? | Bhavana | : But we must celebrate. Let's go to La Montera to night. It's just next-door, and we can grab a quick meal |
| Namith | : Not a bad idea. But I'm not sure the guys will agree to come, even if it is for a few minutes only. | Namith | : I'm afraid that's not possible. |
| Meghna | : Tell you what! Let's celebrate at lunchtime. I'll organize the party | Bhavana | : Don't be a miser, Namith! If you book the tables, we can finish it in half an hour |
| Namith | : I guess it's OK. But.. | Namith | : I told you, our team can't afford to spend time on parties this week. We'll go out next weekend |
| Meghna | : Leave it to me. I'll convince your team to spend a few minutes on the party | Bhavana | : I'm not interested. I'm booking a couple of tables at La Montera for tonight in your name. Please be there at 7.30. |
| Namith | : Thanks! | Namith | : But I might have a meeting at 7.30! |
| iii | | iii | |
| Dilip | : Hi! How was your trip? | Dilip | : Hi! How was your trip? |
| Mahesh | : Trip? What trip? | Mayank | : I had a nice time... How did you know about it? |
| Dilip | : I heard you went on a holiday to Pattaya. | Dilip | : Susan told me about it. |
| Mahesh | : Oh, that? It was OK. | Mayank | : Oh, okay. |

- | | | | |
|-----------------|---|-----------------|---|
| Dilip | : How's it post-tsunami? | Dilip | : How's it post-tsunami? |
| Mahesh | : It's OK. Were you disappointed there wasn't a tsunami when I was there? | Mayank | : It wasn't hit by the tsunami. But the European tourists are a little less adventurous now. |
| Dilip | : Why would any of your colleagues wish for anything like that Mahesh? | Dilip | : I see. Got any photographs? |
| Mahesh | : I don't know. You guys must tell me. | Mayank | : Yeah. Come home sometime and take a look at them. Might help you decide if you want to go there. |
| Dilip | : I'm sorry I asked you about your trip. | Dilip | : I will. Thanks. |
| | : | Mayank | : You're welcome. |
| iv | | iv | |
| Farhan | : Good morning, sir. May I help you? | Faizal | : Good morning sir. May I help you? |
| Customer | : Morning. I need to book a ticket to London. | Customer | : Morning. I need to book a ticket to London. |
| Farhan | : Sure sir. Would you like to fill in this form? | Faizal | : Sure sir. Would you like to fill in this form? |
| Customer | : Look, I'm not interested in filling out forms. Just book a ticket for the 15th of this month. | Customer | : Look, I'm not interested in filling out forms. Just book a ticket for the 15th of this month. |
| Farhan | : Right sir. If you can just give me the details, I'll fill it for you. | Faizal | : But you need to fill in this form. This is compulsory according to the new regulations. |
| Customer | : I need one seat in economy class ... Mumbai to London... for the 15th of this month. | Customer | : I need one seat in economy class ... Mumbai to London... for the 15th of this month. Please book my seat. |
| Farhan | : OK. There are two flights on the 15th. One's a direct flight. The other | Faizal | : I insist that you fill in this form first. |

Customer	goes via Dubai, with a four hour stopover. This is cheaper than the direct flight.	Customer	Why don't you fill out the form for me? I'll give you the information you need.
Customer	: What's the difference?	Faizal	: Oh god! OK. Give me your name.
Farhan	: About \$100	Customer	: Sivasandaanam with two a's.
Customer	: Book me on the direct flight	Faizal	: Two a's everywhere?
Farhan	: Sure sir. May I have your passport, please?	Customer	: No. After'd.
		Faizal	: OK. Age?
		Customer	: 56
		Faizal	: Nationality?
		Customer	: Russian.
		Faizal	: What?
		Customer	: Don't you know I'm an Indian? Why do you ask such silly questions?
		Faizal	: Give me your passport.

As you can see, **b i**, **a ii**, **b iii** and **a iv** are successful interactions.

- Akhil is **aware of the effect his words will have on** Tharun. He persuades Tharun to do the draft report and submit it at 10.30 without hurting Tharun's pride.
- Meghna is **sensitive** to Namith's **problem**. She makes him feel important and does not impose her will on him.
- Unlike Mahesh, Mayank is **not hostile** to Dilip.
- Farhan puts the customer at ease and **keeps a two-way communication flowing between them**.

Tips for Effective Communication

5. Study the words/phrases above in bold. Make suitable changes to them so that you get 4 tips for successful social interaction
Write them in the box below:

- a. Be _____
- b. Try not to be hostile, over-sensitive or defensive.
- c. Be _____
- d. _____

6. Work in pairs and practise conversations b i, a ii, b iii and a iv.

7. Choose appropriate sentences/expressions from the box below to fill in the missing lines in the following sets of conversation between a few executives and their customers.

i.	Do you have an appointment?	vii.	It's hardly two months old.
ii.	Don't worry, Sir, the new motor comes to you absolutely free.	viii.	It happens in some rare cases.
iii.	May I help you?	ix.	It isn't much, Sir, hardly 300 rupees.
iv.	I'm afraid he isn't free this morning	x.	Thank you
v.	What a super idea!	xi.	You can't see him without an appointment.
vi.	When do you have the appointment?	xii.	I guess it's OK

a

- Shop Assistant :** _____
Customer : I'm looking for a good gift for my wife. I don't know what to buy.
Shop Assistant : What about buying her some perfume?
Customer : _____ do you have any new perfumes?
Shop Assistant : Of course Sir. We have five new fragrances. Please come this way.
Customer : _____

B

- Customer :** Good morning! I'd like to speak to your sales manager, please.
Receptionist : _____
Customer : I'm afraid I haven't fixed an appointment with him.

Receptionist : _____ Could I fix an appointment for tomorrow?
Customer : I need to see him today. Would it be possible for me to see him sometime today.
Receptionist : I'm afraid that might be difficult.

C.

Technician : We need to replace the motor, Sir.
Customer : What! _____
Technician : I know. _____
Customer : I won't pay for the motor. It is still under warranty period.
Technician : _____ You only need to pay the fitting charges.
Customer : But I don't think I'll pay that either. It's not my mistake you know!
Technician : _____

Lets us sum up. Complete the statements below:

- To be a successful professional
- a. You need to master the art 1. _____ communication.
 - b. You must be aware of the 2. _____ effects your words?
 - c. You should be sensitive to 3. _____ your listener's
 - d. You should 4. _____ being hostile or over-sensitive, anxious or over-defensive.

3. BASIC SKILLS FOR TALKING TO PEOPLE IN TRANSACTIONAL SITUATIONS

Being understanding

Study the following sets of conversation.

A

- Robinson** : Coffee?
- Sriram** : Yes, thanks.
- Robinson** : Here you are. We need to discuss the discount for our dealers.
- Sriram** : Good coffee. Offer them 10%
- Robinson** : 10% ... that isn't much for our dealers in urban areas You look puzzled. Let me explain. We give a higher rate of discount for our dealers in cities.
- Sriram** : I see. Sounds interesting.
- Robinson** : I know you're asking yourself "Why this discrimination?" The competition is stiffer in towns and cities, you see.
- Sriram** : Ok! And it's easy to tell the shopkeepers in villages not to stock the rival product, right?
- Robinson** : Exactly.

B

- Chary** : I'd like to have the report by Tuesday evening.
- Dinah** : Ok.
- Chary** : That's not the usual, enthusiastic OK. Is there a problem?
- Dinah** : It's all right.
- Chary** : No, It isn't all right. Do you have something else to do?
- Dinah** : Nothing. I'll start work on the report.
- Chary** : Let me see. Today is the 5th of June. Is there anything important happening this week? Oh, yes! How can I

forget? We have Open Day on the 30th and you're one of the organizers. You must be terribly busy with the arrangements. Forget about the report.

- Dinah** : But I thought you needed it for your presentation.
- Chary** : I do. But there are others who can do it. Good luck with your open Day! And please feel free to tell me if you have any problem about deadlines.
- Dinah** : Thank you. I really appreciate it.

1. a. Study Conversation A again. Which of the following statements about Conversation A are true?

- i. Like good professionals, Sriram and Robinson talk business even when they are enjoying their coffee.
- ii. Robinson listens not only to Sriram's words, but also observes and understands his expressions and gestures.
- iii. Robinson knows that Sriram is from a different business culture. So, he anticipates Sriram's difficulty with understanding a different business culture.
- iv. Sriram is willing to see the situation from Robinson's point of view. He assumes that Robinson's company must have good reasons for practising what they do.
- v. Sriram is polite in expressing his surprise.
- vi. Sriram tries to sound polite, but he is contemptuous of Robinson's business practice.
- vii. Sriram surrenders his self-pride in order to communicate with his business associate.

1. b. Now study Conversation B again. Which of the following statements about Conversation B are true?

- i. Chary is not strict about deadlines.
- ii. Chary compares Dinah's response now with her usual response and senses a problem.
- iii. Dinah is a sincere worker.

- iv. She is proud of her efficiency and sincerity. She will rather take on more work and face more difficulty than sacrifice her self-esteem.
- v. Dinah does not want her boss' work to be affected because of her other commitments.
- vi. Chary, who knows that Dinah is a good worker, realizes from her tone, that she has a genuine problem with the deadline.
- vii. Chary understands and appreciates the situation Dinah is in and helps her out.
- viii. By understanding her problem and helping her out, Chary has really won her over.

The above two conversations and your responses to the statements on them will provide you a good understanding of effective business communication. It will also help you identify the skills that are basic to effective business communication.

2. Tick those general statements below that are supported by the conversations above.

1. You need to have confidence and self-esteem to make effective business conversations.
2. You need to listen actively to the person you are talking to.
3. Active listening involves understanding words in relation to facial expressions, postures and gestures.
4. Active listening also involves rephrasing other's words to check their meaning.
5. Active listeners encourage the speakers through their words and gestures (I see, Mmm..., etc.)
6. To be effective in business conversations, you need to empathize with the speaker.
7. Empathy is different from sympathy.
8. Sympathy is feeling sorry for someone which may in fact interfere with your business conversation.
9. Empathy is putting yourself mentally in the place of the person

- you are talking to.
10. To empathize, you need to care about people.
 11. If one makes short responses, lasting about 60 seconds or so, one can avoid monopolizing conversations.
 12. You must take care not to sound impolite.
 13. During the conversation, avoid interrupting the speaker often.

- 3. Work in pairs. Practice the two conversations with your partner.**
Take turns to play the four roles.
- 4. Study the following utterances made by a few business executives. These people were talking in non-business situations. Do you think they will be successful conversationalists in business situations? Why? Why not?**
- a. I have no time for your lame excuses. Fever or no fever, you've to go to school.
 - b. This coffee has ruined my breakfast!
 - c. I don't care if there's no power during the day. I need my chutney. I can't eat these idlies with sambar only.
 - d. When did you ask me to pay the electricity bill? Oh! I must have been thinking of something important when you told me yesterday.
 - e. What kind of grades are these? What? Are you blaming me because I invited my relatives to stay with us during your exams?

Active Listening

- 5. a. Fill in the blanks with suitable responses to create an effective conversation. Choose the appropriate responses from the box.**

- | | | |
|-----------------------------|--|------------------------------|
| i. I see. | ii. Please go on. | iii. Good job. |
| iv. How much? | v. Oh! I'm sure you've identified the causes for this. | vi. Give me a rough estimate |
| vii. Tell me more about it. | | |

- A : Are we ready? Good. Let us look at your report. Tell me about your findings and recommendations.
- B : Well, we discovered that the batch was contaminated due to a problem with refrigeration.
- A : _____ what exactly is the problem?
- B : Our refrigeration unit does not freeze the concentrate.
- A : _____
- B : The concentrate freezes at -2°C. Our freezing unit is programmed to shut itself at -4°C.
- A : _____
- B : It is turning itself off at 2°C.
- A : _____
- B : We have. It's the thermostat.
- A : What's the solution?
- B : Well, we need to replace the thermostat.
- A : It's going to cost us som. money. Right?
- B : I'm afraid so.
- A : _____
- B : I can't give you the exact figure.
- A : _____ I'll check with our purchase people.

b. Work in pairs and practice this conversation.

6. Improve the following conversations, so that they become two-way communication.

- A**
- X** : I hope you've made all the arrangements for the meeting -- booked the venue, checked the equipment, ordered the food and refreshments, decided on the floor arrangements, got the invitations ready and made sure there is good parking for all our guests.
- Y** : Yes.
- X** : Good. I'm also sure you have ordered the bouquets, bought the mementos and .. and.., told the caretaker to keep the corridors and toilets clean?
- Y** : Of course.
- X** : You must have also made sure that we have a good caterer

who tastefully arranges the food and knows when to serve the coffee or cold drinks.

Y : Yes.

X : Who is the caterer? Let me guess, Ram Outdoor Caterers, right?

Y : Right.

B

C : What happened at the workshop?

D : Hands-on experience of logistics.

C : Was it useful?

D : Guess so.

C : Is it useful to us?

D : Yes

C : How?

D : In many ways.

C : Can we use it to upload data?

D : Yes.

C : Can it create lists?

D : Of course.

C : What else?

D : Nothing.

C : Can we sort out occasional defaulters?

D : Yes.

C : Does it perform any other function?

D : No.

C : What about data recall?

D : It can do that.

Let us sum up, supply the missing keywords and complete the following statement about effective business conversations.

To be a successful at business conversations, you need to be confident, _____ actively, _____ with the speaker and constantly monitor your _____ and gestures.

4. RECEIVING VISITORS

On arrival

1. Study the conversation between a business executive and a visitor to his company.

Suresh Kumar : Are you Mr Frank Smith?

Frank Smith : Yes

Suresh Kumar : Hello, I'm Suresh Kumar from FCHC. Welcome to India.

Frank Smith : Thank you, Mr Kuwar. Glad to meet you.

Suresh Kumar : Glad to meet you. By the way I'm Kumar, not Kuwar. You can call me Suresh.

Frank Smith : Thank you, Suresh. Please call me Frank.

Suresh Kumar : Thanks. This way, please.

Frank Smith : Thanks.

Suresh Kumar : Did you have a good flight, Frank?

Frank Smith : Yes. Thank you.

Notice how Suresh:

- Introduces himself formally ("I'm Suresh Kumar from FCHC.")
- Presents himself as a warm and friendly person ("You can call me Suresh.")
- Plays his role as a host receiving a business visitor ("This way please, Did you have a good flight?")

Suresh establishes rapport with Frank within a few minutes after meeting him.

2. Work in pairs and practise the above conversation with your partner. One of you will play Frank and the other will play Suresh. Reverse the roles and practise the conversation again.
3. Fill in the blanks with suitable words or phrases from the box to complete the conversation between Frank and his business associates at FCHC.

Welcome	Thank you	Meet	With	At all
Is	Ready	Like	Invite	Pick

- Suresh : Frank, (a) _____ our Managing Director, Mr Ram Prasad.
- Ram : (b) _____ to India and HCFC, Mr Smith.
- Frank : Thank you.
- Ram : How do you (c) _____ our guesthouse?
- Frank : It's Quite comfortable, (d) _____
- Ram : Our project meeting is at 10.30. Is that OK (e) _____ you?
- Frank : Sure. I think I need an LCD projector for my presentation.
- Ram : That'll be no problem (f) _____ Is that all?
- Frank : Yes.
- Ram : Frank, We (g) _____ you to a party tonight.
- Frank : Thank You.
- Ram : We will start at 8 o'clock. (h) _____ that to early for you?
- Frank : Not at all.
- Ram : Good then. I will (i) _____ you up at 7.30.
- Frank : Sure. I'll be (j) _____ at half past seven.

Get the best out of business meets

- Make the visitor feel at home
- Show interest in his/her welfare
- Create opportunity for socializing

As you must have noticed, Ram too makes his visitor feel at ease.

- He shows interest in Frank's welfare.
- He checks that he is comfortable with the schedule of the meeting.
- He formally invites him to the party.

Language of communication with business associates

Here are some phrases and expressions that are often used in conversations with business associates and visitors.

Useful Phrases	
A	B
Meet my/our _____ (Friend /Colleague).	Hello!
Welcome to our _____ (Company/country)	Thank you. Thanks.
How do you like _____ (your room / your hotel)?	It's OK./ It's quite comfortable.
Would you like to (come to the party/have lunch with me)?	Sure./ I'm afraid I can't
Would you mind ____ (if I meet you at eight/send you the car at eight)?	Not at all/ Can you make it eight thirty?

4. a. Work in pairs and practice saying these expressions. One of you will make sentence using the expressions in column A. the other will respond to these utterances. Write down the sentence if you like. After you have practised once, reverse the roles and practise again.
- b. Choose your role (guest/host) and practise the conversation without looking at your book/notebook
5. Rearrange the sentences below to create a conversation between Koel, an executive at FCHC and Frank, the visitor to FCHC. They are at a company party. Number each one appropriately.

- | | | | |
|--------------------------|-------|---|--|
| <input type="checkbox"/> | Frank | : | What do you have? |
| <input type="checkbox"/> | Frank | : | Hello, Koel! |
| <input type="checkbox"/> | Koel | : | Give me a second. Here you are. |
| <input type="checkbox"/> | Koel | : | We have chicken nuggets and potato wedges. |

	Frank	: I'll try the potato wedges.
	Frank	: Thanks. Mmm... mmm.. it's so refreshing.
	Koel	: Are you a vegetarian?
	Frank	: Yes, please. I'm rather thirsty.
	Frank	: Yes.
	Koel	: Oh, we only have a couple of vegetarian dishes. Let me arrange for some more veggie food.
	Koel	: Hi Frank. Welcome to the party. Could I offer you some fresh orange juice?
	Frank	: Don't put yourself out. I'll manage with whatever you've got.
	Koel	: Are you sure? Getting vegetarian food's no problem at all.
	Ram	: Frank, meet Koel, our host.
	Kumar	
	Koel	: Mother's recipe. Can I get you some snacks?
	Frank	I'm sure.

b. Work in pairs and practise the conversation above.

6. a. Use this conversation as a model to create a short conversation between two business associates. One of them is the visitor and the other is the host. After you have finished, your teacher will help you improve the conversation.

b. Take turns to play the two roles (visitor, host) and practise this conversation.

7. Girish, who is Suresh and Koel's colleague, is a poor conversationalist. In an office party, he is talking to Frank. Study his questions and statements. In groups of three, discuss why they are not appropriate.

- a : How old are you Frank?
- b : Are you married?
- c : I heard you've recently divorced your wife, Frank. Want to talk about it?
- d : You prefer water to Coke? That's surprising!
- e : You don't know how to dance? Are you kidding me?
- f : I'm sure you hate Indian food.
- g : Why are people from your country so aggressive, Frank?
- h : Why is the divorce rate so high in your country?
- i : Why don't people believe in God in your part of the world?
- j : I heard that most young people in your country live together without getting married. Is it true?
- k : I've noticed that people from your country aren't very friendly. Is there any specific reason for that?
- l : Why don't you guys introduce gun control in your country, like in India?
- m : I'm surprised to know that you're a vegetarian, Frank. Do you have any heart ailments?
- n : What do you think of America's stand on Iran?
- o : Don't you think developed countries like yours have lost their cultural traditions?

8. Work with the same group. Study the following questions. Discuss and decide which of these will help you establish rapport with a business associate and keep the conversation flowing.

- a. How do you like this party?
- b. I heard you've started a new venture. Please tell me about it.
- c. Were there any new projects this year?
- d. How is the food?
- e. Congratulations. I heard your company has received an award. What's that for?
- f. Your glass is empty. Let me get you a refill.

- g. How's the company doing in the Middle East?
- h. You remind me of a very good friend of mine.
- i. I hope the food isn't too spicy for you.
- j. Try the Chinese corn. It's delicious.
- k. I hope you're enjoying your stay at our guesthouse.
- l. You look smart in this suit/dress.

Let us summarize.

Write down three things you have learnt in this lesson about entertaining visitors.

1. _____
2. _____
3. _____

8. BOOKING HOTEL ACCOMMODATION

Handling customers

Study the conversation between a customer and a front desk clerk in a hotel.

Front Desk : Good Morning. Welcome to the Three Lions. Do you have a reservation, ma'am?

Customer : No. I'd like to make a reservation... for the 15th of this month.

Front Desk : Would you like a room or a suite?

Clerk

Customer : I need a suite.

Front Desk : Let me see... We do have a vacancy.

Clerk

Customer : Thanks. What's the tariff?

Front Desk : Rs. 8,500 a night, including taxes. There's also a complimentary breakfast.

Customer : Could I take a look at the suite?

Front Desk : Sure. Would you like to help yourself, ma'am? If you could take the lift on the right to the 6th floor, and turn left after you exit the lift. It will be on your left.

(After seeing the suite ...)

Customer : I'll take the suite.

Front Desk : Could I have the guest's name, please?

Clerk

Customer : Arunachalam

Front Desk : Could you spell that for me, ma'am?

Clerk

Customer : A.R.U.N.A.C.H.A.L.A.M.

Front Desk : I've got that. Thanks. How long will he be staying here?

Clerk

Customer : For three days.

Front Desk : Is this a business trip or just a vacation?

Clerk

Customer : Business trip. You have 24-hour check-in facility, don't you?

Front Desk : Yes. Could I have your business card, please?

Clerk

Customer : Here you are.

Front Desk : Thanks.

Clerk

Customer : Could you repeat the details, please? I'd like to be sure that you've got it right.

Front Desk : Sure. A suite reserved for Mr Arunachalam from the 15th to

Clerk

17th of August,

Customer

: Thank you.

1. a. Work in pairs and figure out how many of the following communicative functions the customer and the Receptionist use. Put a ✓ against them in the box on the left side.

- Greeting _____
- Asking for information _____
- Stating facts _____
- Requesting _____
- Complaining _____
- Apologizing _____
- Giving information _____
- Thanking _____
- Giving instructions _____
- Giving directions If you could take the lift on the right to the 6th floor, and turn left after you exit the lift, it will be on your left.
- Asking for clarification _____
- Repeating information _____
- Giving feedback _____

- b. Against each of the communicative functions you have ticked, write down the sentences the two people have used to perform the function in the space provided. (See the given example above).

- c. Work in pairs and practise this conversation.

Hotel Vocabulary

2. a. Given below in the box are words that are often used in the context of booking a hotel accommodation. Refer to your

dictionary and find out what these words mean.

room	suite	vacancy
complimentary	rate	tariff
reserve	stay	check-in

b. Find the difference in meaning between the following pairs of words. Observe how the words are used in sentences in the dictionary.

- i. stay and live
- ii. check into and move into
- iii. complimentary and complementary
- iv. room and suite
- v. vacant and empty

c. Complete the following sentences by choosing appropriate phrases from the box. There are a couple of extra phrases provided.

make a reservation	have a vacancy	reserve a room/suite	check into a hotel
have a facility	check out of the hotel	have many facilities	

- i. I'd like to _____
- ii. I'm afraid we don't _____ for the 20th of this month
- iii. Please _____ for Dr. Chalam, IBDC, Delhi.
- iv. We _____ wireless internet, safety deposit box, car rental and shoeshine.
- v. Can I _____ after 9 p.m.? My flight's at 10.30.

d. Can you think of other words that are related to the hotel industry? Write them down in your notebook.

3. Use the clues below to solve this crossword puzzle.

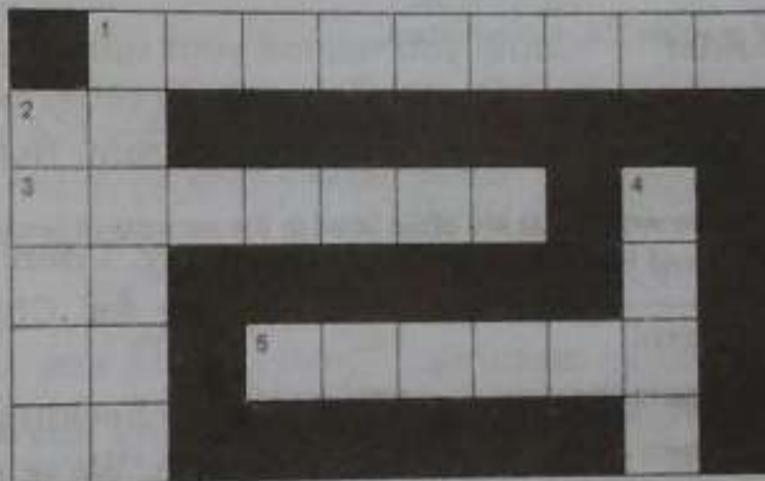
CLUES

Across

1. The first meal of the day
3. Items for carrying your belongings during a journey
5. Price charged by a hotel for their rooms.

Down

1. This meal is normally served in the late morning.
2. One level of a building (say, a hotel)
4. A place in a hotel where you get a simple meal.



Problems in communication

4. In groups of three, discuss the kind of problems that could occur with hotel reservations. Add to the list below.

- a) The receptionist got the dates wrong.
- b) The front desk clerk got your time of arrival wrong.
- c) They have reserved the wrong kind of room for you.
- d) The person-in-charge on the day you made your booking had forgotten to enter your request in the register.
- e) The manager did not bother to tell you that they are undertaking major repairs.
- f) There is a sudden, steep hike in the tariff after you reserved the room and they want you to pay the difference.

- g) The room you have been allotted has not been cleaned after the previous occupant left.
- h) _____
- i) _____
- j) _____

5. a. Form groups of three and rearrange the sentences to create a conversation between a guest and a receptionist. Number them appropriately in the boxes provided on the left.

- Receptionist** : That'll make it two days, if you're checking in right now.
- Receptionist** : Could you tell me your name, please?
- Guest** : No. No. Hold on. There must be some mistake. I wanted your deluxe room. Not your VIP suite.
- Guest** : I'm Laxmiraj.
- Guest** : Wait! It's only for today. I don't need the room tomorrow. I'm leaving for Chennai tomorrow morning.
- Receptionist** : I see... When'll you be checking out tomorrow?
- Receptionist** : Mr. Laxmiraj. Here it is. We've reserved our VIP suite for you.
- Guest** : Around 9.30. My flight is at 11.30.
- Guest** : Ah, come on!
- Guest** : I have a reservation for today.
- Guest** : Ah! There's the problem. My name is Laxmiraj, not Laxmikanth.
- Receptionist** : Oh. Here we are. A deluxe room for the 20th and the 21st...
- Receptionist** : OK. Let me check this again. Okay, Mr. Laxmikanth...

b. Work in pairs and practise this conversation.

c. Study the following pairs of statements/questions. In each pair, tick the sentence that is more likely to get you the result you want.

- i. 1. I'm afraid there's been a mistake. I'd asked for a room for today, but they tell me my reservation is for tomorrow.
2. Look, what kind of a unit are you running here? Your people never seem to get the dates right.
- ii. 1. I don't want to wait in the lounge or your coffee shop until the room's ready. Please give me another room for a few hours.
2. Who do you think I am? Why should I wait in the lounge? I will not do it. Give me another room right now.
- iii. 1. I've got a copy of the fax I'd sent you. Would you like to see it?
2. Why are you asking me for proof? You mean to say you won't take my word for it?
- iv. 1. I'm sure you're aware that I'm one of your oldest customers.
2. Is this the way you treat one of your oldest customers? I don't know what to say.
- v. 1. What would you like to offer me?
2. I shall not accept anything short of a refund with a note of apology.

d. Imagine that you are Laxmiraj. You have decided to talk to the manager about the check-in time. Discuss with your partner and decide what you need to say. You need to do the following:

- summarize your discussion with the receptionist
- ask the manager to help you

e. Now plan your conversation with the manager. Write it down. Your teacher will help you improve it. Practise the conversation with your partner.

6. Study the telephone conversation between a customer and a receptionist at a hotel. Fill in the blanks with like or would you like to complete the conversation.

Receptionist : Good morning, Tristar. May I help you?

Customer : Good Morning! I (a) _____ to book a room in your hotel.

Receptionist : Sure. May I know who I'm talking to?

Customer : This is Prakash Rai of C&D Communications,

Bangalore.

Receptionist : Thanks Mr. Rai. When do you want it sir?

Customer : 21st to 25th September.

Receptionist : Please hold on a moment. We have a few vacancies during that period. Would it be single or double occupancy, sir?

Customer : Single. Can you give me a room on the mezzanine floor? I (b) _____ it a lot.

Receptionist : Let me see... Sorry Sir, they're all booked till the 30th September. We can give you a room on the top floor. (c) _____ me to book it for you?

Customer : Mmm... Does it have a balcony? I (d) _____ a room with a balcony.

Receptionist : Sir, it has a lovely, exclusive terrace.

Customer : Great. Reserve it for me, please.

Receptionist : Sure. How (e) _____ to make your payment?

Customer : By credit card.

Receptionist : Sure, Sir.

Let me take down the details.

Let us summarize. Which of the following statements does this lesson support? Tick the appropriate ones.

1. We need to be aware of the special words that people in the hotel industry use to communicate our message clearly and accurately.
2. We must ensure that the staff at the hotel understand our message. We need to check their understanding. We could do this by repeating important information like names, dates, time of arrival and departure and other details and by asking them if they have got these details.
3. When we are complaining about a problem to the hotel management, we need to be firm but polite and open-minded.
4. When the hotel staff fail to get the date, the time of arrival/departure of the guest etcetera, it is entirely their fault.
5. If you want to make the hotel management to feel sorry for their mistake, you must tell them that you won't do business with them in future.

6. MAKING SMALL TALK AND TELLING STORIES

The Art of Small Talk

Study the following sets of conversation:

1	2
A : Hi! How's life?	Vishnu : Karishma? Vishnu... from Mother Chemicals. Good to see you again.
B : Good! Thanks. How're you?	Karishma : Oh, hello! How're things with you?
A : Not too bad. Any new additions to the bonsai tree collection?	Vishnu : OK, I guess. How's everything?
B : Plenty. I now have a pine bonsai, a maple bonsai and a banyan bonsai.	Karishma : Great. It's nice to see you again.
A : Wow! I must come and see it sometime. Teach me how to cultivate and grow bonsai!	Vishnu : Thanks. Didn't see you at our club's annual day. Were you out of town?
B : Sure. Actually it's very simple. You just need a lot of patience.	Karishma : No. I was right here. Had a deadline to meet.
A : And your passion for the art.	Vishnu : I see
B : Thank you.	

3	4
Chandran : I don't think we've met. I'm K.N.Chandran, from Eureka Electricals.	A : A nice party
Sudeep : Sudeep Misra. Glad to meet you.	B : Yes, I'm enjoying myself
Chandran : Glad to meet you Mr. Misra. You're with XLR Industries, aren't you Mr. Misra?	A : The music's a bit loud though
Sudeep : That's right. How's your company doing?	B : Yes. You managed to reach here on time. Did you take a shortcut?
Chandran : Not too bad, Mr. Misra.	A : Not really. Surprisingly, there wasn't much traffic in the bottlenecks.
Sudeep : Oh, do call me Sudeep.	B : Really? I got caught in a couple of places.

Chandran : Thanks Sudeep. Please call me K.N
 Sudeep : Sure. Eureka was recently in the news, was n't it, K.N?
 Chandran : Yes. We've taken over WST, a Korean company.

A : I know. How useful are the traffic updates on FM radio?
 B : I think it's quite useful. I'll tell you about a couple of instances.

5

Kumar : Rashid, I heard you narrowly escaped a major accident. What happened?
 Rashid : I was returning home late in the night. When I was near Roxi Theatre a car entered the road from one of those by-lanes.
 Kumar : I see. Was it the lane next to the theatre?
 Rashid : No. This is a couple of lanes ahead.
 Kumar : What happened after that?
 Rashid : He cut in front of me and suddenly braked hard.
 Kumar : Oh my god! How far ahead was he?
 Rashid : 100 metres.
 Kumar : Gosh! How did you manage to stop?

6

Anand : And it became a free-for-all
 Pallavi : Really!
 Mohan : Where were the security guys?
 Anand : There weren't any.
 Pallavi : Don't tell me!
 Mohan : They must have just disappeared. They always do that when there's fight.
 Anand : Well, not the ones in my complex. They take their job quite seriously.
 Pallavi : Maybe they're busy trying to call the cops. How's it in your colony, Madan?
 Madan : It's Ok, I guess.
 Mohan : I don't think the security guys are reliable.

1. a. Study each of the descriptions below and identify the conversation from above (1-6) that it best describes. Write the appropriate conversation number against the description. The first one has been done for you.

A	B
Conversation	Description
	One of the participants gets the other talking by asking her about her hobby.
	One of the participants who joins the conversation a little later, observes and listens before he is asked to join the discussion
	The participants talk about general, non-controversial topics.
	The participants make an effort to use each other's name frequently to create a sense of familiarity
	One of the participants breaks the ice by approaching the other and saying "hello"
	One participant keeps the conversation flowing by empathising with the other and by listening actively.

b. Study the descriptions in column B above. Complete the sentences below to change the descriptions into a few tips for making small talk.

- i. Remember things about people, their interests and _____
- ii. Be the first one to say _____
- iii. Make an effort to remember _____
- iv. Before entering a conversation in progress, observe and _____
- v. Talk about general, _____
- vi. Empathise with the _____
- vii. _____ actively.

c. Work in pairs. Choose one of the six conversations above, make necessary changes (names and other details) and practise the conversation.

2. a. Fill in the missing letters to complete the words/phrases.

- i. S_I_E
- ii. O_EN POS_U_E
- iii. F_RWA_D L_AN
- iv. T_U_H
- v. E_E C_N_A_T
- vi. N_TUR_L B_HAV_O_R

b. These words/phrases are in fact a few tips. What are they about?

3. Work in pairs. Study the following utterances. Identify the ones that are likely to encourage the listener to talk. Discuss why the other utterances are not likely get the listener to talk.

- a. Hi! Didn't know you're invited to this party.
- b. How's work? I heard your company is laying off people.
- c. How do you like this party?
- d. I hope you're enjoying yourself.
- e. Nice suit. Interesting colour.
- f. How's business? Not at all good, I know.
- g. Were there any new projects this year?
- h. Hi! Tucking into the food already?
- i. I don't think we've met. I'm Kamesh.
- j. Congratulations. I heard you've received an award. What was it for?
- k. Hi! Remember me? We met at the Q&D Convention this summer.
- l. How was your trip to the U.S.?

4. a. Work in groups of three and comment on the following utterances taken from informal conversations. Which ones would you consider "conversation stoppers"? Why?

- i. You're not handling it right. Let me tell you how to do it. I'll explain why my method is the best. You'll know how exactly to manage this problem.
- ii. Wait, don't interrupt me. You'll thank me for this advice,
- iii. He's behaving like this because he is an American. All Americans are like that.
- iv. Your mom makes dolls out of used plastic cans? That's no surprise MJ! She's made a man out of you! Ha! Ha!

- v. This is the most useless team I've ever worked with. The *worst* in the whole wide world!!!
- vi. The two of them never go home! They're hanging out in some club or cinema hall. I swear!
- vii. Am I taking a break this week? I.... really.... don't know... I'm not ...too sure....
- viii. Has Keerthi left for the day? Good. What right does he have to talk about the others? He's a shirker himself.
- ix. Listen to this one. The last one. You'll enjoy this joke. It won't take a minute. There was this guy....
- x. I don't think you're right. It doesn't look good on him. No. It only shows your poor taste.

b. Describe the problems with the utterances above by choosing from the list below.

- i. debating
- ii. exaggerating
- iii. fabricating
- iv. one word answers
- v. passive answers
- vi. backbiting
- vii. gossiping
- viii. monopolizing
- ix. generalizing
- x. overuse of wit
- xi. heavy lecturing
- xii. cogitating or thinking out loud

5. Study the sentences in the box. Think of one word that best describes these sentences.

You have a great way with words.	You are very intelligent.
You are a terrific leader.	You are kind.
You make working on a project a joy.	You are a good role model.
You are very creative...are fun to be with.	You always motivate me.
You have a great reputation.	You are unique.
You are clever.	You are very strong.
You have a good eye for decorating.	You are courageous.
You are a good driver.	You are very loving.
You can do anything you set your mind to.	You bring out the best in me.
You are a good listener.	You make me want to be a better person.
You are very cheerful.	You make me smile.
You are very handsome/beautiful.	You are a wonderful cook.
You have a terrific outlook on life.	You make me feel I can do anything.

Communication experts say utterances like these are simple, yet powerful, relationship building tools. Do you agree? Discuss with your neighbour. You can begin this discussion by asking yourself a *simple question. Would I feel happy if these statements were addressed to me?*

6. Play a game. You need a sheet of paper and a pen for this game.

- When everyone is ready, your teacher will call out the name of a student in your class. In 10 seconds, you must think of something that you like about the student and write it down.
- You need not write sentences. A word/phrase will do (Nice smile/ friendly/ intelligent/ kind-hearted).
- You must follow the order in which the names are announced.

- Don't write anything when your name is called out.
- Write your name at the bottom of the page.
- After you are ready, your teacher will collect the sheets of papers from you. She will call out each name and read out the class's impressions of the student.
- The student whose name is called out should listen to the descriptions carefully. He/she will be given a minute to thank the class and tell them what he/she felt while listening to what the class had to say about him/her.

7. Match the questions in column A with the responses in column B.

	A		B
a.	How do you do?	i.	Thanks
b.	Thank you.	ii.	Fine, thanks
c.	Nice dress!	iii.	You're welcome
d.	How are you?	iv.	How do you do?
e.	Can I get you something to drink?	v.	Ok, I guess.
f.	Want to know the inside story?	vi.	No, thanks.
g.	Do you know the latest?	vii.	Sure. Go on.
h.	How's life?	viii.	No, please tell me.
i.	Mind if I join you?	ix.	No, not really.
j.	Bored?	x.	Not at all.

8. a. Rearrange the sentences in the following conversations.

	A		B
1.	Sure. Thanks.	1.	It's Ok. How's your project coming?
2.	Nice tie, Manav!	2.	Going apace. Should be able to finish by the 15 th .
3.	A drop of milk and no sugar.	3.	How was the project meeting,

	right?	Nandini?
4.	Thanks, Abhi. Can I get you your tea?	4. You're Welcome.
5.	Right.	5. Wow! That's quick. By the way, thanks for the email.

	C	D
1.	Food poisoning. I think he ate stale food somewhere.	1. It's Ok. There're just seven of us
2.	Getting better. He should be back next week	2. I thought so too. But most of them had to stay back in office.
3.	Not in our cafeteria I hope	3. Oh! I thought the whole crowd would be there.
4.	No!	4. Right.
5.	How's Moorthy, Kiran?	5. The chairman's visit, I guess.
6.	What exactly was the problem?	6. How was the party last night?

b. Work in pairs. Practise these conversations.

Let us summarize. Complete the following statements from the unit with suitable words.

To keep an informal conversation going you need to:

1. take an active interest in your _____ (remember their names, their interests, etc).
2. use appropriate body _____ (smile, open body posture, forward lean, eye contact etc)
3. choose the right expressions to present yourself as a friendly and polite person.

7. GROUP DISCUSSION

Minds, when united, can move mountains.

Learning Objective

To describe the importance of group discussion as an instrument for training in Spoken English, for developing the personality, and for assessing the suitability of candidates for a specific job and to help the learner imbibe the skills required for an effective participation.

DEFINITION

The term *Group discussion* (GD) is used to refer to an oral communication situation in which a small number of professionals meet and discuss a problem or issue to arrive at a consensus or to exchange information on a significant matter related to the function, growth or expansion of the organisation to which they belong. The purpose of the discussion is to elicit the views of all participants and through intense interaction evolve a consensus. By its very nature, the number of participants is small ranging from five to ten. It has been observed that if the number is smaller, the discussion does not get off the ground and the interaction is less animated and diversified with the result that often important aspects and factors are not properly focussed. Then again if the number is large, a few participants become reticent and do not contribute to the discussion. Thus, the very purpose of holding a group discussion is lost.

Often, the group discussion is used as an instrument for judging the suitability of a candidate for a job as several personality traits come to the fore during the discussion, and this helps the prospective employer assess the applicant. Some of these traits, which are vital, for success in the professional world, are: quick grasping power, mature reaction to views expressed by others, positive approach to issues and problems, leadership qualities, power of exposition, analytical ability, communication skills and group

behaviour. GD is also used as an academic exercise for the development of these personality traits. In management courses GD based on case studies has been found to be of great value. It develops important soft skills required for organisation and coordination of activities of groups of employees.

PROCESS

Unlike a meeting, the group discussion is not structured. There is no chairperson, no secretary, and no detailed agenda. Only the problem or issue is stated and any member can initiate the discussion and deal with any aspect. Similarly, any member can give a preview of what points are likely to arise, provide an internal summary of the views expressed upto a point of time and summarise the discussion towards the end. However, it is the duty of each member to ensure that the discussion proceeds smoothly in an orderly fashion, leading to the emergence of a solution, a common viewpoint or a course of action. Obviously, display of anger, emotion and excitement has no place in a group discussion.

Sometimes the topic to be discussed is made known to the participants beforehand so that they can ponder and formulate the views before the discussion starts. Sometimes the topic is announced after the participants have assembled. In this case, a few minutes are allowed for thinking and preparation. The participants generally sit in a circle round a table so that each participant is able to observe the expression and make eye contact with the others.

GUIDELINES

As a student and later as a professional you may have to take part in a group discussion. Your effectiveness would depend upon whether you possess the personality traits mentioned earlier. Try to cultivate them if you do not possess any and sharpen the ones you already

have. The quality of your performance would improve if you follow the guidelines given below in the form of DOs and DONTs.

Dos

1. Define the topic or the issue.
2. Analyze its scope and implications.
3. Initiate and generate the discussion.
4. Listen to the views of others intently.
5. Encourage and motivate reticent members to speak.
6. Intervene forcefully but politely, when the situation demands.
7. Summarize views of the others before presenting your point of view.
8. Be brief and to the point in the presentation of your views.
9. Concede to others' points of view, if they are reasonable.
10. Try to lead the group to a definite conclusion.
11. Emphasize the points you consider significant.
12. Look at, and address, all the members of the group.
13. Speak with proper pronunciation.
14. Help the group conclude the discussion within the allotted time (usually an hour or so).
15. Maintain a relaxed and pleasant atmosphere throughout the discussion.
16. Summarize the main view-points at the end.
17. State the conclusions reached.

Don'ts

1. Don't be assertive in presenting your views.
2. Don't dominate the discussion.
3. Don't monopolize the discussion.
4. Don't make any personal remarks.
5. Don't jump to conclusions.
6. Don't enter into dyadic discussion.
7. Don't speak continuously for a long time.

8. Neither raise your voice too high nor speak too softly.
9. Don't speak in monotone.
10. Avoid using speech mannerisms and time-filers.
11. Don't use aggressive gestures.
12. Neither recline in your chair nor lean forward.
13. Don't ignore any member of the group.

HELPFUL EXPRESSIONS

We would now like to list a few expressions which you can use while participating in a group discussion.

i. Expressing your opinion

I am of the view.... I feel I think So far as I am concerned

ii. Defending your Opinion

Let me restate what I mean... I repeat what I said earlier because What I am trying to say is ... The point made by ABC really supports my view---- This is what I was trying to suggest....

iii. Asking the Opinion of Others

What is your opinion ... Do you have any opinion on the matter.... What do you feel about this Do you have any comments on this suggestion....

iv. Agreeing with Others

I fully agree I hold the same opinion... That's right. I also think so... This point is well taken. I endorse this viewpoint....

v. Disagreeing with others

I don't agree.... I don't think so.... I'm afraid I feel differently... you can't say that... Oh no, this is not the issue..... That's not the issue....

vi. Expressing Certainty

I'm sure that.... I'm absolutely certain ... I've no doubt that ... There's definitely

vii. Making suggestions

I suggest that first we... Let's start with... What about ... May we then.... Why don't we

viii. Insisting

Let me emphasize this point... I have to say again that... I must draw your attention again to what I said earlier... I'm afraid I have to insist on.... I reiterate....

ix. Giving In

I concede.... I take that back... Alright, then.... You are right, I withdraw..... I now see the point.... I accept your modification....

x. Interrupting

Could you stop for a while... Just a minute.... May I butt in here.... Could you clarify this point... Before you go on let me....

TYPES OF GROUP DISCUSSION

In professional organizations there is a growing tendency to make a group of persons responsible for formulating the policy and its execution in day to day work. Because of this change in work culture the frequency of holding GD has considerably increased. As a result besides **interactive group discussion** which we have discussed so far, there are other methods which some organizations use for elicitation of views and pooling of opinions. Let us briefly look at these methods. In the **first method** a person presents a problem or an idea. The participants are asked to suggest solutions or express their views about the idea. The response of each participant is written either on a blackboard, whiteboard or a piece of paper. After this process is over, discussion takes place and an attempt is made to arrive at a consensus. In the **second method**, the participants are asked to think and write their views on the issue or problem presented. After sometime the participants are asked to present their solution or opinion one by one. Other members silently rank the solutions or opinion from the most suitable to the least suitable. Finally, the

decision is based on the solutions or opinion ranked most suitable by a majority of participants. In the **third method** the members do not meet face to face. They are asked to express their response to an issue or a problem through a carefully prepared questionnaire. The results are collected and circulated to all members of the group. They are asked to react, modifying their earlier stand if they so desire. The conclusions reached are again circulated until a consensus is arrived at. The **fourth method** is called **group debate**. In this the group is divided into two sub-groups. The issue or problem is presented in the form of a proposition and one such group is asked to speak for, and the other against, the proposition. The debate is listened to by a panel of three or four senior and knowledgeable professionals. After the debate is over, it is they who take a decision and let it be known to the members of the group. The panel also informs the group the reasons that led it to arrive at the announced decision.

GROUP DISCUSSION AND CAMPUS INTERVIEW

GD is considered an important instrument of assessment of the suitability of candidates for employment during campus interviews as well. Visiting companies generally take the following five steps for selection.

Step one: The members of the selection panel give a talk in which they present a profile of the company, a description of the job offered and the package of compensation.

Step Two: The talk is followed by an **aptitude test** to find out the suitability of the mindset of the candidates for the job.

Step Three: Those who qualify in the aptitude test are required to participate in a GD. Its purpose is not so much to test the depth and extent of knowledge about the topic as to observe the participants group behaviour and the quality of their interaction within the group.

Step four: Those whose performance is up to the mark are then invited to appear in what is called a technical interview. Here an attempt is made to find out the extent of technical knowledge and skills required for the job. The questions are generally based on contents of the discipline courses done by the interviewee.

Step Five: All those who appear in the technical interview have to appear in **Human Resource (HR) interview**. It is a sort of oral personality test. Its purpose is to find out whether the interviewee possesses soft skills and also whether he has the potential to grow quickly and imbibe the relevant skills and work culture of the organization within a short time.

EVALUATION

When the need to assess the quality of contribution by participants arises, it is advisable to use an evaluation sheet so that all aspects are taken into account for arriving at a conclusion. In the sample evaluation sheet given below (Exhibit 30.1), all the qualities and skills required for effective participation are grouped into five categories. The first includes elements such as the relevance of the views expressed, the significance of information presentation, the frequency of interaction, and reaction to the views of others. The second refers to the manner in which presentations and interventions are made. The third is a grouping of skills of pronunciation, delivery, voice modulation and use of body language. The fourth includes abilities such as generation, discussion, directing it on the right track, maintaining a smooth flow of communication, prompting the group to reach an agreed view-point or solution. The fifth refers to the qualities of courtesy and consideration for others and concern for eliciting the views of all members.

Evaluation sheet

Note: Indicate your assessment by putting a tick (✓) in the appropriate column. The legend is as follows: A= Excellent; B=Very good; C= average; D= Poor; E= Exposed. The first four ratings are self-explanatory. The fifth is to be ticked when a participant does not make any contribution. He simply utters a few phrases such as 'No', 'Yes', 'I agree', 'That's a good point' etc., or does not speak at all.

Exhibit 30.1

Name of the participant _____

Ratings

Sl.No.	Board aspects of evaluation	A	B	C	D	E
1.	Extent and quality of contribution					
2.	Techniques used for discussion					
3.	Communication skills					
4.	Leadership qualities					
5.	Group behaviour					

Place:

Date:

Signature of the Evaluator

Let us now briefly explain the aspects mentioned in the Evaluation Sheet given in Exhibit 30.1.

1. **Extent and quality of contribution.** In GD each member is expected to contribute to the discussion. If you are well conversant with the issue/problem or are knowledgeable about the topic, you may start the discussion. But do remember that it is the responsibility of the first speaker to analyse the topic and point out the scope of discussion. If you speak later, you may

either react to the views of earlier speakers by explaining their points further or by expressing your agreement or disagreement with them. In either case you must support your opinion with reasons. The quality of contribution is assessed on two parameters: first, whether what you say is relevant and second, whether your contribution would lead to the solution or help the group arrive at a proper conclusion.

2. **Techniques used for discussion.** You may summarise what had already been said and then offer your comments or express your views. But if you so wish, you may express your opinion straightforwardly in a forceful manner and then demolish the arguments put forward by earlier speakers and show to the group how what you say is more relevant or useful in solving the problem or resolving the issue.
3. **Communication skills.** These refer to both verbal and non-verbal means of communication. Verbal communication includes the ability to choose words and construct sentences which are acceptable both from grammatical and usage points of view and are at the same time appropriate to the occasion. Active listening and effective speaking are the other skills which form part of verbal communication. Among the non-verbal skills are the use of voice and body language, which we have discussed in detail in Chapter 3.
4. **Leadership qualities.** As pointed out earlier, one or two participants emerge as leaders during the course of discussion in a GD. Some of the attributes that help them stand out from the rest are listed below. The panel of evaluators would look for these qualities in your contribution to the discussion. To win the position of a leader you should possess the ability:
 - To generate new ideas or viewpoints on the given topic or problem;
 - To respond to the views of others with maturity;
 - To look at positive side of things;

- To persuade other participants to your point of view;
- To change the earlier stand if a more reasonable or acceptable viewpoint is put forward;
- To keep the discussion on the right track;
- To ensure participation by all members;
- To summarise the various points of view expressed by members;
- To handle aggressive discussers tactfully;
- To formulate the agreed solutions and suggestions for decision making;
- To act as a cohesive force uniting diverse arguments into a harmonious proposition;
- To listen attentively and to speak clearly; and
- To remain cheerful and vibrant throughout the discussion

5. Group behaviour. The corporate world attaches a great deal of importance to an employee's ability to work smoothly in a group. To be able to do so, you need to possess team spirit and to function in cooperation with others. In GD this quality should manifest itself in terms of your spirit of accommodation to others' views, your zest and amiability, your emotional strength to remain cool and calm even to rude responses and your willingness and listen to devastating comments and biting criticisms when a smile.

COMMUNICATION CORE

A group discussion is held to discuss a problem or an issue to arrive at a decision and to exchange information on a significant matter related to the function, growth or expansion of a professional organization. It is also used as an instrument for assessing the suitability of a candidate for the job. Usually, the group comprises 6 to 10 persons. The discussion is unstructured and there is no chairperson or secretary to generate and regulate the discussion. For effective participation one should possess effective communication

skills, an ability for using different interactive strategies, and also to be aware of the nature of group dynamics.

REVIEW QUESTIONS

1. What are the various purposes for which group discussion is held?
2. In what way is group discussion different from other discussion groups such as meeting, symposium, seminar, etc.?
3. Why do employers use group discussion as one of the instruments for assessing the suitability of candidates for a job?
4. Describe briefly the points one should bear in mind for effective participation in a group discussion.
5. Discuss the points that the group as a whole should bear in mind for the smooth and goal-oriented flow of communication.

EXERCISES

The following statements may be used for group discussion. As you can see, each statement is provocative and controversial. This has been purposely done so that animated discussion is quickly generated and the interactive process proceeds fast without any embarrassing breaks.

- i. Parliamentary democracy has failed in India, what the country needs is presidential form of government.
- ii. The only solution to Kashmir problem is its division on the basis of actual line of control.
- iii. To achieve greater efficiency in administration and balanced growth of all regions the states in India should be reorganized.
- iv. In view of the impending shortage of petrol, the expansion of automatic vehicle industry should be stopped forthwith.
- v. To make it socially more relevant, university education should be nationalized.

- vi. All tests and examinations should be abolished from the university system and alternative methods be devised to assess the student's performance.
- vii. Ragging is a necessary evil.
- viii. Internet is more of a bane than a boon.
- ix. Generation gap is a myth in as much as all sections of our society, cherish the same values and respect the same patterns of social behaviour.
- x. The practice of eating non-vegetarian food should be discontinued as it is injurious to physical as well as mental health.
- xi. Euthanasia should be legalized to relieve the pain and agony of those suffering from fatal diseases.
- xii. The organization of beauty contests in India should be banned as it is against the spirit of our culture.
- xiii. Television exercises a baneful influence on all sections of our society and so all its programmes should be carefully censured.
- xiv. Indian cinema today is neither a source of healthy entertainment nor an agent of social change.
- xv. 'Arranged marriages' in India always prove to be more successful than 'love marriages'
- xvi. For becoming a successful manager in a professional organization it is essential to have a degree in management studies.
- xvii. The use of English as a medium of instruction at the school level in India should be discontinued as it encourages rote learning.
- xviii. The present policy of liberalization of our economy should be changed as it is against our national interest.
- xix. Politics is no longer an instrument of public service, it has instead become a means of acquiring power and wealth.
- xx. The proposal to reserve 33% seats for women in legislature is against the spirit of Indian constitution.

8. PREPARING FOR INTERVIEWS

What to prepare?

1. Study these cases. What do they tell us about interview preparation?

- a. Seetha was fairly well-prepared for the interview the next week. She received good feedback for her performance at the mock-interview. But she wasn't happy with her preparation. She contacted one of the employees in the company through a mutual friend and learnt that to get the job there, a woman candidate needed a lot of convincing to do. She decided to reconsider her interview strategies.
- b. Bharath thought he was well-prepared for the interview. He had looked up for information on the company and had read the newspapers to acquaint himself with current affairs. He had gone through the relevant books on his subject. He was confident of his answers to questions on his career plan. He was taken aback when the interviewer asked him to talk about his favourite film.
- c. Rahim was ready for the interview and took care of all the angles. He was a little confused when the interviewer asked him to evaluate himself. Flustered, he gave himself 11 on 10.
- d. Mala spent hours preparing for the interview. She went through the stock questions and practised the answers to them. She was stumped when the committee asked her to describe the qualities of her favourite teacher. "I have no favourite teachers", she blurted out.
- e. Mayur was a little worried about his pronunciation of a few English words. He thought mispronouncing them would create a negative impression on his interviewers. He practised hard to get these words right. When he faced the committee, he could hardly talk because of his fear of mispronunciation.

Tips on preparing for interviews

2. Which of the tips do the above cases illustrate?

- a. Find out all the information you can about the job and the company.
- b. Think of the routine questions and prepare thoroughly.
- c. Don't expect the interviewer to ask only those questions that you are prepared for.
- d. Remember, there are many ways to test your knowledge, attitude and skills.
- e. Focus on information you are expected to have, the attitude expected of you and the skills you are supposed to possess.
- f. Don't worry too much about your weaknesses or qualities you do not have. Concentrate on demonstrating your strengths.

TASKS

3. Let us play a game. It is called coffee pot. The game will help you do better at interviews by raising your awareness about preparation for interviews. You must identify the company the other group has thought of by asking a few yes/no questions.

How to play the game: You will be divided into two groups, A and B. Each group will think of a few companies. Decide on the companies and collect information about these companies. You need a lot of information about the companies you choose. Use the table below to get a good idea about what to look for.

List the information under each company. You can gather the information from magazines, newspapers in the library and the internet. When it is your turn to guess, your group must choose a volunteer to ask questions to the other group about the company they have thought of. The volunteer can ask only yes/no questions, using coffee pot in the place where a company's name is normally used. For example, he/she can ask:

Is coffee pot a public company? Does coffee pot have many branches? etc.

When the volunteer is reasonably sure of the identity of the company, he/she can make a guess.

A team gets 10 points if you correctly guess the company within 20 questions. If it can't guess, the team that has thought of the company will get 10 points. Each team gets 2 chances to guess. The team with the highest number of points wins the game.

Things to remember:

When guessing the company:

Make sure you don't repeat a question. Don't rush to guess. Wait until you've exhausted at least 15 questions.

When answering:

Don't volunteer information. Check your notes before answering. One of you should monitor the number of questions the volunteer from the other group has used up.

Company profile

1. Public/private sector?	11. Office/ factory/ branch in Metros?
2. Its products/ services?	12. Philosophy?
3. Whose vision?	13. In news recently?
4. Achievements?	14. Products advertised on Indian TV channels?
5. U.S. P. (of product/service)?	15. Interesting advertising campaigns? slogans?
6. Its location (Indian? International?)	16. Logo?
7. Its size (branches)?	17. Famous names in the company?
8. Number of employees?	18. Any famous competitor?
9. History (year it was established)	19. Parent company? Other ventures? Sister concerns/ franchisees?
10. Annual revenue?	20. Future plans?

4. a. **Work in pairs.** Think of a few questions the interviewer might ask on the following topics.

- i. Personal life
- ii. Education

- iii. Career
- iv. Attitude
- v. Aptitude
- vi. Skills

b. Compare your list with the one another has prepared. Add to your list of questions. After everyone is ready, your teacher will ask the pairs to read out the questions. Check if you can add a few more questions to your collection.

5. Study the questions. List them under these topics.

- a. Personal life
- b. Education
- c. Career
- d. Attitude
- e. Aptitude
- f. Skills
 - i. We were recently in the news. Do you know why?
 - ii. Do you like to work under a woman boss? Why? Why not?
 - iii. What courses did you like best? Why?
 - iv. How did you spend your vacations while in high school?
 - v. What do you think determines a person's progress in a good company?
 - vi. What do you know about our company?
 - vii. What interests you about our product or service?
 - viii. What types of books have you read?
 - ix. Do you enjoy sports as a participant or as an observer?
 - x. Tell us about the NIIT course you have done.
 - xi. How familiar are you with Java script?
 - xii. What school activities did you enjoy the most?
 - xiii. What personal characteristics are necessary for success in your chosen field?
 - xiv. Do you prefer working with others or by yourself?
 - xv. Give me an example of the people skills you say you possess.

xvi. If we ask you to learn to work on a new programme, will you agree?

6. Rearrange the words in the following sentences to get a few tips on preparing for interviews.

- a. make you how to the venue sure know reach
- b. half an arrive hour at least early
- c. sure your are and pressed neatly make washed clothes
- d. of copies of resume carry your a couple
- e. to take of your don't certificates and testimonials forget copies

Let us sum up. Complete the following sentences about preparing for job interviews.

1. _____ all the information you can about the _____ and the _____
2. Think of the _____ questions and _____ thoroughly. 3. _____ expect the interviewer to ask only those questions that you are prepared for. 4. Focus on _____ you are expected to have, the _____ expected of you and the skills you are supposed to _____. 5. Don't worry too much about your _____ or qualities you do not _____. Concentrate on demonstrating your _____

The art of selling oneself

A. a. Work in pairs. Discuss the following cases.

- i. In response to the question "What makes you the best candidate for the job?" Sudhir talked about his positive attitude, his dedication and his total involvement in the jobs he had been assigned. He also gave the committee examples from his career: a deadline he had managed to beat against all odds, the way he worked from home during his illness to help the team meet the deadline, and the best programmer award he had recently won.
- ii. "Your employer should select you for your knowledge and skills, not for your clothes," was Raghu's mantra. He called his friends who attended interviews in formal clothes "fops and dandies". He attended his interviews in sweatshirts and sneakers.
- iii. After the interview, the chairman wanted Prasad to meet the head of Public Relations. He asked Prasad to wait in the Visitors' Lounge. Prasad decided not to waste time and went into the manager's office. When the chairman finally located him, he was reading a book he had taken from the manager's table. "I already feel at home, you see!" he said.
- iv. When asked how he would contribute to the development of the company, Mahesh replied, "That's a good question. I really haven't given it much thought. I suppose I will do my job sincerely and to the best of my ability."
- v. When the interview committee asked Madhav if he had any work experience, he said "no". He wasn't selected for the post. Later, he learnt that the selected candidate had talked about his experience as a volunteer in a charitable organization. Madhav cursed himself for not mentioning his 3 months' experience as a student trainee in a bank.
- vi. In response to the question "What's the latest book you've read on Information Technology?" Megha said, "Information

Technology hasn't really changed, has it? The more things change, the more we realize they stay the same." When the question was rephrased as "But how often do you read books to keep abreast of the latest developments in the field?" she answered with "Well, whatever be the developments, the problems persist".

- vii. In his resume, Rajan had stated that he was an experienced developer with strong Windows administration skills. When the committee asked him to tell them about the operating systems that he had experience with, he quickly responded by saying that he had considerable expertise in Windows Macintosh with the .NET framework and unwittingly exposed his own false claims.
- viii. When he was asked why he had decided to leave his current job, Joe said, "My current project is being put on hold indefinitely due to budgetary constraints. There isn't enough work to keep us all busy. My company is not planning to lay programmers like me off, but I prefer to be productive. I understand the project for which I'm interviewing is a substantial effort."
- ix. Akash went for the interview dressed in formal clothes. He sat stiff and answered the questions correctly, using as few words as possible. When one of the interviewers came up with a good joke, he smiled tight-lipped.

b. Which of the following tips on taking a job interview can we learn from these cases?

- i. Your focus at the interview is to present yourself as the best candidate without sounding arrogant.
- ii. Focus on the job requirement and the company's preferences.
- iii. Do not hesitate to talk about your work experience, even if you had worked for a voluntary organization and not for a company.
- iv. Talk about concrete achievements and give examples to convince the interviewers about your attitude and skills.
- v. Dress appropriately for the interview.

- vi. Do not make tall claims you cannot support. Do not mention the skills you do not possess.
- vii. Use the first opportunity to tell the interviewer that you know something about the company and the job.
- viii. Think of a good reason for choosing the company/ for leaving your previous job.
- ix. If you don't know the answer to a question, admit it. Don't pretend to know the answer.
- x. Relax. Treat the interview as an opportunity to learn new things, not as a threat to your existence.
- xi. Remember, you are in a company, not in your house or college. Behave appropriately.

A mock interview

Let us have a mock-interview. Your teacher will divide the class into 4 groups: Diamonds, Clubs, Hearts, and Spades. Each group represents a software company. Each of the companies is looking for 3-4 programmers.

- Choose the profile of your company: product/services, number of employees, annual turnover, branches.
- Discuss and decide the job description. Draft an advertisement. Ensure that the advertisement has all the details about the company and the job. Use this as a model.

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- CA/ICWAI/MBA
- PGDIT (2 years full-time & approved by AICTE)

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- Consistent 60% and above academic records Class X onwards
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Applicants should:

have excellent communication and interpersonal skills.

be flexible to relocate to any of our offices in India or be willing to take up opportunities abroad to work for our global clients.

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Diamonds: send your advertisement to Clubs.

Hearts: send your advertisement to Spades.

Clubs: send your advertisement to Hearts.

Spades: send your advertisement to Diamonds.

You will work individually and prepare your resume and cover letter. Ensure that it fits the job description and company profile. Remember, you will be competing with the others in your group for the job. Only the top three in your group will get the job.

Preparation for interviewers

- You will work with your group and prepare 20 questions for the candidates you have invited for the interview. Here are some routine questions.

Warm-up questions

1. Walk us through your CV.
2. Tell us something about yourself.
3. Why have you chosen to work with our company?

Questions about your qualities

1. Are you ambitious? Why do you think you are ambitious?
2. What are your career goals?
3. Where do you see yourself five years from now?
4. Do you think our company is ambitious? Why? Why not?
5. Have you ever been in a situation, at college, when you were motivated to question an ethical issue?
6. Can you describe an occasion when you have had to stand up for your friends?
7. How do you cope when unexpected obstacles hinder your work?
8. How frequently do you add contacts to your address book?
9. Describe one experience when you had to lead a team.
10. Have you ever tried to act as a mentor to a colleague? How useful is it, professionally speaking?

Questions about your skills

1. Can you tell us about an occasion when you thought up a more efficient way to do a task?
2. Tell us about a tricky situation for which you found a very simple solution.
3. Give me an example of an assignment that you found difficult to finish? How did you go about it?
4. How will you handle projects with stiff deadlines that require precise calculations and analysis?
5. Tell us about a situation where you helped your friend perform a particular task in which you had better knowledge on the subject?
6. Tell us about a time when you acted as a mediator to help colleagues resolve their differences.
7. Tell me about a time when you had to help a friend who had made a bad mistake.
8. When you feel that a team is not working efficiently, due to the fact that one member is clearly not "pulling her weight", what steps will you take?
9. Tell me about a time when you had to be very careful in communicating delicate information.
10. Have you ever presented complex information in a simplified manner in order to explain it to someone? Tell us about it.
11. How will you explain a complex technical point to someone who has less technical knowledge than you?
12. Have you ever tried a new way of doing things? Tell us about your experience.
13. Have you tried to solve a problem with a totally new approach than is normally used. What was the result?
14. What kind of relationship can you develop with a person who strongly disagreed with your views, ideas, or style of working?

Final questions

1. Is there anything you would like to add before we end?
2. Is there anything that we might have left out that you would like us to clarify?

- Use your knowledge of the subject to prepare 5 or 6 questions to test the candidate's knowledge of the subject.
- Use the checklist for the interviewers to get ready for the interview.

Checklist for Interviewers

1. Have your questions ready.
2. Select a chairperson. Ask him/her to introduce the committee to the candidate.
3. Decide on the seating arrangement: informal relaxed (coffee table) or formal?
4. Put the interviewee at ease ('Smile, ask him/her to sit...').
5. Begin by giving a brief but clear description of the company and the job.
6. Ask open-ended questions - how, why, tell me, what, to get the interviewee talking.
7. Make sure the interviewee does 90% of the talking.
8. Use 'How?' and 'What?' questions to prompt examples and get to the real motives and feelings..
9. Ensure that your questions are well-worded, and your tone is polite, not aggressive.
10. Probe the CV/resume/application form to clarify any unclear points.
11. Give interviewees opportunities to ask their own questions.
12. Thank the interviewee after the interview is over.

10. PROMOTION INTERVIEWS

Projecting oneself at promotion interview

1. a. Study the excerpts from a promotion interview. Would you consider it a successful interview? Why? Why not?

Chariman : Good morning Mr Patel. Let me introduce you to the interview committee. You know Mr Mehta, your boss. This is Mr. Ram Naik, GM, Company Affairs. This Mr. Kher, GM, Production, placed in our Indore branch. Right. Tell us about your responsibilities in your present position, Mr. Patel.

Mr. Patel : Well, I'm in charge of the task force for sales. I coordinate the activities of my team. My team steps in when an area experiences a drop in sales. We draw up action plans and help implement them. We have a success rate of about 85%. So I'm happy with the way we've been working.

Mr. Ram Naik : Very good. Now, wouldn't it be a loss to your team if you're kicked upstairs? You seem to be the kingpin in your team.

M : Not really. I think the job of a team leader is to make the planning and implementation process transparent and encourage people to learn the ropes. I've done it. My colleague Kiran can do an equally good job.

K : Right. Looking at your CV, I get the feeling that you've not acquired any new skills after you joined us in 2004. Why didn't you upgrade your skills?

M : I agree I haven't obtained any new degree, but I have not let the daily routine prevent me from reflecting on team building and task maintenance. I've contributed a couple of articles to the HRD Journal. These were appreciated by colleagues in other companies. I'm

planning to enroll for a Ph.D in human resource development.

- C** : Wonderful. Don't you think it's a little too soon for you to aspire for a general manager's position? I mean there are other, more experienced candidates interested in the job.
- M** : Is experience all that matters? If that were so, the company wouldn't have created history by appointing a 20-year-old as Vice-President of sales. I know you prefer young people with ideas to people who drift through their years without seriously thinking about their jobs.
- R** : We're looking for a man or woman who'll add the creative edge to our problem-solving process. I don't think you have done anything new in your division.
- M** : We specialise in crisis-management. Every one of my working days throws up a new challenge. No fixed routine or formula works for us, as you know. That's being creative, isn't it?
- R** : Suppose we decide to keep you in the present position for some more time. How'd you react to it?
- M** : I hope you won't do that. But if you do I'd request you to give me some more responsibilities. ... to diversify the work I do and learn new things.
- C** : Is there anything you'd like to ask us?
- M** : Would it be possible for the company to sponsor my visits to workshops and seminars in my field?
- C** : I think so. There is no budget provision, but you could request the board of directors to treat yours as a special case.
- M** : Thanks for the suggestion.

b. Let us make your response more specific. Say which of the following statements about the interview are true.

- i. Patel's overview of his responsibilities is accurate and brief.
- ii. In reply to a question about the vacuum in the team his promotion might create, Patel cleverly turns the justification into an opportunity to project himself as a good team leader.
- iii. Patel succeeds in convincing the committee that he is always thinking of ways to work more efficiently.
- iv. Patel cites the company's philosophy to effectively counter the argument that he does not have much experience.
- v. Patel succeeds in persuading the committee that he is an imaginative worker.
- vi. He displays the right attitude when he asks for more responsibilities to learn from.
- vii. His request that the company sponsor his participation in seminars sends out the signal that he is interested in updating his knowledge and skills.
- viii. Patel is likely to get this job.
- ix. Patel could not convince the committee that he was the right man for the job.
- x. Patel was hostile to the committee.

Tips for good performance at interviews

2. Use your responses to questions i-x to create a few tips for good performance in promotion interviews. The first and the last ones have been done for you.

- a. Prepare for a question on your responsibilities to present a brief but accurate description of your job.
- b. _____
- c. _____
- d. _____
- e. _____

f. _____

g. _____

h. _____

i. _____

- j. Plan what to say. You don't want to sound hostile to the committee.

Criteria for assessing performance

- 3. a. Study the report of a selection committee. What are the criteria the committee has used to access the candidate? The first one has been done for you.**

We recommend the promotion of John Sahayam to the position of Senior Manager.

Mr Sahayam demonstrated a good understanding of the company's philosophy, policies, and processes. He also demonstrated the ability to plan, organise and implement the policies of the company. He has good communication skills, which lends support to the favourable appraisal report we received from his subordinates. He is very positive. We are convinced of his commitment to the company. He also came through as a person who is learning all the time on the job. We found him ambitious and hardworking.

i. Good understanding of the company's philosophy and policies

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

- b. Use your response to questions i-vi to create a few tips on preparing for promotion interviews. The first and the last have been done for you.**

- i. Read the mission document and the company's in-house publications.
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. Think about a question on career plan (where do you see yourself in 5 years from now?)

4. Study the following pieces of information. Which of them should be mentioned in a CV prepared for a promotion interview?

- a. Innovative programmes organized
- b. Participation in seminars and conferences and workshops
- c. Degrees recently obtained
- d. Hobbies/interests
- e. Projects completed
- f. Honours/awards/ citations
- g. Publications
- h. Significant contributions to the company's growth
- i. Contribution that added to the image of the company
- j. Membership in professional bodies

5. Study the words below. Which of them describe the qualities of a good worker?

Ambitious	Goal-oriented	Lackadaisical	Imaginative	Resourceful	Witty	Confident
Selfish	Flexible	Keen	Friendly	Arrogant	Polite	Easy-going
Sensitive	Playful	Cunning	Mean	Quarrelsome	Noisy	Uninterested
Vocal	Efficient	Crooked	Unreliable	Petty	Dedicated	Sincere
Unscrupulous	Hardworking	Smart	helpful	positive	Negative	Narrow-minded

6. Work in pairs. Match the statements with the attributes they demonstrate.

Statement	What does it show?
a. I like to learn new things.	Positive attitude
b. That may work, but that's not how we do things around here.	Good communication skills
c. I'd rather give up my position than let down my team	Ambitious
d. It isn't good now, but I'm sure the situation will improve.	Team spirit
e. I can get them to work together. I know how to talk to them.	Willingness to learn all the time
f. I'd like to see myself as a general manager in 2 years from now.	Good understanding of policies

Let us sum up. List three thing you need to do when you are getting ready for a promotion interview

LITERATURE

UNIT - III

GIVE US A ROLE MODEL

- Dr. A.P.J. Abdul Kalam

Dr A. P. J. Abdul Kalam was the President of India from 2002 to 2007. He was born in the fishing town of Rameswaram in Tamil Nadu. He had his early education at Rameswaram, and higher studies at St Joseph's College, Trichi and MIT, Chennai. He was a highly successful scientist at the ISRO. He was awarded Padma Bhushan, Padma Vibhushan and Bharat Ratna for his contributions to the country. He has written several books, and most of them have been bestsellers, the most popular being Wings of Fire. He dreams of India rising to a super power by 2020. He very often interacts with children and the youth to share his dreams of our country.

"Give Us a Role Model" is the second chapter of his widely acclaimed book, Ignited Minds — Unleashing the Power Within India. Here, Kalam stresses the importance of inspiring role models to follow in the journey of life. He takes up for discussion eleven questions put to him by school students during his various interactions with the youth of India. Answering them with his worldly wisdom to support, he makes clear that a nation's wealth is the younger generation. The mother-father-teacher trio act as the best role model to motivate and enlighten the child.

Give Us a Role Model

Men often become what they believe themselves to be. If I believe I cannot do something it makes me incapable of doing it. But when I believe I can, then I acquire the ability to do it even if I didn't have it in the beginning.

- Mahatma Gandhi

Why should I meet young students in particular? Seeking the answer I went back to my student days. From the island of Rameswaram, what a great journey it's been! Looking back it all seems quite incredible. What was it that made it possible? Hard work? Ambition? Many things come to my mind. I feel the most important thing was that I always assessed my worth by the value of my contribution. The fundamental thing is that you must know that you deserve the good things of life, the benefits that God bestows. Unless our students and young believe that they are worthy of being citizens of a developed India, how will they ever be responsible and enlightened citizens?

There is nothing mysterious about the abundance in developed nations. The historic fact is that the people of these nations—the G8 as they are called—believed over many generations that they must live a good life in a strong and prosperous nation. The reality became aligned with their aspirations.

I do not think that abundance and spirituality are mutually exclusive or that it is wrong to desire material things. For instance, while I personally cherish a life with minimum of possessions, I admire abundance, for it brings along with it security and confidence, and these eventually help preserve our freedom. Nature too does not do anything by half measures, as you will see if you look around you. Go to a garden. In season, there is a profusion of flowers. Or look up. The universe stretches into infinitude, vast beyond belief.

All that we see in the world is an embodiment of energy. We are a part of the cosmic energy too, as Sri Aurobindo says. Therefore when we begin to appreciate that spirit and matter are both part of existence, are in harmony with each other, we shall realize that it is wrong to feel that it is somehow shameful or non-spiritual to desire material things.

Yet, this is what we are often led to believe. Certainly there is nothing wrong with an attitude of making do with the minimum, in leading a life of asceticism. Mahatma Gandhi led such a life but in his case as in yours it has to be a matter of choice. You follow such a lifestyle because it answers a need that arises from deep within you. However, making a virtue of sacrifice and what is forced upon you—to celebrate suffering—is a different thing altogether. This was the basis of my decision to contact our young. To know their dreams and tell them that it is perfectly all right to dream of a good life, an abundant life, a life full of pleasures and comforts, and work for that golden era. Whatever you do must come from the heart, express your spirit, and thereby you will also spread love and joy around you.

My first such meeting took place in a high school in Tripura. It was a gathering of 500 students and teachers. After my talk on the second vision for transforming India into a developed nation, there were a series of questions, two of which I would like to discuss. The first question was: 'Where do we get a role model from, how do you get a role model?'

Whether we are aware of it or not, from childhood onwards, through various phases of life, we adopt role models. I said, 'When you are growing up, say till the age of fifteen, the best role model I can think of would be your father, your mother and your schoolteacher.' They, to my mind, are the people who can impart the best guidance during this period. I turned to the teachers and parents present there and told them what a big responsibility they have. I personally believe the full development of a child with a value system can only come from these people. In my own home, when I was growing up, I used to see my father and mother say *namaz* five times a day, and in spite of their modest financial resources, I found them always giving to the needy around. My teacher, Sivasubramania Iyer, was responsible for persuading my father to send me to school setting aside financial constraints. It is very important for every parent to be willing to make

the effort to guide children to be good human beings—enlightened and hard-working. The teacher, the child's window to learning and knowledge, has to play the role model in generating creativity in the child. This triangle is indeed the real role model I can think of. I would even go to the extent of saying that if Parents and teachers show the required dedication to shape the lives of the young, India would get a new life. As it is said: Behind the Parents stands the school, and behind the teacher the home. Education and the teacher-student relationship have to be seen not in business terms but with the nation's growth in mind. A proper education would help nurture a sense of dignity and self-respect among our youth. These are qualities no law can enforce—they have to be nurtured ourselves.

The children enjoyed this answer though I don't know whether the parents and teachers got the message.

Another girl in all seriousness asked, 'Every day we read in the newspaper or hear our parents talk about *atankvadis* (terrorists). Who are they? Do they belong to our country?' This question really shocked me. I myself was searching for an answer. They are our own people. Sometimes we create them through political and economic isolation. Or they can be fanatics, sometimes sponsored by hostile nations, trying to disrupt normal life through terrorism. I looked at the audience, at the people sitting by my side, at the teachers, and at the sky for an answer. I said, 'Children, I am reminded of our epics, the Ramayana and Mahabharata. In the Ramayana the battle is between the divine hero Rama and demon king Ravana. It is a long-drawn battle that finally Rama wins. In the Mahabharata, there is the battle at Kurukshetra. In this fight between good and evil, Dharma wins again. The battles are many but finally peace triumphs. In our times too we have seen this battle between good and evil—for instance, the Second World War. It seems to me that both good and evil will survive side by side. The Almighty does help them both to various degrees!'

How to minimize the evil through our spiritual growth is a question that has persisted throughout human history.'

On another occasion, I addressed a very large gathering of students at St Mary's School, Dindigul in Tamil Nadu on their seventy-fifth anniversary celebrations. Among the large number of children wishing to meet me were two who were in a hurry to get an answer from me. One student asked, 'I have read your book *Agni Siragugal* (the Tamil version of *Wings of Fire*). You always give a message to dream. Tell me, why dream?'

My answer was to ask the gathered children to recite the following: 'Dream, dream, dream. Dream transforms into thoughts. Thoughts result in actions.' I told them, 'Friends, if there are no dreams, there are no revolutionary thoughts; if there are no thoughts, no actions will emanate. Hence, parents and teachers should allow their children to dream. Success always follows dreams attempted though there may be some setbacks and delays.'

Another boy asked, 'Please tell me, who would be the first scientist in the world?' It occurred to me—science was born and survives only by questions. The whole foundation of science is questioning. And as parents and teachers well know, children are the source of unending questions. Hence 'Child is the first scientist,' I replied. There was thunderous applause. The children enjoyed this different way of thinking. Teachers and parents also smiled at the answer.

During my visit to Assam, I visited Tezpur. I had gone for the convocation ceremony of Tezpur University and also to receive the honorary doctorate conferred on me. After the convocation, I took off to meet school children. It was a big gathering of young people. The theme of my address was 'Indomitable Spirit'. As soon as I finished my talk the youngsters mobbed me for autographs. When I finished giving autographs I faced two interesting questions. One was: 'Why cannot

water from the Brahmaputra, which is in flood much of the time, be diverted to Rajasthan or Tamil Nadu which are starved of water?"

Only children will have these innovative ideas. Grown-ups tend to see more impossibilities. It was such a powerful question, I was completely beaten. I was sure even the Prime Minister would not have been able to answer it! How to tell the boy, rivers are a state subject and our states are fighting for the rights to their waters? That these would bring them prosperity some day but meanwhile they were flowing wastefully into the sea and causing floods every year. How to answer it?

I said, 'India Vision 2020 demands from the young that they start a great mission of connecting rivers cutting across the states.' I personally feel the young have the most powerful minds. They can overcome the negativity of the bureaucracy and some self-centred policies of the state governments to enrich the people of the country. They can even improve coordination between the states and the Centre. And they surely will!

Another student asked me a question for which again I had no ready answer. He said, 'Sir, big leaders in any field don't come and talk to us. We see our Prime Minister often going to Chennai, Lucknow, and many places. But he never comes here. We want him; we want to talk to him.' I was impressed by this urge to communicate with the country's leaders. I said, when I reach Delhi, I will tell your dream to the leaders and your dream will come true.

I later narrated this to the Prime Minister. He conceded the point and said, 'Children don't talk to me any more. Maybe the security cordon has created a separation.' I request our leaders in different fields to interact more with the children of the country for a better understanding of their own purpose in life as also for helping create a better future for our children.

I have visited Jharkhand a number of times after its formation. Every time I visit it, I am struck by the tremendous resources that wait to be harnessed in the state, which will multiply its wealth manifold. At the Sri Ramakrishna High School, Bokaro, I addressed a gathering of about 3,000 students and saw their creativity on display in an exhibition of their paintings, toys and other items made by them. In my conversation with them, one student asked me, 'In Jharkhand, it is green everywhere. We have forests, streams and hills. Why is it that we have a desert in Rajasthan?'

The question reminded me of a similar one in Assam: Why cannot the Brahmaputra's waters be taken to Tamil Nadu and Rajasthan? You know, twenty years ago, you would not have seen much cultivation in Rajasthan. But once the Indira Gandhi Canal was constructed agriculture became possible in many places. It is possible for man to transform the desert into a fertile land.' I repeated what I had told the student in Assam. 'It has to be one of the greatest missions of India to connect rivers so that water can reach many water-starved states. Visionary action is needed. When you grow up you will probably be part of reconstructing this nation and giving shape to these thoughts.'

One child came to me with a serious expression and asked, 'Sir, will your Agni missile cross the ocean and reach America?'

I was a little startled by this thought. 'For us no country is our enemy to send Agni there. Particularly America is our friend. Agni symbolizes our strength. It shows that India has all the capabilities.'

During my visit to Cuttack I participated in the birthday celebrations of the late Justice Harihar Mahapatra. I went there at the invitation of Justice Ranganath Mishra. For me, it was a revelation, how the independence movement, the first vision for the nation, had created the larger-than-life figure of Justice Harihar Mahapatra. He lived to the age of ninety-two and established Cuttack Eye Hospital,

Utkal University and above all organized multi-pronged efforts to remove poverty. My biography in Oriya was released. At the end of my speech the youngsters crowding around put forth many questions.

The first question was, 'Sir, tell us which are your favourite books, that you loved and which have shaped your mind?'

I said, 'Four books in my life have been very close to my heart. I cherish reading them. The first is *Man the Unknown* by Dr Alexis Carrel, a doctor-turned-philosopher and a Nobel laureate. This book highlights how the mind and body both have to be treated in an ailment as the two are integrated. You cannot treat one and ignore the other. In particular, children who dream of becoming doctors should read the book. They will learn that the human body is not a mechanical system; it is a very intelligent organism with a most intricate and sensitive feedback system. The second book, one I venerate, is Tiruvalluvar's *Thirukkural* which provides an excellent code of life. The third is *Light from Many Lamps* by Lillian Eichler Watson which has touched me deeply. It illuminates how we live and has been an invaluable guide to me for fifty years. And the Holy Quran is, of course, a constant companion.'

While I was addressing another gathering of schoolchildren in Anand, Gujarat, one smart boy asked a very intelligent question: 'Who is our enemy?' I liked the question and put it to the other students, encouraging them to come forward with their views. Then came the answer, 'Poverty.' What a wise reaction from this young child whom I have mentioned in the dedication.

The last question, which I am including here, came from the powerful mind of another child. 'Tell me, sir, are Pakistani weapons stronger than Indian ones?' I asked the child why this doubt arose in his mind. Reports he read in the media led him to think so, he said.

'This is a unique characteristic of our country—to belittle our capabilities. It may even be genetic!' I said. 'India can design, develop and produce any type of missile and any type of nuclear weapon. This is a capability only four countries in the world have. You remove all the doubts from your mind,' I told the child, who gave me a very satisfied look.

I have selected only eleven questions here from among the hundreds of questions I have been asked during the course of meeting 40,000 high school students so far. The questions reflect the children's innocence, but most of all they show how strongly they feel the desire to live in a strong and prosperous nation. I also realized from these sessions how important it is for them to have role models, whether in science, industry, sports, entertainment or some other field. The question is: Can we give our children a role model? And how?

At the dawn of the new millennium came the news that the human genome had been decoded. All the 30,000 genes that human beings carry today, we are told, are identical to those of our Stone Age ancestors who lived thousands of years ago. One of the traits that has come down to us from them, along with others that are needed for survival, is the desire for achievement.

It is said that nature gave us this instinct because the need to achieve, like the need to reproduce, the need to eat, the need to drink and the need to breathe, is simply too important to be left to chance. History shows the hunger for achievement is a highly evolved one and undoubtedly the strongest one. We tend to forget it but it underlines much of our experience. Most important, without it, how would we learn and grow, aspire to greater perfection?

I have seen Dr. Vikram Sarabhai's vision succeeding over three decades through sustained and coordinated achievement. At work in that and any other endeavour was this same desire to exceed the

limits. As we try and excel, role models play a guiding role. The power of Vikram Sarabhai was such that others took up his vision and completed it long after he was no more. For you it could be someone else whom you admire—a sportsperson, a teacher, a successful entrepreneur.

I recently had the chance to meet a legendary personality, a role model herself. Lata Mangeshkar was presiding over a function in remembrance of her father, Master Deenanath Mangeshkar. Lata Mangeshkar is a recipient of the Bharat Ratna and I felt honoured that she had asked me to inaugurate the 450-bed Deenanath Hospital and Research Centre in Pune. I visited the hospital just before the inauguration. I found that it would be treating nearly 30 per cent of the patients free. I was touched by the fact that despite her wealth and fame, she had not lost sight of the fact that one needs to do all one can to help relieve the suffering of others.

Her songs played over the radio have brought pleasure to countless hearts over the decades. During the India-China conflict in 1962, her song '*Ae mere vatan ke logo*' moved an entire nation. Few people can claim to have influenced the lives of millions in such a delightful way.

Role models can help us focus on what is correct for us as individuals, as groups and, of course, as a nation. They can also lead us to great success. We seem to have got carried away with the success of a few in the field of information technology. But that is indeed nothing compared to what we can and should achieve. Ancient India was a knowledge society and a leader in many intellectual pursuits, particularly in the fields of mathematics, medicine and astronomy. A renaissance is imperative for us to once again become a knowledge superpower rather than simply providing cheap labour in areas of high technology.

Summary

A nation's wealth is the young generation of the country. When they grow up, who can be the role models? Mother, father and elementary schoolteachers play a very important part as role models. When the child grows up, the role models will be national leaders of quality and integrity in every field including politics, the sciences, technology and industry.

Glossary and Explanations

G8: The Group of Eight is a forum for the governments of the world's largest economies:

France, Germany, Italy, Japan, UK, US, Canada, and Russia

mutually exclusive-, different from each other

profusion of-, large amount of

cosmic energy-, energy of the universe

Sri Aurobindo: (1872-1950) Indian nationalist, freedom fighter, philosopher, yogi, guru and poet. He had his own vision of human progress and spiritual evolution. His philosophy was based on the dynamic application of spirituality to material life and all its activities. He wrote extensively on the Vedas, Upanishads, and the Gita.

Asceticism: living without physical pleasures

Education and the teacher-student ... business terms: Nowadays people consider education as a business, as a saleable commodity to make profit.

Wings of Fire: The autobiography of Dr A. P. J. Abdul Kalam. First published in English, the book has been translated into 13 languages apart from Braille and Chinese. The Chinese edition is called *Huo Yi*.

Negativity of bureaucracy: negative attitude of government officials
Self centred policies: Policies for one's own good, without caring about what is happening to others.

Indira Gandhi Canal: The Indira Gandhi Canal is a major step in reclaiming the Thar Desert and checking desertification of fertile areas. It starts from the Punjab and flows into Rajasthan. It provides irrigation facilities to the north-western desert region of Rajasthan. The canal has transformed the barren desert into rich fields. Crops of mustard, cotton and wheat now flourish there.

Justice Ranganath Mishra: The 21st Chief Justice of India, eminent jurist, and parliamentarian, who was also the first chairperson of the National Human Rights Commission of India.

Justice Harihar Mahapatra: A renowned lawyer and former judge of Patna High Court; the author of **My Life, My Work**, Mahapatra was a cultural icon of Orissa.

Alexis Carrel: (1873-1944) He was a French surgeon and biologist who was awarded the Nobel Prize in Physiology or Medicine in 1912 for his pioneering vascular suturing techniques. (Surgical suture is a device used to hold body tissues together after an injury or surgery)

Man the Unknown: (1935) This is the title of Carrel's book which became a bestseller. It discusses "the nature of society in the light of the discoveries in biology, physics, and medicine." It contains his social prescriptions, and he advocates that mankind could better itself by following the guidance of an elite group of intellectuals.

Thirukkural: A Tamil classic. It is a collection of 1330 couplets or 'Kurals', authored by Thiruvalluvar, a poet who lived between 2nd century BC and 5th century AD. The *Thirukkural* expounds on various aspects of life. It preaches simplicity and truth throughout its verses.

Light from Many Lamps by Lillian Eichler Watson: (1951) A classic work of inspiration edited with commentary by Watson. It is a

storehouse of inspiring passages and quotations, along with brief but stimulating biographies. The selections are from great men such as Alfred Tennyson, Robert Browning, Elizabeth Barrett Browning, Abraham Lincoln, Franklin D. Roosevelt, Ralph Waldo Emerson, William Shakespeare, Hippocrates, Saint Paul, Confucius and Henry David Thoreau.

This is a capability only four countries in the world have: The four countries referred to are the US, Russia, China and India. Countries such as the UK, France, Israel, North Korea and Iran also possess missile capabilities.

At the dawn of the new millennium: A working draft of the genome was announced in 2000 and a complete one in 2003.

human genome: Man's hereditary information encoded in DNA and RNA. Started in 1989, the Human Genome Project has already identified 25,000-30,000 genes in humans. The information is expected to help scientists in many ways, including in their fight against deadly diseases.

Decode: to find the meaning of something that has been written in code; decipher

Vikram Ambalal Sarabhai: (1919-1971) An Indian physicist who is regarded as the architect of the Indian space programme.

Ae mere vatan ke logo: O people of my country!

Exercises

I. **Answer the following bunch of questions.**

1. Name the authors of the following

a) *Man the Unknown*

b) *Wings of Fire*

c) *Light from Many Lamps*

d) My Life, My Work

2. Match the following:

a.	Indira Gandhi Canal	i.	ISRO
b.	Vikram Sarabhai	ii.	Hua Yi
c.	Lata Mangeshkar	iii.	Rajasthan
d.	Dr A.P.J. Abdul Kalam	iv.	Ae mere vatan ke logo

3. Choose the correct answer:

- a) "I do not think that abundance and spirituality are mutually exclusive."
- Abundance and spirituality are two different things.
 - Abundance has nothing to do with spirituality.
 - Abundance and spirituality are not two separate things.
 - Abundance has nothing in common with spirituality.
- b) "Spirit and matter are both part of existence, are in harmony with each other."
- Spirit and matter are mutually exclusive.
 - Spirit acts against matter.
 - Spirit and matter are contradictory.
 - Spirit and matter are complementary to each other.
- c) "My father sent me to school setting aside financial constraints."
- My father sent me to school forgetting his financial problems.
 - My father sent me to school because he was financially well-off.
 - My father sent me to school for the sake of financial gains.
 - My father sent me to school because he had shortage of finance.

- d) "Terrorism is sometimes sponsored by hostile nations, trying to disrupt normal life."
- Terrorism is supported by friendly nations.
 - Terrorism is supported by unfriendly nations.
 - Terrorism is supported by neighbouring nations.
 - Terrorism is supported by host nations.

II. Answer the following questions in two or three sentences.

- Why did Dr Kalam decide to interact with young students?
- What is Dr Kalam's opinion about a life full of pleasures and comforts?
- What does Dr Kalam say about a life of asceticism?
- What is Dr Kalam's observations about terrorists?
- Why does Dr Kalam advise people to dream?
- What is the significance of the Agni missile?
- How good a role model is Vikram Sarabhai?
- What is the role of role models in our life?

III. Answer the following questions in a paragraph not exceeding 100 words.

- Are spirituality and abundance mutually exclusive?
- The best role model in childhood.
- What is the similarity between terrorism and the Indian epics, *The Ramayana* and *The Mahabharata*?
- What is the importance of dreaming in life, according to Kalam?
- What are the four books that shaped Dr Kalam's life, and how?
- Why should children have role models?

IV. Answer the following in not more than 300 words.

- How does Dr A. P. J. Abdul Kalam drive home the point that children should have good role models?

[While Gandhari was with child, a *vaishya* was in the service of Dhritarashtra. She bore a son named Yuyutsu— *Mahabharata Saranubad* by Rajsekhar Basu. Yuyutsu's mother was Souvali— *Pouranik Abidhan* by Sudhinchandra Sarkar.]

ON THE MARGINS OF THE TOWN LIVE THE MARGINALIZED. Their settlement is a lively, noisy place. The alleys are narrow, the houses small. Ponds here and there, surrounded by trees. Cattle sheds beside the huts. There, on the stoop of a large hut, sat Souvali. Ageing, but still not infirm. Copper skin. Salt and pepper hair braided in a long plait. Black choli. Green ghagra, yellow Chunni tucked in at the waist, drawn across the breasts and thrown over one shoulder.

The woman next door said, What's this, Mashi? Still waiting?

He hasn't come yet.

Is Souvalya coming here?

That's what he said.

He's been here before, hasn't he?

He comes every now and then. Today he sat for a bit, didn't say a word . . . finally . . . why don't you carry on, dear.

Isn't Ahana back?

Ahana! Even her mother was dying to go. Ahana, Varunya, no one's back. They've all gone to see the *mahatarpan*, to watch water being offered to the spirits of the dead.

Well, I'll be off, Ma. Still have to fetch the water.

Carry on, dear.

Souvalya walked into the yard. The sun was setting, but it wasn't dark yet. Ashadhi evenings are a long time coming, Souvalya said, Ma.

Come, my son. Wait there, let me pour some water, wash your feet.

No, Ma. I've had a bath already.

Yes, you must have. Come, change into dry clothes. Rest awhile.

May I stay the night?

What could be better, son? Come inside.

Spacious hut. Neem-scented breeze through the window. Souvali has planted a grove of neem trees behind the house. Also an orchard of mango, jamun and other fruit trees. Sturdy green trees, guarding the hut like sentinels.

Souvalya sat on the wooden seat. Souvali bought these high, wooden lacquered stools from the nomadic traders. She brought out sweet kheer laddoos, pithas of jowar, honey. Said, Eat something, son.

And you?

I'll eat too. Why shouldn't I, after all?

I did the tarpan. And you . . .

Souvali smiled, and said, You're the son. You did your duty. Today they had to grant you the first right. You are Dhritarashtra's son. If they left you out, they would have gone against dharma.

Souvalya's hair is greying. He is Souvali's son. In this house, he is Souvalya. Not Yuyutsu. At the sound of that name, his mother flares up. Yuyutsu indeed! Give the boy a name and that's the end of all responsibility!

No, Yudhisthira was extremely careful.

And Bhima?

What's the point of discussing him?

Son, did you do the *tarpan* for Kunti and Gandhari as well?

No, Ma. Even if I'd tried, my tongue would have revolted.

Souvalya sighed. Said, This is the only place where I can breathe freely. But Ahana and Varunya aren't back . . . you're all alone . . .

Not really, my dear. I have good neighbours . . . and I only have to sound the conch for people to come running . . . after the Pandava victory we . . . what happened today was such a mockery, wasn't it? Their forest exile was so long ago, their death in the forest fire, and now, after so many days, this so-called *mahatarpan*! Wait and see, Yudhisthira will gather their remains and cast them in the river. Ahana and Varunya have gone to see the fun and games.

Never went near him, never called him 'father', and today I did the *tarpan* for him.

Or else his soul would not have gained release. *Dasiputra* Slavechild! It's because of this *dasiputra* that you got water from a son's hand! Kunti! Gandhari! Gandhari never once, in all these years, acknowledged you as a Kaurava. Why should she? Just a *dasiputra*, after all.

Souvalya smiled slightly.

I told them, I'll do the *tarpan* for my father. Not for Kunti, not for Gandhari. They never accepted me.

Oh son, I am content.

They exchanged glances. Finally Yudhishtira said in a dry tone, Son of Dhritarashtra! I know you are a man of conscience, son of a good woman . . .

Can't even remember him.

*Ma! The oldest Panday, has always been different from the other brothers. He said, Do as you think right. I... I did the *tarpan* just for my father. If I hadn't, they wouldn't have been able to begin the rites. Then I came away.*

You did the right thing. And what after all would have happened had you not done so? Anyway, you did your duty.

And you...

*I have no such duty, my son. Born into a *vaishya* family they took us to serve as *dasis* from our very childhood. Then, when Gandhari was carrying, I got pregnant with you. When you were born, I forgot all my sorrows! Why does Vidura get so much respect, son? He's a *dasiputra* too, like you.*

Let it go, Ma! You left me too, didn't you?

*I stayed as long as they let you be with me. In the *rajavritta*, male offspring aren't left with their mothers for long. They are suckled by wet nurses, they stay with the *dasis*. I showered you with care and love, kept you safe.*

Why did you leave, Ma?

*Because they sent you off to the *gurugriha*, to the home of your teacher, when you were barely five. How I cried and wept, Souvalya! But even little boys aren't allowed to stay in the royal women's quarters.*

*Souvalya spoke softly. I used to cry too. Look all over for you. Dasiputras were sent to a separate *gurugriha*. Then,,, when the time came for training in arms, for some reason I was transferred to the same *gurugriha* as the Kauravas.*

What? Souvalya, you did your arms training...

Who else would retrieve their arrows? Who else would fetch the birds they shot down?

That's when I asked Gandhari to release me from my *dasi* status. She didn't say anything. Then, in desperation I told the head *dasi*, Dhruva, I'm going to live on the outskirts of town. If my son looks for me, please tell him where I am.

And you came away?

What else? The *dasis* of those days must be old now, helpless, who knows where they're lying around still, somewhere in the inner quarters of the royal household. I didn't wait for anyone. Couldn't even inform your father. He was well protected, guarded by the watchful eyes of Gandhari; If I could have I would have told him, you took my youth, you took my son, he is your flesh and blood but you never treated him so. You can stay here with your Duryodhana, I'm off.

I've never known a father's love.

Duryodhana meant everything to him. He used to ask Dhruva about you on the quiet. That too, just once or twice. But Souvalya, my son! I never stopped thinking about you.

On the outskirts of the town, everyone knew who Souvali was. Dhruva's brother Divya helped her a lot at the time. As the mother of a Kaurava, Souvali faced no trouble. A hut was built, readied to be lived in. Ahana and Varunya's grandmother volunteered to live with her as her *dasi*, saying, If you say no, where will I go? So a hut was built for her too.

I never thought I'd find you again.

But you did.

Souvalya nursed a secret grief, his mother had forgotten about him. But when he saw how carefully his childhood toys, tiny bangles,

golden comb had been preserved all these years, it hadn't been hard at all to turn to her and call her 'Ma'.

Souvali said, So many offers of marriage! You're so beautiful, come with us, we'll take you to Dasharna, the wandering traders would tell me. But Dasharna was so far away! If I went off, there would be no news. . . and son, I waited . . . for Divya to come, to bring news of you. Ahana's grandmother and her young daughter were here, my restless mind got some comfort from them, and then . . . but you know all about it. . .

I am at peace knowing they're with you . . .

Why don't you change into dry clothes?

No need, my clothes are dry now. Come, let's sit and talk awhile.

Souvali carried a lamp outside. Said, When Ahana and the others come back, they'll go straight to bed.

You're all alone at night . . . is it safe?

Not even a thief will dare enter this hut. No one will touch me. Everyone respects the mother of a warrior..

No wonder I sided with the Pandavas in battle. The Kauravas called me *dasiputra*, treated me like one. I detested them.

Souvali stroked her son's forehead.

When Yudhisthira said, let those who wish to join us come, we will receive them with honour, I crossed over with no hesitation..

What a hubbub in the town! Yuyutsu—how I dislike taking that name!—has joined the Pandavas!

And Duryodhana said with contempt, I knew he'd join them. Ma, no one knew which side would win, which side would lose, but I

knew that if I died fighting, I'd die in peace. Can you understand why I joined them?

Souvali's once-lovely lip curled in contempt. She said, All those years of constantly being ignored, all that humiliation.

Yes, Ma. It didn't really matter to the Kauravas whether I was there or not. The humiliation . . . but I used to worry about how you might feel . . .

I felt at peace . . .

And after the battle . . . on the cremation ground . . . truthfully, Ma, no matter what kind of man he was . . . the savagery with which Duryodhana was killed!

It was war, my child. There was savagery on both sides. Think of Bhima!

And at the end . . . Bhima was so insulting to father . . . war robs man of humanity. How boastful the victors were! How arrogantly they behaved!

Yes, I know, my son. Now go to sleep.

One night with you.

I'm going to hold you close, my son. You've been lost to me since childhood.

They knew I used to come here. They'd taunt me. Say that only *dasiputras* suffered such unmanly needs, cried for their mothers.

It's true. It's in the *janavritta*, amongst the common people, that we are in touch with our natural emotions. Tenderness, caring, compassion, romance, love, anger, jealousy. But in the *rajavritta*, you know how they keep such natural emotions strictly in check.

Yes, you're right.

And that's their downfall. It's always been power, greed, arrogance and enmity that's caused the ruin of the *rajavritta*.

It's so nice to talk to you like this, Ma.

You'll leave at dawn?

Yes, Ma. Yudhishthira told me, O Son of Dhritarashtra ... go and tell your mother ... the *tarpan* was performed properly. She may not know . . .

Souvalya fell asleep. Souvali lifted his arm onto the bed. Arranged the pillow more comfortably under his head. How grey his hair was, how lined his forehead! All those years of humiliation, disrespect and unkindness had caused these furrows to appear.

A soft knock on the door. Must be Ahana. Come to sleep with her.

Opening the door a crack, Souvali whispered, Not tonight, Ahana. Souvalya's sleeping here.

Granny! Ma asked if you . . .

Souvali went out and shut the door. Said, Go fetch your mother, dear.

Ahana's mother came. Asked, Is there anything you need me to do for you before I go to bed?

Like what?

Any death rite related stuff? After all, your son did the *tarpan* . . .

Go to bed, Chandra. What death rites? Who was Dhritarashtra

to me?

What do you mean? He was your . . .

Son's father. And my son has done his duty.

But . . .

I'm just a *dasi*. Was I his wedded wife, that I should undergo the death rites? In the royal household, so many of us *dasis* come and go, so many bear children. . . observe *ashaucha*, the contamination rites? Do *tarpan*? Wear white cloth, fast? Why?

Souvali's eyes are gleaming. She says, I'll feast on sweet *kheer* laddoos, ghee-rich jowar pithas, golden honey. And after I'm full, I'll sleep peacefully holding my son in my arms.

Souvali shut the door. It feels good to have defied the dead Dhritarashtra. In the royal household, the other *dasis* would be roaming around in white widows' clothing, eating only the prescribed meagre fare.

Will Souvali go to hell for this?

Or to heaven?

Souvali tells herself, Why worry about all that? I'm hungry, so I'll eat. I left that place of my own free will. Today too I'll let my own *dharma* tell me what's right.

Happily, Souvali washed her face and hands. It is said that Krishna Dwaipayana Vyasa is going to write about this righteous war. . . So let him! Souvali doesn't want even a mention of her name anywhere.

Her son is foolish. Following the norms and customs of royalty even though he's one of the common folk.

She thinks to herself, If you must learn, learn from your mother. I was nothing but a *dasi* in the royal household but here, amongst the common people, I'm a free woman.

And she begins to eat. Food cooked by her has never tasted so good. When will Souvalya realize? That even the Pandavas will never accept him as one of their own?

GLOSSARY

Infirm	- Not physically or mentally strong
Alleys	- A narrow passageway
Sentinels	- A soldier or guard whose job is to stand and keep watch
Cremation	- Burning a corpse
Savagery	- Brutal behavior
Boastful	- Highly appreciating
Taunt	- To make fun of
Furrows	- A trench cut in the soil
Rite	- A religious custom
Gleaming	- Small stream of light
Customs	- Frequent repetition of the same behavior.

1. Answer the following questions in two or three sentences:

1. Who has gone to see the Mahatarpan and why?
2. Describe the outskirts of town.
3. Who is the Dasiputra ? what was his frustration?
4. Who is Dhruva? How did she help Souvali?
5. With whom did Souvalya joined and why?
6. What emotions were carried by Souvali?
7. How did Souvali comforted her son Souvalya?

2. Answer the following questions in a paragraph:

1. How did Souvali welcome his son to hut?
2. How did Souvali justify herself for not performing death rites?
3. How did Souvali describe the dasi of the court?
4. Why did Souvali fail to inform the king about leaving palace?

J.R.D.'s Words of Inspiration to Sudha Murthy

PRE-READING

Answer the following questions

1. Can men and women do the same job successfully? Why?
2. What job would you choose after your studies? Give reasons.
3. What would you want to do if you had a lot of money? Give reasons.

READING

J.R.D.'s Words of Inspiration to Sudha Murthy

Did anybody know that there was a strong Tata connection to Infosys? Meet Ms Sudha Murthy, the better half of the Infosys chairman, NR Narayana Murthy. On a down-the-memory-lane visit here after 25 years, Ms Murthy, who is now heading the Infosys Foundation, said it was a chance association with the house of Tatas when after topping the graduating class in computer science from the Indian Institute of Science, Bangalore, she came across a job advertisement in February 1974, which said Telco (Tata Engineering and Locomotive Company) wanted bright young graduates.

However, much to her disappointment, she found in the footnote it was written "female candidates need not apply." Her ego deeply hurt, she shot off a 'postcard' to JRD Tata asking him how a leading and progressive house like the Tatas, "which always thought ahead of time, could put such a restriction." "After posting it I forgot about it," she said. A pleasant surprise awaited her. A telegram soon arrived asking her to appear for an interview "with a promise of reimbursement of first class fare both ways," she said.

Selected as a GT (graduate trainee) and as the first lady technical officer at Telco, she was first posted to Pune and was later shifted to Telco, Jamshedpur "for a short stint." She was thereafter

shifted to Bombay House. She had later learnt that JRD had himself intervened in the matter following her letter and had instructed the board that "if she was found up to the mark in her subjects, she should be taken." She recalls how after having put in her papers in February 1982, after having served Telco for eight years, she wanted to meet JRD to convey her gratitude.

"It was again a chance meeting as I was going downstairs and he was climbing upstairs in Bombay House," she told reporters here Monday. "I told him I was leaving the job." He said, "You fought so much for the job and now you are quitting it?" I told him that my husband wanted to start the Infosys Adventure. And then JRD turned almost a soothsayer to say, "If you make lots of money you must give it back to society as you have received so much love from it." "That was the last time I saw him," the lady, clad in simple clothes, said regretfully.

This was to be the source of the inspiration for Infosys Foundation which she today manages to run in Karnataka, Andhra Pradesh, Tamil Nadu and Orissa "with only six hands." So strong has been the influence of the Tatas that when asked by her colleagues as to what she wanted on her retirement, she could only say: "A black & white portrait of Jamshetji Nusserwanji Tata and another of JRD Tata in his famous blue suit."

"At Infosys, we have the two biggest and the most expensive boardrooms (of a total of 17) where world leaders like Tony Blair, etc, are felicitated, named after these two great personalities," she says proudly. The Infosys Foundation focuses on two basic things: education and health. "We provide infrastructure to the states for building government hospitals," she says. Asked, how was it helping the poor, given the poor state of affairs at government hospitals, Ms Murthy says: "The poor have no other place to go other than to a government hospital."

The foundation, among other things, also donates books to libraries of schools for the less privileged. "The creation of wealth by legal and ethical means is one part," she maintains. "The distribution of wealth is the other part. The Infosys Foundation focuses on the poorest of the poor." Recipient of several international and national awards for outstanding philanthropic work, the chairperson of Infosys Foundation feels that Indian corporates should "do much more for the society," particularly in health and education. Anybody in her place would be having a high-flying lifestyle.

(Source: Indian Express 23 October 2002)

GLOSSARY

better half	: one's husband or wife
down-the-memory-lane	: remembering the past
footnote	: a note at the bottom of a page
shot off	: replied
reimbursement	: to pay back money to someone who has spent it for you
stint	: a limited period of time
gratitude	: feeling of being thankful
soothsayer	: a person who can predict the future
colleague	: one who works with you
board room	: a room where the people of a company meet
felicitated	: honoured
infrastructure	: the basic systems and services of a company
less privileged	: downtrodden; poor
high-flying lifestyle	: very high lifestyle

CHECK YOUR READING

1. What post did Sudha Murthy plan to apply for in TELCO?
2. Why did she send a postcard?
3. What was the pleasant surprise that awaited her?
4. Why did Sudha Murthy leave TELCO?
5. What social service does the Infosys Foundation carry out?
6. What does Sudha Murthy want other Corporates to imbibe from the Infosys foundation?

VOCABULARY

English uses quite a number of words to express the act of writing. A list of such words is presented below.

1. record - store information in written form
She records everything that happens to her in her diary.
2. register — show or express
The principal's face registered extreme disapproval of what he had seen.
3. jot down - to write something quickly on a piece of paper to help our memory.
I carry my notebook to jot down any new ideas.
4. put down - to write a small piece of information, your name on a list or document
"Do you want me to put down your name for the picnic?"
5. set down — to write in a formal document
The rules of the college are set down in the calendar.
6. note down - to write something
The principal noted down the roll numbers of the mischievous students.
 - record, set down
 - enrol, put down
 - jot down, note down
 - fill in/out

Notice that the first two items are used in formal situations. But none of them can be used interchangeably.

GRAMMAR

Look at the following pairs of words.

student - students

teacher - teachers

Such nouns that can be counted are called countable nouns.

But there are other nouns which do not have a plural form. They are called uncountable nouns,

milk — milks x

sugar — sugars x

Such uncountable nouns take a singular verb.

- This news is correct.
- This news are correct. x

Uncountable nouns do not take 'a' and 'an' before them:

- I have a bad news for you. x
- I have a piece of bad news for you. ✓
- Please leave all your luggages in the cloakroom. x
- Please leave your luggage in the cloakroom.

The uncountable nouns in English fall into five categories:

- Names of feelings and emotions
anger, love, pride, happiness, strength, faith, youth, wealth, patience, death, fear
- Names of food and substances
bread, meat, rice, butter, cotton, silk, grass, iron, steel, wood
- Names of substances made up of small particles

coffee, milk, oil, tea, oxygen, barley, flour, salt, sugar, sand, cement, popcorn

- Names of languages

Tamil, English, Hindi, Malayalam, French

- Abstract nouns

beauty, joy, equality, helpfulness, importance, attendance, manhood

Read the paragraph written by a boy. Correct the nouns and articles wherever necessary.

My mother shows a love to me. I like it. She gives me milks, breads and waters when I come back from schools. The milk are good. I hate breads. I play with my friend Bala and Ravi. They show their loves for me. I eat at night rices with buttermilks. Then I go to sleep.

COMMUNICATION

When we do not understand the speaker, we seek clarifications. English uses a variety of expressions to seek clarification. Here are some of them.

- *I'm sorry, I didn't quite get you.*
- *Could you repeat it for me?*
- *Could you explain what you mean by...?*
- *Come again!* (colloquial)

Imagine you are taking an interview. Use the phrases given above to seek clarification in the contexts below.

Interviewer : As far as work is concerned, we have flexi hours.

Candidate : (Seek a clarification on the word underlined above)

Interviewer : It simply means we do not have a 9 to 5 job. You are free to choose your work hours. All that we

- insist is that you put in a minimum of forty hours of work a week.
- Candidate : (You did not hear the number. So ask for a clarification.)
- Interviewer : I said forty hours.
- Candidate : (You want to know whether you can put in 10 hours of work every day and get a longer weekend when necessary. Ask for this clarification.)
- Interviewer : That's the whole purpose of flexi hours.

WRITING

Usually we write a paragraph describing a scene or a product or an incident. If a description has many ideas we split the writing into more paragraphs. How is a paragraph structured?

Usually the opening sentence introduces the topic/subject. The sentence that introduces the topic is called the *topic sentence*.

The remaining sentences elaborate the main idea of the paragraph. They are organized in a logical sequence. In order to establish link between ideas sentence linkers as such as, *and*, *but*, *thought*, *although*, *however*, *on the other hand*, *because*, and *as a result* are used.

Here is an example of a proper paragraph with supporting sentences:

I had a wonderful summer. First, I started sleeping in every day. I would then go swimming with my friends. I stayed up late watching TV a lot, and I went to camp for a week. I wished my summer would never end!

What is the topic sentence? (*Ask yourself what the paragraph is about?*) “I had a wonderful summer” is the topic sentence. Everything else supports that idea. The final sentence is the concluding sentence.

It sums up what the author wants to communicate in the paragraph.
"I wished my summer would never end!"

Here is an example of a paragraph that has a sentence that doesn't quite fit in. Try to find it.

Regardless of what some people may think, the desert is a beautiful place. Spectacular sunsets delight the eye. Sometimes I go swimming. The occasional quail or roadrunner darts across the sandy roads. It is a unique experience.

What doesn't belong? "Sometimes I go swimming" has nothing whatsoever to do with the topic sentence that states that the desert is a beautiful place. Remove the sentence.

Now read this long passage. Underline the topic sentences. Mark the sentences that don't belong. Put them in brackets.

Henry Wadsworth Longfellow

Probably the best loved of American poets the world over is Henry Wadsworth Longfellow. Many of his lines are as familiar to us as rhymes from Mother Goose or the words of nursery songs learned in early childhood. Thumbelina was written by Hans Christian Anderson. Like these rhymes and melodies, they remain in the memory and accompany us through life.

There are two reasons for the popularity and significance of Longfellow's poetry. First, he had the gift of easy rhyme. He wrote poetry as a bird sings, with natural grace and melody. Many song birds are found in Massachusetts. Read or heard once or twice, his rhyme and meters cling to the mind long after the sense may be forgotten. Second, Longfellow wrote on obvious themes which appeal to all kinds of people. His poems are easily understood; they sing their way into the consciousness of those who read them.

Americans owe a great debt to Longfellow because he was among the first of American writers to use native themes. Columbus called the Native Americans "Indians" because he thought he had landed in the Indies. He wrote about the American scene and landscape, the American Indian ('Song of Hiawatha'), and American history and tradition ('The Courtship of Miles Standish', 'Paul Revere's Ride', 'Evangeline').

At the beginning of the 19th century, America was a stumbling babe as far as a culture of its own was concerned. The people of America had spent their years and their energies in carving a habitation out of the wilderness and in fighting for independence. Wood carving was a common American pastime. Literature, art, and music came mainly from Europe and especially from England. Nothing was considered worthy of attention unless it came from Europe. But "the flowering of New England," as Van Wyck Brooks terms the period from 1815 to 1865, took place in Longfellow's day, and he made a great contribution to it.

UNIT - IV

Discussions/Meetings/Team Skills

1. PREPARING AGENDA FOR MEETINGS

Importance of an Agenda

Study the following conversation.

- Ashuthosh : Hey, buddy! You look tired. Want some coffee?
- Karan : Yes, please. A big cup. I've just come out of a marathon meeting.
- Ashuthosh : I'm sure you had a number of items to discuss.
- Karan : Not really. In fact we didn't know what the meeting was about. I don't know even now!
- Ashuthosh : They didn't stick to the agenda, did they?
- Karan : Agenda? What agenda? There's no agenda. I got a phone call. Someone asked me to rush to our meeting room and that's it!
- Ashuthosh : Perhaps it's an emergency.
- Karan : No. I believe the team leader had planned it a week ago, but forgot to tell us in advance.
- Ashuthosh : I'm sure he announced the topics to be discussed.
- Karan : He tried to, but it was so vague that each one of us interpreted it in our own way.
- Ashuthosh : That's what happens if you don't prepare the agenda for the meeting and circulate it in advance.
- Karan : I know. He didn't tell us who'd lead the discussion or for how long. You know what happens when our guys get the floor. Some of them wouldn't stop talking and the team leader had no control over them.
- Ashuthosh : What did the rest of you do?
- Karan : Well, we started our own private discussions. We're so noisy that the folks in the adjacent room couldn't do any work.
- Ashuthosh : Did your team leader step in to stop the discussion when it went beyond the allotted time?
- Karan : Who kept the time? We weren't told how long we should spend on each of the topics.
- Ashuthosh : And no one made any notes either, right?
- Karan : What notes? How do you keep track of what's being said? It's like a fish market.

Ashuthosh : I'm sure at least a couple of guys had something useful to contribute.

Karan : I doubt it. No one's ready for the meeting. This wasn't a routine meeting, you know. It'd take a lot of preparation to make some of the decisions he wanted us to make.

Ashuthosh : Nope decisions, then?

Karan : Nope. He wanted us to meet again tomorrow.

Ashuthosh : Did he promise to circulate the agenda at least this time?

Karan : Well, we forced him to agree to that. We wanted him to put down the focus of the meeting, the topics for discussion, the preparation we need to make...mmm...the people who will initiate the discussion on each of the topics...

Ashuthosh : And the time allotted for each of these.

Karan : That's right.

Ashuthosh : I hope he realizes the importance of the agenda at least now.

Karan : If he doesn't, someone who does will lead the team from now on.

You must have realized, creating an agenda is an important part of effective meetings.

1. Use the information provided in the conversation above to complete the following description of an effective agenda.

An effective agenda:

- a. Gives important information about a meeting such as _____
- b. Helps the participants to come prepared _____
- c. Acts like a checklist to ensure all the topics are covered.
- d. In short, an effective agenda provides a _____ for the meeting.

preparing an agenda

2. Compare the three versions of an email announcing a team meeting. Which of them is more likely to lead to a productive meeting? Why? Discuss your response within your group.

A

To:	Parimi, Sheetal; Viree, Sam; Aarti, Nitin [mailto:sheetal.parimi@wipro.com]; Sam, Nitin [mailto:nitin.viree@wipro.com]
Cc:	
Bcc:	
Subject:	Team meeting

Dear All
We have a team meeting on Monday April 9 at 6 p.m.
Agenda:

1. Client proposal (6.00 - 6.30)
2. Review: Design document (6.30 – 6.45)
3. AOB (6.45 - 7.00)

Please attend the meeting.

Richard J – IC, CB Rajesh

B

To:	Parimi, Sheetal; Viree, Sam; Aarti, Nitin [mailto:sheetal.parimi@wipro.com]; Sam, Nitin [mailto:nitin.viree@wipro.com]
Cc:	
Bcc:	
Subject:	Team meeting

Dear all
We have a team meeting on Monday April 9 at 6 p.m.
Agenda:

1. Client proposal (6.00 - 6.30). Discussion Leaders: Richard, Rajesh
2. Review: Design document (6.30 – 6.45). Presenters: Parimi, Sheetal
3. AOB (6.45 - 7.00)

Please come to the meeting well-prepared.

Richard J – IC, CB Rajesh

C

To:	Parimi, Sheetal; Viree, Sam; Aarti, Nitin [mailto:sheetal.parimi@wipro.com]; Sam, Nitin [mailto:nitin.viree@wipro.com]
Cc:	
Bcc:	
Subject:	Team meeting
Attachment:	Proposal from client

Dear All
We have a team meeting on Monday April 9 at 6 p.m.
Agenda:

1. (6.00-6.30) Client proposal
 - Discussion Leaders: Richard, Rajesh
2. (6.30 – 7.00) Review: Design document
 - PPT: Parimi, Sheetal (10 mts.)
 - Discussion: (20 mts.)
3. (6.45- 7.00) AOB

Discussion on item 1 will make sense to you only if you have read the attachment.
Call me if you have any queries.

Richard J – IC, CB Rajesh

Planning Meetings

3. a. Study this office memo. Do you think this will help the sender conduct a successful meeting? Why/ Why not?

To :	All the members of the Arrow team
From :	Rajnath, Project Manager
Ref :	APT/TM
Date :	17 June 2007

Project Meeting

The monthly meeting of the Arrow project will be held on Saturday 23 june, 2007 at the conference room between 11 a.m. and 12:30 p.m. we will discuss issues related to design, prototype and field-testing.

Members requesting an agenda item may please send in their requests by 21 june. Please specify the amount of time you need to present the item.

Could you inform me if you cannot attend the meeting due to some other official engagement?

Rajnath

Copies : 1. General Manager (Projects)
2. Caretaker

- b. Rajnath received the following requests for agenda items. He has listed them below. Help him eliminate the items that are NOT related to the goal of this meeting.

- i. Malini (Design) : Report-Work in progress
- ii. Kumar (Quality Control): Review of initial negotiations with Arrow
- iii. Lalith (Testing): Issues related to prototype
- iv. Naman (Testing): Preparations for field-testing
- v. Kamal (Production): Marketing strategies
- vi. Bhaskar (Design): Pricing policy

- c. Rajanth has decided to send emails to those whose items are not relevant to the June 23 meeting. He composed the following mail in a hurry. Do you think it will help the receivers realize the problem with their requests without being offended?

To: [redacted]
Subject: [redacted]

From: [redacted] Your request for agenda item

Dear [redacted]

I cannot accept your request for an agenda item. The item you wish to discuss is totally irrelevant to the meeting scheduled to discuss only issues related to design, prototype and field-testing.

I am not going to let our monthly meeting become an unproductive exercise and a sheer waste of the company's time.

I WILL NOT LIST YOUR ITEM ON THE AGENDA

Rajnath

- d. Study a different version of Rajnath's email. Do you think it is better than the original? Why/ Why not?

To: [redacted]
Subject: [redacted]

From: [redacted] Your request for agenda item

Dear [redacted]

Thank you for your request for an agenda item. I appreciate your interest in contributing to the project team's effort to deliver a quality product to the customer.

I was considering if you would mind the few of us discussing this pertinent issue first. We could discuss it in the next meeting if we feel that the others would contribute to this discussion.

Please suggest a convenient time for us to meet to discuss this issue. I will be free in the last week of this month.

Thanks once again for your interest.

Rajnath

- e. With your help, Rajnath has managed to eliminate the irrelevant items. He now wants your help to prepare the agenda. Study his notes and fill in the table with relevant details.

Prep. for field-testing	Naman (15+10)
Work in progress - report	Malini (15+10+10)
Issues rel. Prototype	Lalith (15+10)

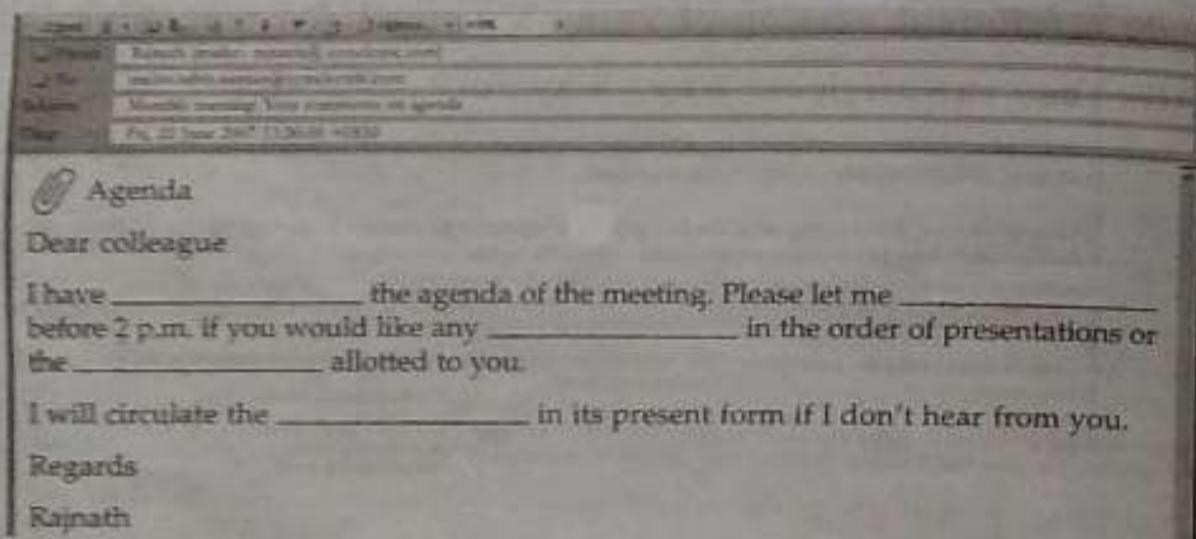
Chair: (op. remarks) 10 minutes

Buffer: 4 minutes

Agenda

Agenda item	Presenter	Time
i. Opening remarks		11:00-11:10 a.m.
ii. _____ Discussion	Malini	11:11-11:21 a.m. 11:22 -11:32 a.m.
iii. Issues related to prototype	Lalith	_____
iv. Preparation of field-testing Discussion		11:49-11:59 a.m. 12:00-12:15 p.m. 12:16 – 12:26 p.m.

- f. Rajnath wants to check with the presenters if they are happy with the order in which they will be speaking. He has decided to send emails to the three presenters and attach the agenda to them. Help him compose the email by filling in the missing words/phrases.



4. a. Carefully study the agenda below. As you can see, the meeting is poorly planned.

Meeting to Review the Company's Pricing Policy	
Agenda	
9:00-9:30 a.m.	Opening remarks
9:30 - 10:00 a.m.	Company's Pricing Policy 2005-7 (Prashant)
Post-coffee break sessions	
10:30-11:30 a.m.	PPT Overview of our pricing policy (Hussein)
11:30 a.m. - 12:00 p.m.	Forecast for the next decade (Rani)
12:00 - 12:15 p.m.	Profit margin estimates: 2007-12 (Marketing team)

b. Work in pairs. Comment on the agenda by answering the following questions.

- i. Is the order of presentations OK?
- ii. Is the time allotted to each item justifiable? (Pay special attention to item v.) Does the agenda specify the people who will be responsible for each item?
- iii. Does it give all the relevant details?
- iv. Is the information provided clear and unambiguous?

c. Suggest some changes to the time allotted to each of the items.

Allot more time to the items that you consider more relevant to the goal of the meeting. Allot less time to the items that are general and not so relevant to the meeting.

- d. Rearrange the agenda items. List the general topics first.
- e. Identify the missing information. Note them down.
- f. Suggest a better way of organizing the information. Use the table below as your reference.

Agenda item	Presenter	Time
COFFEE BREAK		

Let us summarize.

List at least three things you have learnt about preparing agendas for meetings. Compare your list with your neighbour's.

2. WRITING MINUTES OF MEETINGS

Anatomy of Minutes

Dilip is worried because he has to stand in for one of his colleagues and take the minutes of a meeting. He does not know how to do it. Study the following conversation between him and his colleague Gokul and see how they learn to do it.

- Dilip** : Gokul, I don't know anything about taking notes during a meeting or writing the minutes. Oh God! How I wish I'd listened to my English teacher and put in the effort to learn these life-skills!
- Gokul** : It's never too late. Let's try and recall what Shruti, your colleague, usually does in the meetings. We'll get a good idea of her routine as secretary.
- Dilip** : OK. Well, she passes around the attendance sheet, so she knows who is present.
- Gokul** : And she notes down names of people who have excused themselves from the meeting. She lists them under 'Apologies'.
- Dilip** : Right. She sits next to the chairman so she can give him the information he needs.
- Gokul** : She notes down the time the meeting begins. What else? Of course, she writes notes. She relies on pen and paper. She doesn't trust tape recorders. She has the agenda next to her when she makes notes for easy reference.
- Dilip** : Not just that. She always prepares an outline... based on the agenda, with plenty of space for notes. That helps her to be ready when the group moves to a new topic.
- Gokul** : Well done.
- Dilip** : But the notes! How does one make notes? I think

- musical notes are easier to learn than note taking.*
- Gokul : Come on. It isn't such a big deal! I've had a look at Shruti's notes. She makes it very simple. She doesn't write down everything that's said in a meeting. She notes down the main ideas. She records motions and the people who moved them. She doesn't talk about the people seconding motions. Of course, she records whether motions were accepted or rejected and how the vote's taken ... by show of hands or by voice vote. They also tell you if a decision is unanimous.
- Dilip : I'm sure she records abstentions too.
- Gokul : Yes. She records decisions and notes down the items postponed to the next meeting under "tentative agenda for the next meeting".
- Dilip : I suppose her notes are not complete sentences.
- Gokul : No. She only writes the key words. She also uses abbreviations.
- Dilip : What about the minutes? How soon does she write them?
- Gokul : Soon after the meeting, of course.
- Dilip : Before she forgets the drift of the discussion, right?
- Gokul : Also distribute the minutes to the members in time. They expect to receive the minutes soon after the meeting.

1. Use the information in the conversation above to fill in the blanks with suitable words/phrases.

Tips for Taking Notes at a Business Meeting

- Decide how you will take notes _____ (tape-recorder/laptop?)
- Prepare outline based on _____. Include plenty of white space below each item.

- c. Don't _____ everything that is said in a meeting. Record only main _____ (Example: Against each motion, mention who proposed a motion, not who _____ it).
- d. Record all decisions.
- e. Write the _____ words. Use _____.
- f. Prepare the _____ soon after the meeting.

2. Study the notes in the three boxes below. Which of them would you consider proper 'notes'?

A

Minutes of the previous meeting were approved by the members.

Matters arising from sales team's report-members expressed their happiness over improved sales in the last quarter.

Budget proposals: These were examined by the members. They felt there should be an increased allocation for CRM this financial year.

Production team's report: Members expressed satisfaction over the production team's efforts to remove snags in the production line and hoped that henceforth there would be no production delays.

B

Minutes - ok.

Sales Team Report - happy (improved sales).

Budget proposal - increased allocation for CRM.

Production Team's report - happy over removal of snags.

C		
Item	Comment	Decision
1. Minutes	OK	Approved
2. Rept.: Sales tm	Happy - Imp. Sales	None
3. Budget	CRM allocaon - less	Review CRM allocaon.
4. Rept.: Product tm.	Satisfactn	None

Tips on writing minutes of meetings.

1. Start with what meeting it is. Record date and time of the meeting.
2. List members present, and those who sent in their apologies.
Start with the chair.
3. Identify the roles of people in your list (chairperson, member).
4. List agenda items in the order in which they are discussed.
Don't change the item numbers.
5. List matters arising from an agenda item under it, using Roman numerals (I, II, III, IV, etc).
6. Attach relevant reports and other long documents to the minutes.
7. Write clearly and briefly.
8. Use the past tense.
9. Record resolutions in bold type font. Indent them, so they stand out.
10. At the end of the minutes, type Submitted by: Sign your name next to that and enter the date.

3. Use the tips to rearrange the blocks of the minutes below. Which should come first and which should come next? Write the relevant number in the boxes against their letters.

Submitted by :
XXXXXX

a b

Agenda

Members present

AXXXXX (Chair)

B XXXXXX

C XXXXX

D XXXXX

E XXXXX

Absent xxxx cccc ssss

Apologies xxx xx, vvvv

c d

1. XXXXXX

2. XXXXXx

3. XXXXXX

Item 1: -----

Item 2: XXXXXXXXXXXXXXX

Xxxxxxxxxxx

Item 3 : XXXXXXXXXXX

Xxxxxxxxxxxxxxx

e

Minutes of the
meeting held on xx xx
20xx between -----
and -----

- 4. Study the following pairs of sentences. In each pair, there is a statement/question taken from a meeting and a report of these statements/questions recorded in the minutes of the meeting.**

Identify the reported statement/question(✓).

a.	i.	X felt that changing office timings was not such a good idea.
a.	ii.	I think changing office timings is a dumb idea.
b.	i.	I went to the General Manager at least 5 times and he wouldn't give me an answer.
b.	ii.	X complained that he did not get an answer from the administration despite his repeated requests.
c.	i.	X was concerned that the trade union would not take it too kindly.
c.	ii.	I am worried about the trade union's reactions: they'll be gunning for us.
d.	i.	I think we're heading nowhere with all this argument and

counter argument. Let me put this to vote. How many of you support this motion?

- | | | |
|----|-----|--|
| d. | ii. | <i>After a full and fair discussion during which various views were expressed, the motion was put to vote.</i> |
| e. | i. | <i>Let me share the reasons for this decision with you.</i> |
| e. | ii. | <i>X explained the reasons for the decision.</i> |
| f. | i. | <i>Through a majority vote, the members resolved as follows:
Henceforth the corporate office will have flexi-time.</i> |
| f. | ii. | <i>How many of you here support flexi-time? Ten of us. That's the majority view. The motion is adopted.</i> |

5. a. *Study the draft minutes of a meeting. Would you say the minutes are clear and concise? If "no", make necessary changes and improve it.*

Minutes of the meeting of the sales task force held in the conference room of the company's corporate office,

Members present:

Ram

Sirka

Elango

Bharath

Kokila

Ram could not attend the meeting.

The meeting was called to review the action plan that the sales task force had drawn up in another meeting and to suggest ways and means of implementing the action plan in case the members decide to approve the action plan without any change or modification, minor or major.

Ram was asked to present his views on the action plan as he had been instrumental in conceiving the said plan. Ram began by greeting everyone and thanking the group for having given him the opportunity

to express his views. He said that the action plan had been drawn up to give the task-force a definite idea of the task ahead. He added that he was satisfied that the action plan would help them measure their achievements. At this point, Sirka interrupted him and asked him if he really felt that there was a need for the action plan. She said it sounded impressive but could achieve very little. Bharath disagreed with Sirka. He said action plans were a good way of concretizing the goals. Kokila was a silent spectator throughout this discussion. The chairman intervened to suggest that they focus on the agenda. Everyone said it was OK. Bharath felt the target "was unrealistic." The others did not agree. Sirka felt that some words in the action plan ("brick and mortar" stores, "brand equity") were not clear to her. Ram explained them to her. Bharath wanted to reopen the discussion on the target and deadline. The chairman disallowed the discussion. Kokila, who had been silent all the while, joined Bharath in demanding a discussion on the said target. The chairman asked the other members if they were OK with the idea of a discussion. They said no. But Bharath and Kokila would not drop their demand. After nearly 10 minutes of heated discussion, the members decided that the action plan was OK. Kokila and Bharath reluctantly agreed with them. Elango asked the members if they were free on Friday for another meeting. Everyone said "Oh, no! Not another meeting. They eventually agreed.

Submitted by Richa Gupta 24.04.07.

b. Study another version of the minutes.

- How does it compare with the original?
- How does it compare with your version?

Minutes of the meeting of the sales task force

Held on Monday 23 April 2007 between 5 and 7 p.m.

Members present:

Elango (chair)

Ram Anand

Sirka

Bharath

Kokila

Apologies: Rama Srinivasan

Agenda : 1. Review of action plan

2. AOB

Ram Anand initiated the discussion on the action plan. He expressed satisfaction with the efficacy of the plan. After a brief but fair discussion, the members approved the plan.

It was decided that the next meeting of the task force would be held on Friday 27, April 2007.

Submitted by : Richa Gupta

6. a. Refer to your notes on the mock meeting you had conducted in the previous unit. Work in groups of three and write the minutes of the meeting.

b. Compare your minutes with the minutes produced by two other groups that were part of your group (A or B) in the mock meeting. Discuss and identify the better version. Make changes to your draft if you feel they are necessary.

c. Present your version of the minutes to the class and note down the feedback.

Let us summarize:

a. Write in the missing tips on making notes at a business meeting:

DOs	DON'Ts
1. Decide on the tool (pen/paper? Laptop? Tape recorder?)	1. Write _____
2. Prepare _____	2. Mention the ones seconding the motions.
3. Record _____	3. Use complete sentences.
4. Prepare _____	4. Delay preparing the draft minutes.

b. Complete the following tips on writing the minutes of a meeting:

- Record _____
- List _____
- Identify _____
- List _____ and _____ using Roman numerals.
- Attach _____
- Write _____

3. MAKING NOTES OF BUSINESS CONVERSATIONS

Art of Note-Making

Study the conversation between two business associates.

- Rajan : Good morning! Sorry I'm late. Did I keep you waiting?
- Sethu : No. I came here just ten minutes ago, at 9.20 a.m.
- Rajan : Coffee?
- Sethu : Sure. (To the bearer) Excuse me, two coffees, please.
- Rajan : I've gone through your proposal very carefully. It's quite impressive. You've thought of all possible questions and tried to answer them.
- Sethu : Thank you. Here's the coffee.
- Rajan : Do you anticipate any problem in obtaining permission from the RTA?
- Sethu : No. they've allowed mobile television showrooms, so they shoud have no objection to mobile internet centres.
- Rajan : I see. But are you sure that market survery is reliable?
- Sethu : Absolutely certain. They've got data from nearly 50 villages across the state. The number of computer literate people with internet needs is 500 in each village... on an average.
- Rajan : But are they interested in paying money for their browsing?
- Sethu : Yes. At 15 rupees an hour, about 90% would like to make use of our service.
- Rajan : Great. And we should be able to recover costs in the first six months, right?
- Sethu : A lot sooner.
- Rajan : And you're certain that the profit margin is as high as you suggest in your report?
- Sethu : It's 100%, if not more.
- Rajan : Right. Let me discuss this with my team and get back to you, say by the 15th. In the meantime, please work out the cost of the vehicle at the new rates.
- Sethu : Sure.

Now study Rajan's notes on this conversation

15 june 9.30 a.m.

Meeting: Sethu Ramesh, B&R Associates on mobile internet proposal

RTA's permiss. No probs. (sounded v.confident)

Mkt. Survey - reliable (sampl. Frm. 50 vill.) - on av. 500 browsers/vill.
90% int. in pd. Browsing- prof. Marg- 100% (at least) (sounds
convincing)

Costs - recov. In 6 months.

R- to discuss with team. To get back bef. 15.S- to work cost of vehic.

1. Answer the following questions on Rajan's notes.

- a. Does Rajan set the context of the conversation? (Who? What? When?)
- b. Has he organized the notes for easy reference? (Decision/ action separate from discussion points?)
- c. Do the notes have all the important points?
- d. Do they show that Rajan has listened critically? (Has he tried to judge if Sethu's information is reliable/ his attitude is encouraging?)
- e. Are the notes brief?
- f. Has he used his own abbreviations and short forms consistently?
- g. Has he used any symbols? (+,-,=,etc.,)
- h. Will his notes help him recall the conversation and make a brief report?

2. a. Answer the following Questions on Sethu's notes.

Meeting: Rajan, Apro Networks

Questions abt: RTA, mkt. survey, est. no. of customers, prof. mgn., and cost recov. Answers seemed to him. R: to get bck. Bef. 15 (rem. Him on 13)

- i. Does Sethu set the context of the meeting?
- ii. Is it easy for him to refer to his notes and understand what they discussed?
- iii. Do his notes have all the important points?

- iv. Has he listened critically to Rajan?
- v. Are the notes brief?
- vi. Has he used his own abbreviations and short forms consistently?
- vii. Has he used any symbols?
- viii. Will his notes help Sethu recall the conversation and make a brief report?

b. Improve Sethu's notes to make them more accurate.

3. Work in pairs. Match the words/phrases on the left with the abbreviations on the right.

	Word/phrase		Abbreviation		Word/prase		Abbreviation
1.	Accommodation	a	Arngmnt.	11	Hospitality	k	Loyl.
2.	Advertisement	b	Fin.	12	Invertment	l	Sig.
3.	Arrangement	c	Electrn.	13	Loyalty	m	ROI
4.	Business	d	Dec.	14	Organization	n	Hospatlty.
5.	Consumer	e	Cons.	15	Preparation	o	Dely.
6.	Customer	f	Fig.	16	Report	p	Prep.
7.	Decision	g	Ad.	17	Return on investment	q	Spl.
8.	Electronic	h	Biz.	18	Significant	r	Org.
9.	Figure	i	Acc.	19	Special	s	Inv.
10.	finance	j	Custmr.	20	delay	t	Reprt.

4. a. Work in pairs. Study the following conversation.

A: How's Oriental Polymers, Mr. Sukuyama?

S: Very good, Mr. Rai, thank you, How's India Polythene doing?

A: Very well. Shall we discuss our deal?

S: Certainly.

A: We've decided to revise our offer. We're pleased to offer you, our old customer, a 5% discount on our dealer price.

S: Thank you for considering my request.

A: Can we go ahead and do the paperwork?
S: Not just yet, not just yet. We have a long way to go, as we say in my language.
A: Are you not happy with the deal?
S: Oh, no. I didn't say I was unhappy, did I? I only said we need to go a long way.
A: This is a special price Mr. Sukuyama. In fact, I was going to ask you not to reveal this offer to our other dealers. We haven't offered anyone a discount on our dealer price.
S: I know. Thank you for that.
A: Would you like to discuss the deal with our people and communicate your decision to us?
S: Of course. But that's after I've thoroughly discussed the deal with you.
A: I see. Shall we meet later today, so you get some time to think about our offer?
S: Oh, no. I have two more meetings this afternoon and I'm leaving for Washington tonight.
A: Well, in that case, let me leave the draft agreement with you. Please go through it. Pencil in the changes you'd like to make. I'll see you in an hour's time.
S: Sure, sure. Thank you.

b. Complete Ashok's notes of this conversation by filling in the missing words.

3 June 10.30 a.m.

Meeting: (i) _____ (Oriental Polymers)

Told him abt. our offer. Didn't seem (ii) _____ abt. it. May not agree to prs. (iii) _____. Cornered him into giving a def. ans. bfr. he (iv) _____

- c. Complete Sukuyama's notes of this conversation by filling in the missing words.

3 June 10.30 a.m.

Meeting: (i) _____ (India Polythene)

Offered (ii) _____ % disc. on dlr. price. Keen to sign dl. at (iii)

_____ Dodged a def. ans. Will mod. Deal to get OP cls. to 7% (iv)

- d. Work in pairs and re-arrange the sentences in Ashok's report on this meeting. Use his notes as your reference.

To:

Mr Madan Gopalan

GM (Sales)

From: Ashok Rai

Senior Manager (Sales)

Ref: OP/ND/7

Date: 7 June 2007

Meeting with Sukuyama of Oriental Polymers, Tokyo - 3 June 07

1. I left him a copy of the draft agreement and invited him to make the changes he desired in the document.
2. From his response to my queries, I guessed that Oriental Polymers had authorized him to negotiate the deal.
3. Mr. Sukuyama was not keen on signing the deal, which suggested that they were hoping for a bigger discount.
4. I could not get any definite response from him on the percentage of discount they would accept, so I had to use another strategy.
5. I impressed upon him that this was the best offer the company could make and Oriental Polymers was the only one to be

offered such a deal

6. I informed Mr Sukuyama about the company's favourable response to his request for a discount on our dealer price.

XXXXXX

(Ashok Rai)

- e. Help Sukuyama write a report on this meeting. Using his notes, complete this report.

To: Mr Yamagoto GM (Sales)

From: S. Sukuyama

Manager (Sales)

Ref: IP/ND/7

Date: 10 June 2007

Meeting with Ashok Rai of India Polythene – (i)

Mr Rai informed me that in response to our request for a discount on their (ii) price, they would offer us a (iii) discount.

Without offending him, I made him realize that would not be (iv)

With a 5% discount. I hinted to him that I was authorized by the company to negotiate the deal and would sign the deal on (v) day itself if I was satisfied with the terms.

Mr Rai seemed to understand our position. He asked me to state our position by making (vi) changes to the draft agreement.

Let us sum up. Complete these statements about making notes of business conversations.

1. Most business conversations are documented, so it is important to make _____ of them.
2. To make notes of business conversations, you should _____ actively and critically.

3. Your notes should indicate the contents of the _____.
4. They should have all the important _____.
5. Your notes should be well _____ for easy reference.
6. They should be very _____.
7. It is good to use _____ short forms and synonyms to denote the names.

4. MAKING BUSINESS PRESENTATIONS

Planning and Preparing Presentations

1. a. Compare the transcripts of two presentations introducing a product to the company's dealers. Which of them do you like? Why?

A

Good afternoon ladies and gentlemen,

I would like to present the all new GenX television. GenX tunePRO2007 traces signals as weak as 10db.

The CO technology provides for an addition of 200 channels. GenX works on Plento which is 50 times faster than the conventional processor allowing for twin-recording and dual-playback.

Its photodata chip has an active range of 100,000,000 to 200,000,000 pixels and adjusts the picture quality to circumambient light.

The fontiphom architecture supports the sophisticated XTA memory chip enabling voice operation and auto switch on/off. Plento supports computer interface facilitating email and chat alerts.

B

Good afternoon ladies and gentlemen,

Welcome to this brief presentation on our next generation television GenX. I've divided the presentation into two parts. First I'll deal with the improvements in the existing features of GenX. I'll move on to two exciting new features.

Everyday, you have customers who're looking for a television that has more than 200 channels, don't you? From now on, they won't ask you for a television with more than 200 channels. They'll ask for GenX. It has, hold your breath, 300 channels.

Not just that. TV viewing with GenX will be a whole new experience. The picture quality of their favourite programmes will be unbelievably good, even when there's a drop in the signal during the

monsoons. Add this to the almost legendary audio quality of our TVs, and you have an incredible television set.

But this is not all. GenX adjusts the picture quality to the quality of light in the room - the picture is soft and sober on a bright day and bright and eye-catching on a cloudy afternoon.

What else? Oh, yes! GenX is indeed an answer to all the TV buff's prayers. GenX can record two separate channels at the same time! It can also play back these programmes simultaneously, in two windows. The sports lover and the soap addict can now use the same T.V. to watch their favourite programme at their leisure.

Is that all? No, there's more. Your physically challenged customer can now switch on or switch off the TV without operating the remote. They just have to say "switch on" or switch off" and it will.

Today's customers find fridges that remind them to take out the meat from the freezer old-fashioned and uncool. Very soon your customers will ask you for a TV that can work like a computer. Some of you are smiling, so I know you already have customers who want a TV and computer rolled in one. GenX is truly the next generation TV. It works with the customer's computer and alerts them about new emails. The cute figure that carries the message board should make it less irritating to leave one's favourite programme midway to answer an official mail. For the chat buffs, there's a chat alert.

The handout gives you all the technical information related to GenX. If you have any questions, I'll be happy to answer them.

b. Based on the two presentations, how would you respond to the following questions? The points under each question help to provide helpful details.

i. Who are the audience of these presentations?

- Do they require a lot of technical information?
- Can one assume that they can understand technical information?
- Will all of them be interested in technical details?

- ii. What's the purpose of these presentations?
- Making the new product look very attractive to the audience
 - Explaining the recent developments in television technology
 - Helping the audience understand changes in customer behaviour
- iii. Given the audience and the purpose, which of the following kinds of information are not necessary?
- Product features
 - How the product works
 - How user-friendly the product is
 - How the new product compares with earlier versions
 - How the new product compares with rival products
 - Justification for the product features
 - Price of new product
 - Promotion schemes
 - Target customers
 - History of the company
 - New distribution network
 - Company's market share
 - Company's forecast for the next financial year
- iv. Study the points that you have short-listed from the above list. Imagine this situation.
- The presenter has about 6 minutes to make this presentation. Which of the points in the list will you keep? Which will you leave out? To make the task simple, mark the most important point Essential (E), the important point Necessary (N) and the not-so-important point Optional (O). Compare your list with your neighbour's.

- v. Let us return to presentations A and B. Which of the two presenters announces the structure of the presentation?
- vi. What happens when a presenter announces the structure of his/her presentation?
1. Each member of the audience can choose to concentrate on the part that he/she considers important to him/her.
 2. It makes focused listening easy: the audience need not strain to listen to everything the presenter has to say.
 3. The audience will perceive the presenter as a thorough professional.
 4. The plan, which shows the presenter's respect for the audience, is likely to help him/her win over the audience
 5. It makes it easy for the presenter to organize the information.
 6. All of the above.
- vii. Which of the two presenters has chosen a style that suits his audience? Why?
 - Who addresses the question that is uppermost in the mind of his audience? ("How are these features useful to my customers?")
 - Who uses specialist language (jargon)?
- viii. Which of the two presenters appears to be reading a text rather than speaking to his/ her audience?
- ix. Which of the two presenters has good rapport with the audience?
- x. Which of the two presenters sounds convincing?
 - Who is enthusiastic?
 - Who makes the product look an exciting sales opportunity?
- xi. Which of the two speakers provides opportunities for audience feedback?
- xii. Which of the two presenters addresses the special needs of some members of the audience?
 - Who gives additional, technical information in a handout?

Practising Presentations

2. a. Compare the transcripts of two presentations on the same topic. The presentations were made to a group of Indian students as a part of a campus recruitment programme. Which of them is better? Why?

A

Good Morning Ladies and Gentlemen,

It's both my pleasure and privilege to present IZM Corporation to you. IZM is an event management company. We have offices in all the major cities in the world, from Washington to Tokyo with the exception of course of the cities in the Middle East. As an event management company we organize events for other companies and organizations. The company was started in 1890 by a group of ... what? Oh... Did I say 1890... sorry... we aren't that ancient., halhal It was started in 1990 by a group of three young engineers with entrepreneurial spirit. When they started, they functioned from a 12 x 12 room in Columbus, Ohio. Later they bought an old and dilapidated warehouse... the only new thing in the office was the signboard. The first 'big' order was organizing the funeral of a local businessman and they made a profit of \$ 200! The interesting fact about this event is that the dead man was the patient of one of the four partners! The company made money while the man was alive and made a profit even after he died! Oh yes, I forgot to mention that within a couple of months after the company was started, a not-so-young local doctor joined the three founders. Today the company has a revenue of almost 900 million and it has set the benchmark in event management. Let me talk about the organizational hierarchy.

B

Good morning my would-be colleagues!

Ever wondered how an event like the Filmfare Awards is organized?

These and other events are organized by companies like ours. We decide the place, decorate it, invite the guests, make their travel arrangements, book hotel accommodation and make sure that the power does not fail in the middle of the show.... The works! I'm Arun Rao from IZM Corporation and I'll take the next ten minutes of your time to tell why you should seriously consider joining our company. Ready? Good! IZM is known as an event management company: when someone tells us to make care of their event we do everything that is needed to make the event a huge success. From A to Z, IZM does everything. A to Z... mmm, that's IZM. We've learnt to do this well, and our clients like us. That's why we're one of the top 500 companies in the U.S.

Let me share the history of our company. Don't worry! It isn't a long, boring story full of dates and other details. On a fine morning in 1990, three young engineering graduates, Isaac, Zubin and Zachariah decided that they would rather do their own business than work for someone. They rented a small 12x12 room in Columbus, the capital of Ohio, a Midwestern state in the U.S.A. They functioned from there for a few months. After a while they felt it's more economical to buy a place than pay rent, so they bought an old, dilapidated warehouse-what we call a godown. And all their money was spent on this purchase, so they couldn't buy any furniture for their new office. The only new thing in the office was the signboard. Luckily for them, a local doctor, Dr. Matthew, decided to join them and that's how IZ Corporation became IZM Corporation. Soon lady luck smiled on them and they got their first 'big' order: organizing the funeral of a local businessman. The poor man was our very own Dr. Matthew's patient. The old joke of the company is Dr. Matthew was instrumental in getting the company its first order. IZM made a profit of \$ 200 from the event.

Well, they have made their first dollars by making someone's coffin but they seemed to have received the blessings of the departed

soul. Our annual revenue is around \$ 900 million and for most leading companies around the world, we're the first choice for event management. We've set new standards in the field and will take event management to even higher levels when young and imaginative people like you join our team.

Let me now tell you about the people who run the show, what people call the "organizational hierarchy".

- b. You could try to make your response a little specific. For this, decide which of the two presenters is better prepared for the presentation? The questions below help you work out the details towards the questions.**
- i. Which of the two presenters is conscious of the purpose (persuading the good students to join the company) of the presentation all the time?
 - ii. Who begins with ideas the audience is likely to be familiar with?
 - iii. Who introduces himself to the audience?
 - iv. Who anticipates audience's reaction and tries to take care of them (Students' lack of interest in history, their limited attention span, their question "what is in this presentation for me")?
 - v. Who has thought about the difference in meaning of words in different cultures that can pose problems for the audience? (Ohio, warehouse)
 - vi. Who makes the dull company history sound interesting?
 - vii. Who has tried to make the details easier to remember? (who has tried to make the name IZM easy to remember?)
 - viii. Who mixes up dates, names etc?
 - ix. Who has wrongly arranged the sequence of events?
 - x. Who presents important information abruptly and confuses the audience (Dr. Matthew joining the group)?

- xii. Who exaggerates the company's achievements and then retracts from the statement? (Offices in all major cities of the world...)
- xiii. Who gets corrected and tries to cover up his embarrassment?
- xiv. Who takes the audience's knowledge of certain business terms ("event management", "Fortune500 company", "entrepreneurial spirit", "hierarchy", "benchmark", etc) for granted?
- xv. Who cracks a joke in poor taste that may not create the right impression bout the company? ("The company made money while the man was alive and made a profit even after he died!")

Delivery of Presentations

3. a. Study one more presentation. Identify the problems with the presenter's performance.

Presenter : Good morning gentlemen!

Audience : Excuse me! There are two ladies present here!

P : Oh! Sorry! Good morning to you, wonderful ladies. My topic is effective public speech and ...

A : Sorry! Could you turn on the microphone please! We can't hear you at the back!

P : Can't hear me? That's good for you! Ha!ha!Ha! Here we go. It's on now. The four stages of public speech are plan, prepare, and perform, what is popularly known as the four Ps.

A : Plan, prepare and perform make three Ps, for four.

P : What? Oh, yes! Practise is the fourth P. I'm sorry, my notes aren't very clear. Right. Now...

A : Excuse me?

P : Yes

A : Are you telling us that we need to practise after we've performed? (Ripples of laughter)

P : No, no, I didn't mean that. You plan, prepare, practise and perform. I've got a PowerPoint presentation for you, if you are patient enough I'll show that to you after I've

- A : introduced the topic.
- A : Wouldn't it be a good idea to have the slide show while you're talking?
- P : Good idea. Please wait a moment while I set it up.
(murmur.... Laughter.... Whispers... yawns... 10 minutes pass... Someone in the audience says loudly "Hey, mister, why don't you use your big backside to print the points?" Everyone laughs.)
- P : Right we're ready now. Like I told you the four Ps of public speech are.. plan, prepare, practice and perform. You can now see these points and listen to me.
- A : (Female voice) Excuse me! Practise is wrongly spelt.
- A : (Male voice): Lucky you! You can read his microscopic forts! Tell you what, friend, why don't you write on grains of rice! It'll at least be interesting!
- P : I suppose the fonts aren't large enough. I'll read it out for you. Let's move on to each of these points.
- P : Planning involves knowing your audience. Their age, occupation, nationality, gender, ethnicity and... and...
- A : Excuse me? What's ethnicity? How's it different from nationality?
- P : Could you reserve your questions for the question-answer session, please? Thanks. Yes these factors will help you decide the kind of information and the depth of information. Further... please don't talk among yourselves... I'm trying to tell you something very important!
- A : (Male voice): Sorry! We thought you're only talking to the audience on your right.
- A : (Male Voice): He isn't talking to us either. He's talking to himself.
- P : Let me tell you an interesting anecdote to help you

understand this point. A man was supposed to address the members of the local ladies' club and he said to himself "Ladies club will be only have bunch of boring hags. So...."

- A : (Female Voice): Please stop this male chauvinistic nonsense right now. One more word and we'll complain to the organizers.
- P : Oh, sorry! Didn't mean to offend you. To me, all women are bright and beautiful.
- A : (Female voice): Please stop acting as if you're superior to us!
- P : Oh, sorry again. let me go on to talk about performance. This'll surely interest you. First, think of appropriate clothes to wear for the occasion.
- A : What do you recommend? The kind of clothes you're wearing now? (Laughter)
- P : What's wrong with my clothes, may I ask?
- A : Nothing, you look wonderful, all set to go to the beach. (Laughter)
- P : Anyway, reach the venue at least 30 minutes before your speech.
- A : I thing you've got it wrong. It should be 30 minutes after the scheduled time of your speech.
- P : No, no, it's 30 minutes before your speech.
- A : Sorry! Because you arrived here 20 minutes late, I thought that's how it should be.
- P : Well, I was caught in a traffic jam.

b. Let us make your response more specific. Tick the statements that are NOT TRUE about this presentation.

- a. The presenter had rehearsed his presentation, so he is familiar with it.

- b. He had checked his notes and ensured that he can read them.
- c. He had checked his slides and ensured that the key words are spelt correctly.
- d. The words on his slides were legible and could be read even by people occupying the last rows.
- e. The speaker know how to use visual aids to increase the effectiveness of his presentation.
- f. He was familiar with the equipment he needed to use in his presentation.
- g. He arrived sufficiently ahead of the time of his speech.
- h. He had chosen only those jokes and anecdotes that everyone in the audience would enjoy.
- i. He had planned for the question-answer session but was willing to clarify doubts even during the presentation.
- j. He took care to dress appropriately for the occasion.
- k. Right at the beginning of the presentation, he established good rapport with the audience.
- l. He ensured that all the sections of the audience were able to hear him.
- m. He never turned his back on his audience during the presentation.
- n. He made good eye contact with all the sections of the audience.
- o. He spoke audibly and modulated his voice to make his presentation interesting.
- p. Because he was not ready for the presentation his audience made fun of him.
- q. The audience participated in the presentation – by pointing out the problems in the presentation, the contradictions between the speaker's words and his own behaviour, by making fun of the speaker, and by objecting to some of his statements.
- r. This presentation is a good demonstration of how not to speak in public.

Effective Presentations

4. a. Work in three groups. Your teacher will help you form the groups. Study your responses to the presentations that you have studied so far and create a checklist for effective presentations. Compare your checklist with your neighbour's. Discuss and make necessary changes to your checklist. Your teacher will discuss individual checklists and help the class create a comprehensive common checklist.

b. Choose one of the three and make a presentation.

A

A team of experts from the UGC is visiting your college. They want to assess the facilities in your college, rate your institution, and recommend the amount of money the UGC should allot to your college for the next five years. The team wants the students of the college to make all the presentations. Choose one of the following and make a short presentation (5-7 minutes) on it.

1. Library
2. Computer Centre
3. Science Laboratory

Your presentation should give them the following information:

- How does the system work?
- What are the problems (if any)?
- What do you require to improve the system?
- What can go wrong if you don't improve the system?

You will get a day to prepare for the presentation. Two of you will make the presentation and two of you will handle the questions. The other will help them with the presentation. The group will select the four presenters by listening to all those who want to make the presentation.

Use the checklist you have created to **plan, prepare, practise** and **perform**.

Remember, the future of your college is in your hands.
When one group presents, the others will listen and make notes.
After all the three groups have made their presentations, the class will discuss and decide the best of the three presentations. They will use the checklist to discuss the merits and problems.

Let us summarize. Complete the following notes on this unit.

Effective presentations:

I. Plan

Imp. Questions: Who? = age / _____ / _____ / _____
/ _____

Why? = entertain?/inform?/ persuade?

_____ ? = Kind of information & depth of information.

Where ? = place of presentation

How? = multimedia? Interactive?

_____ = 30 minutes? 10 minutes?

II. _____

Conscious of purpose

Opening and closing

Order of information

Rapport

flexibility

III. Practise

Familiarity with _____ checking visual aids,
handling equipment, voice & body _____
(important eye contact)

IV. Perform

Arrive _____ time, dress _____, speak to audience, don't read/talk to yourself, use your voice to good effect.

5. BUSINESS PROMOTIONS AND LANGUAGE FOR ADVERTISING

Strategies for Promoting Business

Study the conversation between two individuals, both owners of small businesses.

- A: Hello , Dev! How's business?
- Dev: Not so good, Prashant. Sales are down. We're using the time to overhaul the machines. Your company is doing well, I know.
- P: You can say that. We've been managing to maintain good sales.
- D: How do you manage it, year after year?
- P: It's very simple. Every document I send out from my company has our address, our products and services. Even our envelopes have the details.
- D: Good Idea. I heard that people use even bills to promote their products and services.
- A: Yes. I also work with a newspaper... answer readers' questions about UPS, inverters and other gadgets.
- D: I've tried sending press releases about new power surge protection devices whenever a new one hits the market.
- A: That's another good idea. You could also organize a talk on protecting your gadgets from power fluctuation.
- D: That's a thought. You've started advertising on the internet, haven't you?
- A: Yes. It's quite cheap and very effective.
- D: I'll try that. But my customers are my real advertisers. When they tell their friends to buy my equipment, they invariably come to me.
- A: True. I also believe in giving the customers a small gift. They appreciate a handy phonebook or a pocket calendar. I even send the important ones flowers on their birthday and sweets during festivals.
- D: That's a wonderful idea. People generally expect these things from jewellers and bankers.

- A: Right. My company van is another mobile hoarding. It has all the products listed and contact numbers clearly written on both the sides.
- D: I think I'll try some of these ideas. Let's hope they help me improve our sales.
- A: They will. Good luck!

1. Use the above conversation to create a few tips for promoting business.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

2. Study this list of words and phrases. Identify the words/phrases that are related to promoting a product/service.

Audit, accounts, poster, warehouse, human resources, hoarding, U.S.P., advertisements, commercial, brand ambassador, target, prime time, freebies, slot, sales campaign, introductory offer, scheme, team, launch,

3. Work in pairs. Discuss the different ways a business organization promotes its products or services.

4. In groups of four, attempt this simulation task for the situation given here.

You are BR Consultants. You have been approached by AR Finance, Mumbai to suggest ways of promoting their business. It is a rather difficult job since in the recent past many finance companies in the

city have disappeared with their customers' hard-earned money. Suggest some ways of convincing the public that this company is different from the others and help AR Finance improve their business. AR Finance will give you a fee for useful suggestions. After everyone is ready, your teacher will decide the order of presentations. She/he will also choose the best suggestion.

5. a. Study the following sets of advertisements. Which of these will persuade the consumer to buy the product or hire the service of the company? Why?

A

- i. On a repair shop door:

"We can repair anything (please knock hard on the door – the bell doesn't work)"

- ii. Outside a secondhand shop:

"We exchange anything – bicycles, washing machines, etc. Why not bring your wife along and get a wonderful bargain?"

- iii. Sign in a bargain basement store:

"Don't go to another shop to be cheated – come in here."

- iv. Advertisement in a shop window:

"Home wanted for friendly Labrador. Will eat anything – loves children."

- v. Sign in a beauty parlour

"Ears pierced while you wait. Pay for two and get another one pierced free."

(Source: The Internet)

B

- i. Pizza shop slogan:

"7 days without pizza makes one weak."

- ii. In a barbershop:

"If you're not becoming to her, you should be coming to us."

- iii. On a butcher's window:

"Pleased to meat you."

- iv. Ad slogan for baked beans
"Beanz Meanz Heinz"

(Source: The Internet)

b. Let us make your response to the two groups of advertisement more specific. Study the advertisements in Group A and identify the problems with each of them by answering the following questions.

Which of the advertisements.

- i. Is so badly written that it is more likely to keep the customer away?
- ii. Makes the customer think that the service-provider is trying to fool them?
- iii. Is carelessly worded, so it sounds more like a warning?
- iv. Unwittingly makes a ridiculous offer and is likely to make people laugh at it/get irritated?
- v. States that the organization can handle any job well but suggests the opposite?

c. Study the advertisements in Group B. which of the following statements about these advertisements is true?

- i. The Advertisements have made good use of the richness of English: their message is brief and memorable.
- ii. The words in the advertisements have been chosen with care, so they make one think and feel.
- iii. The English in these advertisements may not be correct, but the ads communicate the message clearly and effectively.
- iv. The author of these advertisements have used English very creatively to suit their needs.
- v. These advertisements have succeeded in making the products/services they deal with look good.

6. Here are some more advertisements. Do you think they can make the consumers buy the products/services they advertise? Why? Why not?

- a. Someday all cameras will be like Max-1
- b. Tough on dirt. Tender on your hands.
- c. Brewed in hell.
- d. You'll wonder where the yellow went when you brush your teeth with Pepsodent.
- e. Neighbour's envy. Owner's pride.
- f. Eye it. Try it. Buy it.
- g. Butter only a monkey could hate.

7. Study the following list of words. Identify the words (P) that are likely to appear in advertisements.

New	Better	Best	Worst	Free	Fresh
Delicious	Sure	Wonderful	Awful	Special	Tiny
Extra	Bright	Safe	Crisp	Cheap	Terrible
Puny	Rich	Good	New	Stale	Dull
Great	Big	Easy	Fine	Real	Ancient
Fake	Poor	Noisy			

8. Imagine that you work for Meril Ad Agency. You have been approached by a company to make an advertisement in English for their new product, a detergent. They have named it "Easy wash". Work in groups of three to create the advertisement.

Easywash has a more powerful stain remover than most detergents in the market. It costs 10 rupees less than the leading brands in the market. The company would like you to create an advertisement that will:

- Make the product memorable
- Tell the consumer about the key benefits

- Differentiate Easywash from the other brands
- Create positive feelings about the brand

Discuss and decide the words and phrases you will use to describe the product. Your aim is to make Easywash popular through your advertisement, so you can't use old and stale slogans like "Washes whitest of all." After everyone is ready, your teacher will ask each group to read out their advertisement and choose the best.

Let us sum up.

A. Write down three easy ways through which a company can promote the sale of its products.

- 1.
- 2.
- 3.

B. List three characteristics of the language of advertisements:

- 1.
- 2.
- 3.

6. NEGOTIATING

Negotiating: A Win-Win approach

Study the following conversations.

A

Ramya: Make it Rs. 500.

Sales Clerk: Sorry, Madam. 650 is a good price. This is the only piece left, you know

R: Make it 550 and you have a deal.

SC: 600 is our cost-price, madam.

R: My friend bought this for 550 from Lavanya's last week.

SC: But you know our products, don't you? They come with the guarantee of excellent quality.

R: I know. But your prices are rather steep, I must say.

SC: Customers like you want quality, so we

B

Manu: Anything less than 20% will be very difficult for us to accept, Mr. Jha.

Jha: But you are free from all the production hassles. No trade union, no malfunctioning machines, no pollution control board.

M: True, but I'm sure you'll agree that we'll get better returns if we invest this money in the market.

J: In today's market, we don't know how the markets will behave next year. When you invest money in our project, you're assured of getting back your investment plus a huge profit.

M: I don't think there's a guarantee that we'll get back all our money and a profit, you know that only too well.

J: The risk is considerably lower in this case.

M: True. But so is the return on investment.

J: I wouldn't say it's low. We're offering a better

make sure they get nothing but the best in the market.

R: Make it 575.

SC: I'll give it to you for 600. We'll just break even, but that's OK.

R: Give it to me for 500 and I'll convince my school to buy their uniforms from you.

SC: I guess it's OK, then. Let me have a word with the manager.

deal than many other businesses.

M: What do you say to 19%?

1. Which of the following statements describe conversation A?

Which of them describe B?

- a. This is about getting a bigger share of the profit.
- b. This is a business negotiation.
- c. The two people decide to create more value and benefit from it, so this is an integrative negotiation.
- d. The two people are trying to distribute the value (who will get a better share?) so this is a distributive negotiation
- e. The participants use a cooperative approach.
- f. The participants are competitors.
- g. This is a mutually beneficial deal, a win-win situation.
- h. Each of the two parties wants more value than the other; they want to be in a win-lose situation.

Stages of Negotiation

2. Given below are the stages/phases of negotiation. They are not in the right order. Rearrange them. Write the numbers against them.

Setting and concluding

Asking and answering questions

- | | |
|---|---|
| <input type="checkbox"/> Persuading your audience | <input type="checkbox"/> Agreeing and disagreeing |
| <input type="checkbox"/> Gathering and exchanging information | <input type="checkbox"/> Bargaining and bidding |
| <input type="checkbox"/> Introductions | <input type="checkbox"/> Putting forward a proposal |

3. Study the questions below, choose one of the three terms given here to describe them

- | | | |
|--------------|----------------|------------------|
| a. Preparing | b. Negotiating | c. Participating |
|--------------|----------------|------------------|

- What is my objective?
- If that is not met, what are the alternatives?
- Do I deserve to have my goals met? Why?
- What will my opponent's counter proposal likely to be?
- How can I respond to his counter proposal?
- When would I like to have this issue resolved?
- What is my bottom-line?
- What homework do I need to do to back up my cause?
- What is my bargaining power? What is my opponent's?
- What do I know about the principles of negotiating?

4. Study these notes on successful negotiations. Use them to create a few tips for successful negotiations.

a. Allot sufficient time	b. Other to speak first	c. Respect and listen
d. Acknowledge, paraphrase statements	e. Polite lang.	f. Attn. to body lang.

5. Study these sentences, they are often used in negotiations. List these statements under the following heading:

Showing understanding/agreement	Disagreeing/rejecting	Language used in closing
---------------------------------	-----------------------	--------------------------

I agree with you on that point

It sounds like we've found some common ground.

Would you be willing to sign the agreement right now?

I think we can both agree that

You have a strong point there.

I'd have to disagree with you there.

That's not exactly how I look at it. The way I look at it...

I'd like to stop and think about this for a little while.

I'm afraid that doesn't work for me.

That's a fair suggestion.

Let's leave it this way for now.

I'm afraid I had something different in mind.

I'm prepared to compromise, but...

I don't see any problem with/ harm in that

If you look at it from my point of view...

**6. Study the negotiation between Mega, PA to MD and her boss.
Would you say the negotiation went well? Why? Why not?**

Mega : Thank you for agreeing to see me today.

Rajnish : OK. Well, let us get started, shall we? I can't agree to your request for a pay raise.

M : Why not? I've been here for the past four years and I'm a competent worker.

R : Let me be the judge of that. Anyway, I'd advise you to wait till April when pay revisions are due.

M : I can't wait that long. If I don't get my pay raise from next month, I'll resign.

R : That's your decision. I can only tell you what we do around here.

M : Look. You know it isn't easy to find a replacement for

me. Even if you do, you have to train the person in things you do "around here". It's going to be difficult, what with the board meeting round the corner.

R : *Are you blackmailing me Mega? Let me tell you this. I can find a more competent PA before you pack your stuff. Not just that. I can make sure that the new PA has better morality.*

M : *What? I don't believe this! Are you calling me immoral?*

R : *You know what I mean. I don't have to repeat what I said.*

M : *Look mister, I'm going to drag you to court. Let the court decide if you have the right to interfere in my personal life for the pittance you throw at me. And I won't resign. Throw me out if you can.*

R : *Don't worry, I'll fulfill your desire to be thrown out.*

7. Let us make your response more specific. Answer the following questions about this negotiation.

- a. Do the two parties try to build rapport?
- b. Would you consider Rajnish's approach cooperative?
 - Has he realized that it will take time to find a competent trustworthy PA?
 - Does he appear to have told himself "I can't afford to fire Mega now?"
 - Does he seem to have an alternative in case Mega sticks to her demand (plan B)?
- c. Does Rajnish communicate his appreciation for Mega's work?
- d. Does he empathize with her? (She's been a competent worker, working for the past 4 years)
- e. Does he try to make her see his point of view? (Company's policy)
- f. Does he try to say no politely and tactfully?

- g. Does Mega seem prepared for this important negotiation? Does she have a plan B?
- h. Does she try to present herself as a reasonable person?
- i. Does she announce her bottom-line (pay raise from next month) a bit too soon?
- j. Is she polite in her reaction?
- k. Does the negotiation last long enough?
- l. Could the two have people avoided the situation they have now created?

8. Compare this negotiation between the same people with the earlier one. Do you think this is better? Why? Why not?

Mega : Thank you for agreeing to see me today.

Rajnish : Ok. Well let us get started, shall we? I've gone through your request for a pay raise carefully. I also consulted a few colleagues on this. We felt that the company's policy cannot be violated.

M : I've been here for the past four years and I'm a competent worker.

R : Of course. I really appreciate that. I'm only asking you wait for a few months to get your well-deserved pay raise.

M : I see. It might be difficult for me wait that long. I'm looking at next month.

R : You're too smart not to realize the problem I'll have if I order anyone a pay raise before the annual review. I ask you to bear with us for a few months.

M : I get your point, but can't you ask the top management to treat me as a special case? You know it is not easy to find a replacement for me. Even if you do, you have to train the person in things you do "around here".

R : No one doubts your value to the company. We deeply appreciate your commitment to work. But we'll end up

with a group of disgruntled staff. I know how you hate to deal with grumpy colleagues.

M : True. But don't you think the company should recognize my hard work and positive attitude?

R : Of course. I never fail to mention that in my report. You know that.

M : Well, I'll agree to wait till April if you promise to give me the raise from next month.

R : I'll certainly recommend that.

M : I suppose that's all right, then.

R : Thank you for your confidence in me.

9. Work in pairs. One of you will play teacher and the other, student. Those of you playing student will try to persuade the teacher to cancel the test this week. Those of you playing teacher will try to persuade the student to take the test. Prepare for the negotiation. Think of your objective, think of a plan, an alternative to your objective and ways of dealing with counter proposals. You will get 15 minutes for the negotiation. At the end of it, you should have reached a mutually agreed decision.

Let us sum up. Write down three things you have learnt from this unit.

1.

2.

3.

7. COMMUNICATION SKILLS WITH PUBLIC, FELLOW EMPLOYEES, SUPERVISORS AND CUSTOMERS

INTRODUCTION

Communication skills involve the optimum use of the ability to express, negotiate and interpret messages. Whenever communication skills are deployed in multifarious contexts the range of possibilities and the variety of linguistic manifestations are so numerous that it may not be possible to include all of them in a single module at this level.

There are, however, a few features that distinguish the communication skills between an individual, public or fellow employees, or supervisors or customers.

ACTIVITY 1

Complete these sentences. You may use the hints given in brackets.

1. Communication skills refer to the _____ of the ability to express _____, _____ and _____ messages.
2. The way communication skills are realized in language is _____ (numerous / a few/ a handful/ countable).
3. In spite of the variety of language that can be used in communication skills, there are _____ (distinctive/ same/ almost similar) features that mark off communication skills between you and _____

Communication skills with public

Communication skills with the public are marked by talking about members of the audience as a single unit.

For example: when the announcer goes on stage in a conference and makes the statement, 'you may switch off your phones when the session is going on,' 'you' refers to one and all in the conference room. Sometimes the same person may make this announcement in a different way. 'all participants may please switch off your phones.' Notice that such use of language in announcement have the verb 'may' / 'are requested' or sometimes even phrase like, 'It would be an

immense help if you could' It is important also to understand that the politeness given in such language by the use of 'may' / 'are requested' does not imply a request but a firm order of the organizers of the conference.

To put this point differently, communication skills with public does not perform acts of politeness, but gives out orders in a polite way.

ACTIVITY 2

Complete these sentences.

1. In using communication skills with public you treat them as a
.....
2. Communication skills involve the use of polite terms such as and
3. The use of polite terms in public performs the role of and not

Communication with fellow employees

Communication with fellow employees are marked by words on intimacy, and there is consequently an absence of formality. Such use of communication skills sometimes involve negotiating and re-negotiating messages and as a result the conversation may be quite long.

Example

Prem : Come out. Let's go and have tea and come back.

Raj : Yes, indeed. Let me just finish what I am doing.

Prem : How long will it take?

Raj : A minute or two.

Prem : I'll wait then.

You can see that Prem did not use words such as 'would you like' or 'Shall we' or any other phrase that shows politeness. Similarly, Raj doesn't use 'Could I', or 'Would you please'. Prem agrees without any reference to words of politeness. To sum up, communication skills with fellow employees deploys direct language. Messages are

negotiated and re-negotiated as in the example. Prem is not only interested in knowing that he should wait, he is equally interested in knowing how long he should wait. It is only after re-negotiating that Prem agrees to wait.

Communication with supervisors

Communication skills with supervisors tend to be marked not only by politeness, but also by the use of language that displays agreement. Even when there is a need to disagree with your supervisor, it is very polite and couched in language that is circlocute (indirect). Decisions are taken by the supervisor based on the points of disagreements presented by the employee.

Example

Ajay : Get 125 shafts from your machine before the day runs out.

Vijay : I'll try my best, sir. The machine produces just around 20 shafts an hour and we have hardly four hours for the closing time.

Ajay : Can't you stay for three more hours and finish the work?

Vijay : I would gladly do that, but the machines get heated up after five hours and we have to stop it for at least one and half hours before we could re-start our work.

Ajay : Ok, finish 90 shafts with your machine then and send in Sujay on your way out. I'll ask him to take the load of finishing the rest.

Vijay : Thank you sir, I shall ask Sujay to come in here on my way out.

Vijay is very polite. He also chooses to disagree with his supervisor and gives clear reasons why it would not be possible for him to get the required number of shafts from the machine. The supervisor on his part sees reason in what Vijay says and agrees to give some of the work to Sujay. The supervisor's language is direct and Vijay's

language is equally direct, but there are phrases like, 'I would gladly do that, but....' Which indicates his politeness.

ACTIVITY 3

Complete these sentences.

1. Communication skills with fellow employees are marked by _____, _____ and _____.
2. Communication skills with supervisors are marked with _____, _____ and _____.
3. The supervisor's language is _____.

Communication with customers.

Communications with customers tend to be both polite and firm. You need to be firm because as an organization you don't want to allow the customer to negotiate or re-negotiate. But when the customer persists, you listen to it and give a polite reply, but remain firm with your decision. If, however, there is a mistake on your part you rectify the mistakes. Here is an example.

Rupa : You have charged me Rs.500 for servicing my mobile.

Serviceman : Servicing is free as your mobile is under warranty.

Rupa : Why then have you charged me five hundred rupees?

Serviceman : That's the cost of the battery.

Rupa : But this board says the cost of new battery is only Rs.300.

Serviceman : You are quite right, but the leak in your battery spoilt the adjoining circuit and we have changed that also.

Rupa : Do these things not come under warranty.

Supervisor : Any malfunctions of the battery does not come under warranty.

Rupa : Of course, I know that, but you gave the battery and any malfunctioning of the battery is your own making.

Serviceman : Yes, we do give the battery, but its malfunctioning is usually because of customer's handling the phone wrong during recharge.

It is clear that Rupa negotiates and re-negotiates a message that she had been charged five hundred for servicing her mobile. The serviceman gives her the reasons for making out the bill, but he does it politely. He's also very firm.

ACTIVITY 4

1. Write a dialogue using the situation given. You can work in pairs.

John and Jim are friends and colleagues in the same company. Jim wants to go and get a digi-cam after office hours. John has some work that would take him a little more than fifteen minutes after the closing time of the office. Jim agrees to wait for John.

.....
.....
.....
.....
.....

2. You want the member of your company to assemble in the swimming pool so that they could be taken out for a picnic to Dhakshin-Chitra. Make the announcement.

.....
.....
.....
.....

3. You are approached by an SB account holder of your bank. He says that there are some wrong entries in his account. You take a look at it and find that he has been charged hundred rupees for a cheque that bounced and you had deducted ten rupees per page for the statement of accounts he had requested. The SB

account holder, Meena is dissatisfied and goes away grumbling that the banks are making too many profits at her expense. Write out the dialogue.

.....
.....
.....
.....
.....
.....

Signature of the teacher: Signature of the external examiner:

Date : Date :

8. SOFT SKILLS FOR TEAM BUILDING

Interpersonal Skills in Team Work

Study the conversations Manmohan, Project Leader, SDL Limited has with the members of his team.

- Manmohan** : How's it coming, Murali?
- Murali** : On schedule I guess. I'll finish my share of the work by tomorrow. Then it's left to the other guys in the group to put it together.
- Manmohan** : Good work. May I suggest something? Why don't you organize a surprise party for the team? I'll help you out if you like. I'm sure they'll really love it.
- Murali** : Well, it's a good idea, only I'm busy with a couple of other things.
- Manmohan** : I see. Then let me organize it. I'll ask you if I need help.
- Murali** : I don't think there's any need for a party in the middle of all these deadlines.
- Manmohan** : Come on Murali, not everyone is like you! For you work itself is fun! People like me would like a break to get some energy back. Let's help them keep going! We'll ensure that our team maintain its record of delivering the best product to our customer well before the deadline.
- Murali** : OK. I'll organize a pizza party. The guys will love it. We'll have a couple of games.
- Manmohan** : How super! Why didn't I think of the games? Shall we have it Friday afternoon, say for an hour? Wonderful.
- Murali** : Will you announce it?
- Manmohan** : No way. It's your idea. You decide how and when you'll tell them about it.

- Murali** : Sure. I'll send them emails... no... I'll SMS them.
- Chitra** : Mohan, could I have a word with you?
- Manmohan** : Sure. But will one word do?
- Chitra** : Stop joking Mohan. I want to discuss a problem. It's Vijay. He doesn't care about deadlines. We've been waiting for his test reports. He should have handed them in a week ago. I telephoned him several times, but he says he's busy with other things.
- Manmohan** : Let's have a word with him.
- Chitra** : Please be very firm with him.
- Manmohan** : Sure.
- Manmohan** : Hi Vijay! How're things?
- Vijay** : Fine, I guess. Have you also come to complain about my lack of interest in the project?
- Manmohan** : Heaven, no. I came to ask you if I could recommend your name to the panel of validation experts that industrial Exponent Magazine is putting together for their readers.
- Vijay** : Well, it may not be a bad idea.
- Manmohan** : Great. They'd like your CV. Could you update it and send it to me in the next couple of days? Please mention our current project. I don't want you to rush through this. Please send in your updated CV after you've given Chitra the report she's been waiting for.
- Vijay** : That requires a lot of work. I have to interpret the data and
- Manmohan** : Of course. But we agreed to start phase II on the 15th, didn't we? Please hand in your report today, before 5 o'clock. Thank you.

Vijay : But I have a couple of other things to do. I can't possible finish it today. If I do it in a hurry. It'll botch up the whole project.

Manmohan : True. Then shall we agree on tomorrow? Chitra, can I ask you to give Vijay a day's time?

Chitra : Sure. That'll be no problem at all.

Manmohan : Thank you, Chitra. You're truly a leader. Thank you too Vijay. When you assure me you will put in your best effort, I know the job is done.

1. a. Study the following statements on the three conversations.

Which of them are true?

- i. Murali is not a team player.
- ii. Manmohan wants to remind Murali that he is part of a team with shared goals.
- iii. Manmohan advises Murali about the virtues of being a team player.
- iv. Manmohan realizes that Murali needs some more time to develop a sense of belonging to a team
- v. Manmohan gets Murali involved in the team's activities by being a positive role model.
- vi. Without appearing to lecture him, Manmohan suggests to Murali that he should be proud of his team and its achievements.
- vii. From Chitra's complaint about Vijay we know that Manmohan has ensured that there is constant communication within the team.
- viii. Chitra's repeated efforts to get Vijay to give her the test report suggest that members of the team know their roles.
- ix. Manmohan is playful when talking to Chitra. This tells us that there cannot be any major communication problem between him and his team.

- x. In not pulling up Vijay in front of Chitra, Manmohan shows his bias towards Vijay.
- xi. Manmohan's conversation with Vijay shows that he has ensured that everyone in the team knows about the ground rules of the team.
- xii. Manmohan demonstrates his flexibility by agreeing to give Vijay one more day.
- xiii. In asking Chitra for permission to give Vijay one more day, Manmohan shows that he likes the team's involvement in everything he does.
- xiv. Manmohan encourages even a reluctant worker like Vijay and this suggests that he knows how to keep the team's morale high.

b. Study the statements you have marked "true". What skills of a team leader do they show? List them under the following topics:

- i. Effectively communicating common goals
- ii. Firmly establishing ground rules for the team
- iii. Playing a role model for the team to emulate
- iv. Empowering team members by giving them responsibilities
- v. Building rapport by being polite/friendly
- vi. Being flexible and open-minded
- vii. Creating the ideal environment for communication by removing barriers
- viii. Recognizing merit and acknowledging contributions
- ix. Improving team's morale
- x. Monitoring team's progress

Team Building

Comment on the following utterances. Which of them will help build a team?

- 1. Each of you know what your role is, don't you? Ramesh coordinates subgroup A's activities and reports to Suresh.

Mahesh coordinates subgroup B's activities and reports to....

Oh, wait a minute, it's the other way round. Or is it? No, it's all right.

2. I might not have completed the work, but that does not mean you can use my example to delay your work.
3. I'd like someone to volunteer. No one? In that case let me decide for you. Let Arvind do the first presentation.
4. I don't know why you should be worried about Kamal's attitude. You do the piece of work assigned to you. Stop worrying about the team.
5. No, I'd like Kiran to conduct the meeting in my absence. What if he's new here, I'm sure he can do a good job.
6. How're you Kunal? Hope you're feeling better. Take it easy for a couple of days. We'll get you to do a lot of work when you're well.
7. I understand why he isn't keen on doing it. He's still getting used to our style of functioning. I think we should give him some more time.
8. Come on guys! There's no real problems between you. Forget about the unfortunate incident and be like what you're before. That's more like it! Come along! Let me buy you some coffee.
9. This is not good enough Parul. You're a notorious shirker. I can't tolerate your laziness anymore.
10. Abhay here anchored a very productive videoconference yesterday. I got a lovely mail from the client about the way he conducted the meeting. Let me read it out for you.
11. Come on guys! This is not the end of the road. We can make the changes and complete the project on time. Stop worrying about it. Let's make a fresh start.
12. Merlyn? Damini here. Please, give me an update on the design document.

Task

Let us play a game. This game is called twenty questions. You will work in two groups, A and B. Your teacher will think of an object. You must guess the object by asking him/her a few yes/no questions. Each group is allowed a maximum of twenty questions. You are also allowed to guess the object three times. The group that correctly identifies the object can score a maximum of 20 points. Each group will get two chances. This is the scoring scheme:

- Object identified within the first 5 questions: 20 points.
- Object identified between the 6th and the 10th questions: 15 points.
- Object identified between the 11th and the 15th questions: 10 points.
- Object identified between the 16th and the 20th questions: 5 points.

Questions that are repeated will be treated as new questions.

The teacher will choose the team that will answer the questions first by the toss of a coin.

When a team is trying to guess the object, the rival team will keep count of the number of questions and guesses. After each set of questions (1-5, 6-10, 11-15, 16-20) and each of the three guesses, they will alert the teacher by ringing the bell. The teacher will not keep count of the questions or guesses.

Your questions could be about the shape/ size/ colour/ material/ weight/ uses/ price/ availability/of the object.

- Choose your group members
- Choose a team leader if you like
- Decide on the role for each member when you are identifying the object
- Decide on the role of each member when the rival team is identifying the object
- Decide on the strategy

Enjoy the game.

c. Answer the following questions on the game you've just played:

- i. What are the reasons for your win/loss?
- ii. Did you work as a team?
- iii. Were you committed to winning the game?
- iv. Were the roles clear to all the members?
- v. Were the rules clearly explained to the members?
- vi. Was there good coordination among the members?
- vii. Were all the members given equal opportunity?
- viii. Did everyone participate with enthusiasm? Did you encourage one another?
- ix. Was there any change in the strategy midway through the game? Did it work?
- x. When things went wrong, did you make any effort to regroup yourselves and try harder?

3. a. Supply the missing letters to complete a few words that describe the characteristics of a good team.

i. Comm_ _ ication	ii. C_ _ pera_ ion	iii. Co_ _ abor_ tion
iv. Co_ _ tributio _	v. C_ _ mmitme_	

Let us sum up. Which of the following statement are not supported by the unit?

Team building skills consist of:

- Effectively communicating common goals.
- Establishing flexible deadlines and ground rules.
- Firmly establishing ground rules for the team.
- Playing a role model for the team to emulate.
- Asserting one's individuality.
- Empowering team members by giving them responsibilities.
- Building rapport by being polite/friendly.

- Maintaining a safe distance from team members.
- Being flexible and open-ended.
- Creating ideal environment for communication by removing barriers.
- Recognizing merit and acknowledging contributions.
- Improving team's morale.
- Constantly advising team members.
- Monitoring team's progress.

9. TEAM MAINTENANCE AND TASK MAINTENANCE ROLES

Types of roles

1. a. Study the following utterances. What kind of roles do the people described in them play in their team?

Who? Rajesh? He won't create any trouble. He generally accepts the group's decisions.

Moorthy isn't around? Today's team meetings will be a stormy affair, then. He really keeps the team together. He makes us feel we're a team. He compliments everyone and never fails to appreciate a good point.

Shruti isn't a perfectionist. She just reminds us about the standards that we have set for ourselves. She's quick to point out when we fail to measure up to them.

Maleshe is our historian. He's the one who reminds us that we have gone off course. When people stopped making notes during team meetings, he made them realize the kind of problems they'd face if they didn't record the discussions and decisions.

And the two of them started monopolizing the discussion. That's when Prem stepped in. He goaded Dr. Shyam and Ramani to speak. And they truly brought the discussion back on track. Hats off to him.

Toni insisted on working with Amrit and that meant re-assigning the tasks, and the whole thing looked messy. Ketan saved the day for us. He told the team he wouldn't mind working with any subgroup on any of the tasks. We made a couple of adjustments and accommodated Toni's demand.

They're about to come to blows when Rahul stepped in. I was really impressed by the way he defused the tension. He told Naresh that he misunderstood a well-meaning comment and convinced Daya that he'd used a loaded word. Within seconds, the two guys cooled off and we had a meaningful discussion.

- b. Study the roles that people in a team play in maintaining the team. Against each of the team maintenance roles, write the name of the person in the above utterances who performs the role.

- i. *Encourager* (praises good points, shows acceptance) _____
- ii. *Harmonizer* (tries to reconcile opposite views) _____
- iii. *Gatekeeper/Expediter* (encourages reluctant members to participate) Prem

- iv. *Standard setter* (reminds the group of the standards they have set) _____
- v. *Compromiser* (always willing to compromise his/her ideas) _____
- vi. *Group observer* (keeps records of the group's activities) _____
- vii. *Follower* (passive and accepting person) _____

2. a. Study the following excerpts from a team meeting.

- Purchase Manager** : Are we all here? Good. Let's start our meeting. This meeting is about reducing our spending on transport. The auditor's report suggests that we're overspending by about 30-35%. This is an informal meeting, so feel free to interrupt me to share your views with us.
- Mathur** : We're looking at three related issues here. We need to find a *way* of sending our *raw* materials to the production units without any delay or damage, and at a lower cost
- PM Mini** : That neatly sums it up for us
- PM Mini** : I know of a couple of transporters who can deliver the goods at a much cheaper rate than the present one. I can give you their contact number and the names of some of their customers.
- PM** : Great. Please send me a mail with all the details.
Thanks mini.
- Anand** : Don't you think it's a good idea to negotiate the rates with the present transporter? After all, he's served us efficiently for the past 5 years. How're we sure the new transport company will offer the same kind of services at a much reduced rate?
- PM** : I take your point. Do talk to him and find out if he's willing to renegotiate the charges.
- Milind** : Are we sure the auditor's report is accurate?
Sometimes they make a passing comment without intending to recommend action on it.
- PM** : He's established that it's possible to move our raw materials at a much lower cost.
- Mythili** : I strongly feel that we should find out the views of all the stakeholders. Are we sure the production units will welcome a new transport arrangement? What about the sales guys? Will they agree to a different delivery schedule?

- Jayanth** : Let's take stock of the discussion so far. Mini feels we should make a new arrangement, Anand thinks it is unethical to drop the present transporter without first asking him, Milind is not convinced that we're overspending and Mythili wants us to consult all the stakeholders. I think we agree that we should consider the issue carefully before taking a decision.
- PM** : Of course. Thanks, Jayanth.
- Ruth** : I'd like to know if the auditor feels that we're overpaying the transporter. If that's so, I'd like to know the procedure we follow in choosing transport services for hire.
- PM** : That's a good point. We invite quotes from established transport companies, scrutinize them and choose the lowest bidder among them.
- Nandan** : Let's look at the advantages and problems with hiring the services of a new company. We have to monitor their performance for the next three months, get frequent feedback from the line managers and supervisors, and it'll take some time for them to get used to our style of functioning. It might be worth the effort if they turn out to be better than the previous one. But what if they disappoint us? We have to start the process all over again!
- George** : This discussion isn't going anywhere. Let's focus on giving the job to a new company.
- Sudhakar** : Come on guys! Let's beef up the discussion and reach a decision. Where's all the energy and enthusiasm gone? Pull up your socks and let's move forward.
- Nishant** : Let's summarize the discussion so far. Are you ready to note it down Meera? Good. First we discussed the possibility of engaging the services of a new transport company.....

b. Study the following roles? Which of these roles does each of the participants of the team meeting play?

- i. **Initiator/contributor** (One defines problems, proposes goals, new ideas, and solutions)
- ii. **Information giver** (offers facts and relevant information)
- iii. **Opinion giver** (states belief about alternatives; focuses on values)

- iv. **Information seeker** (seeks clarification of suggestions based on facts)
- v. **Opinion seeker** (asks for the group's opinion)
- vi. **Coordinator** (clarifies the various suggestions, ideas)
- vii. **Summarizer** (summarizes and restates team's views)
- viii. **Clarifier/Elaborator** (interprets, gives examples)
- ix. **Evaluator** (looks at suggestion from logical/practical angle)
- x. **Orientation giver** (suggests the direction the team needs to take)
- xi. **Energizer** (keeps up the spirit of the team)

c. List the utterances participants use to play these roles in the meeting. The first one has been done for you.

- i. **Initiator/Contributor** We're looking at three related issues here.
- ii.
- iii.
- iv.
- v.
- vi.
- vii.
- viii.
- ix.
- x.
- xi.

Imagine that you are a marketing executive. Study these situations. How will you handle them? What will you say to make the situation better?

- i. One of your team-mates, a senior colleague, is not interested in participating in the discussion.
- ii. Two of your team-mates have made a general issue personal and are about abuse each other.

- iii. The discussion is going nowhere and people are discussing the new film.
 - iv. Most participants are recovering from their hectic tours. They are not contributing to the discussion at all.
 - v. The group has forgotten its earlier decision to meet once a week, so the members don't know about each other's work.
- b. **Work in pairs. Practise using the expressions you have thought up (in 2c) meaningfully.**

Let us sum up. List the roles people play in teams.

10. BRAINSTORMING AND CONSENSUS-MAKING COMMUNICATIONS

Rules of brainstorming

1. a. Study the following brainstorming session.

Good morning friends! Welcome to this brainstorming session. I have two tasks for you. Let us start the first one right away. The company has decided to make a film. It is an action film with lots of characters. I'm sure you can guess the story. We need to discuss and decide who will play what role. Take the next 7 minutes to decide the cast.

Right, that was fun wasn't it? Now for something a little more serious. The company's sales aren't anything to write home about. We need some new ideas to improve sales. I invite you come up with new plans. Please don't hesitate to share your thoughts. The more outrageous the idea the better it is for us. I will make notes while you are talking. Please think aloud. No one will challenge your idea or ask for justification. We will not bother about ordering these ideas. All your ideas are valuable. I want at least 25 ideas in the next 20 minutes or so. I want to fill up this whiteboard with your ideas. So please fasten your seatbelts and let us take off

That was good. We now have more than 30 original ideas. Let us spend the next 15 minutes to build on these ideas.. Let us look at the first one.

b. Which of the following rules of brainstorming does the above session follow?

- i. Postpone and withhold your judgment of ideas
- ii. Encourage wild and exaggerated ideas
- iii. Quantity counts at this stage, not quality
- iv. Build on the ideas put forward by others
- v. Every person and every idea has equal worth

Language for brainstorming

2. a. Study the following sentences. What communicative function do they perform in a brainstorming session?

- i. Please go on!

- ii. No, you are not being stupid. Tell us what you have thought up.
- iii. I know you have an important idea to share with us. Please tell us.
- iv. I'm still waiting for you to give me your suggestions.
- v. The sparkle in your eyes tells me you have half a dozen ideas.

b. Study these sentences. What communicative function do they perform in a brainstorming session?

- i. Please let him finish his statement.
- ii. Don't worry about feasibility now. We'll examine it later.
- iii. Let's not worry about the costs now.
- iv. We'll decide about that problem later.
- v. That's not stupid! Some of the great inventions looked stupid to people when they first heard about them.

3. Your college wants to start a major publicity campaign. Unfortunately, there is no budget provision for publicity campaigns. The college wants you to suggest some no-cost publicity campaigns. Brainstorm for ideas. Your teacher will coordinate the session. You will have 15 minutes for the task. Think of at least 15 ideas. Don't try to assess them. Just air any thought that comes to your mind.

4. a. Study the way two teams, A and B, make decisions. Which of them is better? Why?

Team A

The project manager, who is directly affected by decisions, makes the decisions and shares them with the team leader. The team leader then shares them with the team. Sometimes, the project manager consults the team leader and together they make decisions and share them with the team members.

Team B

The project manager and the team leader like to discuss most issues. They have created an atmosphere where every member of the team participates in the discussion without hesitation. The team leader facilitates a fair and comprehensive discussion of any issue. The participants, who feel responsible, cooperate with the team leader in trying to find a decision that everyone in the team can support without, however, compromising on their important needs or values. Decisions are made collectively, so everyone is committed to it.

- b. Study the way team B considers everyone's views carefully and makes decisions that best meets the needs of the team.
Rearrange the stages of this process.**

- i. Consensus decisions are made.
- ii. Team leader encourages participation.
- iii. Ideas are heard and acknowledged.
- iv. Participants behave responsibly and work towards a decision.
- v. An atmosphere of trust is created.
- vi. Everyone participates.

- 5. Study the sentences below. They are often used in discussions.**

List them under one of the four headings. Write down the sentence number in the appropriate column. The first one has been done for you.

Language for active listening	2,
Language for exchanging opinions	1,
Language for taking turns	6,
Language for stating priorities	47,
Language for dealing with problems	54,

1. Ram, what's your reaction to _____
2. I'm a bit confused, let me try to sate what I think you're trying to say.
3. Excuse me, but _____
4. Let me see if I've got it straight
5. What do you think of _____?
6. If you could wait for a second, I'm just about to finish my point.
7. I get the sense that you're really angry about what was said.....
8. I definitely agree.
9. How do you feel about _____?
10. Sorry, but I don't understand what you mean by
11. You've said so much, let me see if I've got it all.
12. I agree with you.
13. In other words, _____
14. What do you mean by _____?
15. I don't really agree with you.
16. What's your opinion of _____?
17. The point I'm trying to make is _____
18. You're right.
19. I'm not sure what you mean.
20. In my opinion, _____
21. Could you explain what you mean by _____?
22. I think so, too.
23. The three major points of the
32. I have a point I'd like to make.
33. Anyway, _____
34. As I was saying, _____
35. Ratna, how do you feel about _____
36. I'm not sure I follow you. Did you say that _____?
37. Charles, what's your opinion about _____
38. That's right.
39. May (could) I ask a question?
40. Yes, but _____
41. I'm not sure I agree with you. The reason is that _____
42. May I say something here?
43. I have a question I'd like to ask.
44. Yes, that may be true, but _____
45. May I make suggestion?
46. Pardon me, but _____
47. I feel that the most important consideration is ...
48. Sorry to interrupt, but _____
49. Excuse me, I'd just like to finish this point.
50. Could I please just finish my point?
51. In any case, _____
52. Going back to what I was saying _____
53. As I was saying _____
54. It seems to me that the real

- discussion are issue is ...
24. Personally, I think that ____ 55. I think the basic cause is
25. Yes, but the problem is ____ 56. As far as I can see, the main problem is.
26. I completely agree with you. 57. Excuse me for interrupting, but ----
27. It seems to me ____ 58. Kavita, I wonder if you'd like to comment on ____
28. As far as I'm concerned, 59. In my opinion, the main thing is ____
- _____
29. Possibly, but ____ 60. As I see it, the most important point is ____
30. I mean ____ 61. Tim, would you like to give us your opinion about ____
31. Are you saying that ____? 62. In my opinion, the basic problem is ____
6. Your college administration would like to introduce a shift system to make maximum use of the infrastructure. They want to involve students and staff in making this decision. Discuss and decide if it is a good idea. Arrive at a consensus view. Your views will be taken into account when the final decision is made.

Let us sum up

List three rules for brainstorming.

- 1.
- 2.
- 3.

List the stages of the process of consensus decision-making.

- 1.
- 2.
- 3.
- 4.

UNIT - V

Jobs and Careers

1. STANDARD BUSINESS LETTERS

1. Imagine this situation. You took the interview for trainee executive at Lalith Computers and Suraj Motors. You did very well at the interviews. You are hopeful of getting letters of appointment from the two companies. One day you receive two letters, one from Lalith Computers and the other from Suraj Motors. Which of the two letters will make you very happy? Why?

Lalith Computers Ltd

Ref: AFL/HRD/2007

19th April, 2007

APPOINTMENT LETTER

Dear Mr _____,

This refers to your application and the subsequent interviews you had with us. We are pleased to appoint you Trainee Executive. You will be based at Chennai effective May 2 2007 on the following terms and conditions:

a. **Stipend**

you will be paid a stipend of Rs. _____ (Rupees _____) per month.

b. **Conveyance reimbursement**

you will be eligible for conveyance reimbursement of Rs... per month, subject to your owning and using a two-wheeler for commuting to-and fro-your residence and your place of work.

c. _____

d. _____

we welcome you to our team and look forward to a long and mutually rewarding relationship.

Yours sincerely,

(T.Moorthy)

General Manager (HRD)

for Lalith Computers

Suraj Motors Pvt. Limited

Ref. Tr.Exe/ HRD/2007

19 April 2007

Dear Mr _____,

Congratulations! Welcome to the Suraj Motors family!

We have been impressed by your performance at the interviews. So we are happy to offer you the post of Trainee Executive at Chennai, effective May 2, 2007.

I have attached a copy of the standard terms and conditions governing this offer. Please sign it and return it to me. If you have any queries, please do not hesitate to ask me before signing.

You will find Suraj Motors an exciting set of people to work with and a company with excellent career prospects. Let us join hands to give our country world-class vehicles.

Yours sincerely,

(N.Narayan)

General Manager (HRD)

For Suraj Motors Pvt. Ltd.

Attachment: Terms and conditions.

The difference between the two letters is not in their contents. The difference is in their approach or strategy.

- The letter from Suraj Motors shares your excitement over receiving your job offer (Congratulations Welcome to the Suraj family!)
- It highlights your achievement ("We have been impressed by your performance at the interviews")
- It makes you feel important (Welcome... Let us join our hands to give our country world-class vehicles)

- The writer correctly expects you to be a little anxious about your new environment and tries to make you feel comfortable
- ("Welcome to Suraj family" You will find Suraj Motors an excellent set of people", excellent career prospects)
- The "terms and conditions", presented on a separate page, make the letter look less frightening.

If you remove the excitement, the importance given to the reader and respect for the reader's needs and priorities from this letter, you will get the letter that Lalith computer has sent you.

In short, people at Suraj Motors treat every letter they write as a sales letter. They impress us as a group of people who add value to the company through their letters and other business documents.

2. Compare the two versions of a letter. Which of them is likely to persuade the customer to buy goods from the shop?

A

Dear Mrs Sharma,

Here is an exciting offer for you, our valued customer. Starting 1 June, there is a 10% discount on the following items:

- Duroware Crockery
- Quickchef Mixer-grinder

Hurry! The offer closes on 20 June.

B

Dear Mrs Gupta,

This is to announce our 10% Special Discount Offer that we are making on all orders for the following items for the month of June only:

- Duroware Crockery
- Quickchef mixer-grinder

This 10% discount is available on any order set for delivery from 1 through 20, and is our way of saying thank you for being such a valued customer.

We hope you will take advantage of this offer and will send us your purchase order today. We will look forward to hearing from you.

As you can see, **Version A** is more likely to appeal to the customer.

- It tries to make the offer exciting to the customer.
- It tells her she is valuable to the company.
- It tries to make the offer look very special by asking the customer to hurry.

The letter is also carefully organised, so it is easy for the reader to understand the message.

- It has all the relevant details and no more (A has 38 words while B has 89 words).
- It avoids repetition (B talks about the 10% discount twice).
- The 3 main ideas are presented in three paragraphs.
- The sentences are short.
- The style of writing is elegant. Compare: "Here is..." (**A**) with "This is to announce"(B).

In short, the message of **Version A** is easy to understand, easy to accept.

3. Compare the following versions of a letter. Identify the version that is easy to understand and easy to accept.

Version A

Dear Mr Pillai,

Our Diary Forum is conducting studies in order to aid the development of a local Diary forum. The idea of a forum like this is to promote the dairy industry in Tamil Nadu and to stress the importance of a regional approach. The study is designed to help evaluate the monetary impact the diary industry has on the region as a whole.

To gather information for the study, a questionnaire has been designed. It is hoped that a high proportion of these forms will be

completed and returned so that the final analysis will be as detailed as possible.

All answers to the questionnaire will be confidential and only the combined figures for the whole region would be published.

I would greatly appreciate it if you could complete the enclosed questionnaire by 30 June and return it to me. If you have any queries about the study or the questionnaire, please contact me on the above number. Thank you for your help.

Version B

Dear Mr. Pillai,

Improving business prospects of Tamil Dairy Farmers

I need your help with a venture that will ultimately improve the prosperity of our region and of every trader who does business here.

Our Dairy Development Group is conducting research into setting up a Dairy Forum that would promote our local dairy industry.

As part of the research, I need your help. Would you please complete the enclosed questionnaire and return it to me by 30 June?

I assure you that the information you provide will be confidential. If you have any queries, please call me on the above number.

b. Compare your response with that of another reader of these letters. Do you agree with his comments?

Version B is better. It is more likely to get Mr Pillai do the boring job (filling in a questionnaire).

Appeal:

B requests the reader for help; that should interest the reader. It also appeals to the reader's pride in his region and tries to include him in the process ("our region"). It addresses his fears ("I assure you"). It also provides scope for feedback (Please call me...)

Clarity:

The letter is almost like a conversation with Mr Pillai. It has a subject line that makes the purpose clear to the reader. Each of the four main ideas is in a separate paragraph. The sentences are short and fairly simple.

4. To write brief and clear letters, you need to make good use of the business letter format. Study the format of a business letter below:

Block Format

English Advice Ltd
100 Helpline Road
Chennai-21

Heading

27 April 2007

Poor Writer

ABC 123 Need Help Street
Vellore-2

Heading

Inside address

Dear Mr Writer:

Your request for business English letter format

Salutation

Subject/

Reference Line

Body

Use the first paragraph of your business letter to stat the main point of the letter. Begin with a friendly opening. Move to the purpose of your letter. Use a couple of sentences to explain the purpose. Go into detail in the next paragraph.

In the second paragraph, present the supporting details to justify your purpose. Provide background information, statistics or other details.

Use a few short paragraphs within the body of the letter to support your argument. Present only one main idea in each paragraph.

Finally, in the closing paragraph, briefly state the action you want from the reader. If you are writing to give information, close with a word of thanks for the reader's time

Sincerely, _____ → Complimentary closing

Xxx _____ → Signature

Encl : A few sample letters _____ → Enclosures

Copy: 1. Nid English _____ → Copis
2. Woodlike some English

5. a. Study the following letter.

The Bank Manager 6/6/07

State Bank of Madras

Mylapore

Dear Sir,

I am an A/C holder since 8 years my A/C No. 1200 05674312 and I have an RD A/c No. 1300 9087147. As per my authorization letter you are deducting prescribed amount from my SBI A/C and depositing in my RD A/C. Thanking for your co-operation.

But I am very sorry that when I send my authorization to increase my contribution amount on 10th of this month, your clerks told it cannot be done in future. The rules are changed. You have to come personally and deposit in a prescribed form and also told me that I should give authorisation letter for every transaction. It will be charged Rs.10/-

So please let me know the procedure to transfer, and whether Dindivanam Branch has RD facility or not. If so, do the needful.

Thanking you sir

Yours faithfully

L.Namadhari (SBI A/c. 1200 05674312, RD A/C No. 1300 9087147

Address: Mr. M. Namadhari

8-1-22/8, Tindivanam

b. Improve this badly written letter. Start by writing the subject of this letter. Choose the best subject from the list of choices below:

- i. Information regarding standing instructions
- ii. Problem with transfer of money from my SB account in my RD account
- iii. Contribution to RD account: objection by your staff

c. Rearrange the different parts of the letter (Heading, inside address, body)

d. Comment on first paragraph.

- Is the background information Namadhar is trying to provide clear and easy to understand?
- If 'no' redraft the first paragraph. You could do this by filling in the blanks in the first line of the new draft below with suitable words.

Thank you for transferring a fixed sum from my _____ account to my _____ account every _____ on my standing instruction.

- How does the new first paragraph compare with the original?

e. Comment on the second paragraph.

I was _____ that you no longer accept standing instructions and insist on an _____ letter for each transaction. I was also told that you charge _____ for every transaction.

- How does this version compare with the original? (better? worse?)

f. Comment on paragraph 3.

- Do you think it is well written?
- Redraft the paragraph by filling in the missing words.

Kindly inform me about the procedure for _____ money from SB account to my _____ account. If authorization is essential, could I transfer my accounts to your branch at _____?

- How does the new paragraph 3 compare with the original?

g. Comment on the phrase "Thanking you".

- Does it perform any function?
- If 'no', would you say it is a useless addition to the letter?
- If the writer likes to thank the reader, would it be better to say: "Thank you for your time"?

h. Use your responses (a-g) to rewrite Namadhar's letter to the bank.

6. Study the following sentences from a few letters. Through their carelessness, these writers have communicated messages that are different from the ones they intended to. Make necessary changes to these sentences so that they communicate the messages these writers wanted to.

- "This has reference to your advertisement calling for a 'typist and an accountant - Male or Female'...
As I am both for the past several years and I can handle both, I am applying for the post."
- "Since I have to go to my village to sell my land along with my wife, please sanction me one week leave."
- "Since I have to go to the cremation ground and I may not return, please grant me half day casual leave."
- "I am suffering from fever, please declare holiday to the school."
- "As my mother-in-law has expired and I am responsible for it, please grant me 10 days leave."

7. a. You are manager, Human Resource Development, Alpha Engineering. Use the notes to draft a letter to the General Manager of Beta Consultancy Services.

- Next month a senior manager from your head office is visiting you.
- He would like to stay close to the factory.
- You would like to put him up in the VIP room of Cosmos Guest House for Two days (21-23).
- You will of course pay for it.

b. Compare your letter with your neighbour's letter.

c. Your teacher will ask you to read out your letters. Listen to the other students' letters and compare them with your letter.

Let us sum up. Arrange the following tips on effective letters under these heads:

- Write in more or less the same way as you will speak to the reader on the topic.
- Write short paragraphs, with one central idea in each paragraph.
- Re-read the letter to ensure that the spellings and the grammar are correct.
- Keep your sentences short (maximum: 20 words)
- Re-read the letter and leave out unnecessary words and phrases.
- Note down the points you want to make in the letter.
- Think of the needs and priorities of your reader.
- Choose a style that suits your purpose and your reader.

I. Planning

II. Composing

III. Improving the draft

2. APPLYING FOR JOBS, PREPARING RESUMES

Planning a career search

1. Which of the following should you do when you start looking for a job?

- a. Decide the kind of job you would enjoy doing
- b. Look for jobs that match your aptitude and skills
- c. Choose a few companies you would like to work with
- d. Gather information about these companies.

Preparing a resume

2.a. Study the following conversation about writing resumes.

Vimal : Dr. Roy, you have been impressing upon your

Manohar clients that the resume is the first stage of the selection process. A resume tells the prospective employer a lot about a candidate's skills, competencies, confidence level and their professionalism. Recruiters sort through resumes after 15 to 20 second scan. That is perhaps why candidates find writing resume a formidable task. I'm sure there are a number of young people who feel intimidated by the thought of putting together a resume. They never seem to get it right! Where should they begin?

Anjum Roy : At the beginning! (Laughs) Start with the objective. Ask yourself if you're sure what kind of jobs you are looking for. That is the first decision you have to make before you write the resume. Your resume will appear unfocussed to the employer if you don't have a clear objective in your mind.

VM : What should one do after that first decision is made?

AR : You'll do well to remember that your resume or CV is not your life story. It is not a "career

obituary" or a confessional. It's your sales document to an employer. Like all good advertisements, it is directed towards specific objectives. Of course, it is an honest document. Do tell them the benefits of employing you. Your resume should capture and sustain the interest of the recruiters. Employers are looking for people with certain skills. If your resume presents the skill set that more or less matches the job specifications, it is sure to be on the top of the pile.

- VM** : Any other advice for grabbing recruiters' attention?
- AR** : Well, I'd say accentuate qualities or skills that make you unique. That will make your resume distinctive and give you a competitive edge.
- VM** : Can you give us an example?
- AR** : If you had captained a sports team or done some voluntary work it'd be a good idea to highlight that. The prospective employer would be interested in any activities where you had leadership or responsibility.
- VM** : How about hobbies like stamp collecting or stargazing?
- AR** : They may not interest them. They might want to know about something you've published.
- VM** : Should this be a detailed account?
- AR** : No. Give only enough detail to explain. They will ask at the interview, if they are interested. Your resume should generate enough interest in you so that your recruiter contacts you for an interview.
- VM** : Are you saying the resume has to aim at winning an interview, and not at landing a job offer?

- AR** : That's right.
- VM** : A resume should be explicitly informative and relevant to the job role. What else?
- AR** : Your resume is a tool to project yourself as a confident and competent professional, so you have to professionally present the information.
- VM** : What does professional presentation mean?
- AR** : Neat and structured presentation of information that perks up the interest of the reader.
- VM** : What does that involve?
- AR** : Well, you need to think of the right sequence for presenting the information and...
- VM** : What would be the right sequence?
- AR** : Generally you start with your personal information and then provide a qualifications profile, which includes knowledge and skills.
- VM** : OK.
- AR** : Then present your work experience. After you've done that, list your academic qualifications, starting with the last degree or diploma that you obtained.
- VM** : Right
- AR** : Next, talk about your accomplishments and strengths
- VM** : Not your weaknesses, eh?
- AR** : (Laughing) No.
- VM** : I'm sure people would like to know a little more about accomplishments and strengths. What does one mention in "achievements and strengths"?
- AR** : You should outline what you did to achieve results and add value to the company you worked for or the organisation you were associated with.
- VM** : If I'm the president of the alumni association, can

- AR : I mention it in my resume?
- VM : Sure. But it'll be better if you state the specific ways the association has helped the college and the students under your leadership.
- VM : OK, Is there anything else that job-seekers should remember?
- AR : Be specific and quantitative: it ensures optimum credibility.
- VM : What do you mean by "quantitative"?
- AR : It is better to say, "Led a team of 5 that developed new platform as part of a project worth Rs. 20,000,00" than " Led a team that developed new platform as part of a project."
- VM : I see.
- AR : You should limit the length of your resume to 1 or 2 pages. Avoid paragraphs and use bulleted lists to make your resume precise and interesting. Begin each bulleted sentence with an action word: led, promoted, coordinated, conducted and so on.
- VM : What else?
- AR : Use font size 10. Anything smaller than that will irritate your reader.
- VM : Right
- AR : Always proofread your resume for visual quality, content, and typographical or spelling errors
- VM : That's very important, isn't it?
- AR : Right And yes, get someone to read your resume and give his or her feedback. It's always a good Idea. What is apparent to you may not be clear to your reader, you see.
- VM : OM
- AR : I think that's it. I've covered almost all the points on the topic.

b. Which of the following statements about a resume are true?

- i. It is the first stage of the selection process.
- ii. It is the life story of a person.
- iii. It is like a sales document.
- iv. Prospective employers take about 15-20 seconds to look through a resume.
- v. The information in the resume should be well-structured.
- vi. One could mention hobbies that readily demonstrate leadership qualities or team spirit.

c. Comment on the information provided by a few candidates under the heading "personal interests." Which of them are relevant in a resume?

- i. I am an avid rock climber.
- ii. I like to workout in my free time. I enjoy listening to music. I love to shop.
- iii. I enjoy rebuilding cars.
- iv. Enjoy learning languages, can swear in 5 European languages.

d. Study the following entries under the heading "skills." What kind of impression are these statements likely to create on the reader?

- i. I am an extremely good typist.
- ii. Excellent memory, effective management skills; good at accounting; very good memory.

iii. Programming:

Java: Written two programmes for Info T Limited, Bangalore.

C+ : Written a programme using the mouse in linux in command line mode.

iv. Management / Training ability

- Trained ABCL employees in handling cold calls.
- Led the project team on new sales tool for AMBRO Industries.

- e. Study the information provided by a candidate under Education.
Can you improve it?

School

St.Mathews, Calcutta, July 2000.

Pre-Degree

KVT, New Delhi, 2002.

Major: Science; Minor : Social Studies.

College

PY College of Technology, August 2006.

Major: Information Technology; Minor: Management

3. Prepare your resume by filling in the details in the resumes format below. Use the hints given in italics to provide relevant information.

Resume

Personal Details

Name:

Phone:

Email Address:

Postal Address:

Objective : (Three lines)

Accomplishments:

(Use action words to highlight achievements useful to the company you are interested in)

Refer to the resume ready reference, words to avoid lists below.

Education: List Degrees/ diplomas, specialization, awards. Start with the most recent.

Work experience: (Mention work-related experience, even if they are not directly employment-based)

Personal Affiliations and Interests: (List of activities/membership in organization relevant to the job)

References: (Say references are available on request)

Signature:

Date:

Let us sum up. List 3 things you have learnt about preparing resumes.

1. _____
2. _____
3. _____

3. WRITING COVER LETTERS FOR RESUMES

Purpose to cover letters

1. Match the tips for writing cover letters with the reasons for them.

Tips	Reasons
a. Address it to a specific person, not "to whomever it may concern".	i. It is likely to present you as a careless individual.
b. If you know someone in the company, ask them if you could refer to them in your letter.	ii. It is important to make the letter brief.
c. Include information about yourself that is not in the resume. Don't repeat the information in the resume.	iii. It shows you are a goal-oriented person, one who knows what he/she is looking for.
d. Find out what the company needs and tell them how you can help them.	iv. If the company knows that you may not be available if the offer is delayed, they will contact you soon.
e. End the letter with a request to email you or call you.	v. It will create a sense of familiarity.
f. Double-check the letter before you send it. Make sure there are no spelling errors or grammatical inaccuracies.	vi. It shows that you have little knowledge or interest in the company.

2. Study the following lines from a few cover letters. Which of them is likely to win the writer an interview? Why?

- "Why should I be given this job? Well, for starters, I don't have a job."
- "Please help me put my IT degree to some good use!"

- c. It is with great interest that I am applying for the position "Software Engineer".
- d. I think you will agree that my blend of IT and managerial skills make me the ideal candidate for the job.
- e. Congratulations on bagging the contract for the modernization of International Airports!

3. Comment on these words often used in cover letters. Do you think they serve any purpose? Do you think it is better to give specific examples of achievements?

Accomplished(adj)	Goal-oriented	Quality-conscious
Ambitious	Hard-working	Reliable
Competent	Independent	Resourceful
Detail-oriented	Innovative	Result-oriented
Determined (adj)	Knowledgeable	Self-motivated
Efficient	Motivated	Successful
Experienced	Meticulous	Team player
Flexible	Professional	Well-organized

4. Study a few pairs of sentences from cover letters. Which of them is grammatically correct? Why?

- a. 1. I obtained my B.E Degree from MIT, Chennai in 2005.
2. I have obtained my B.E. degree from MIT, Chennai in 2005.
- b. 1. I worked in BMS Technologies since May 2004.
2. I have been working in BMS Technologies since May 2004.
- c. 1. I am having 10 Years' experience as a network administrator.
2. I have ten years' experience as a network administrator.
- d. 1. I work here since August 2000.
2. I have been working since January August 2000.
- e. 1. I have been associated with the project since six years.
2. I have been associated with the project for the past six years.

5. Compare two cover letters which of them is likely to get the attention of the reader and the desired result? Why?

B

Dear sir/madam

Enclosed please find my resume. I understand that there are vacancies for programme analysts in your reputed company. I wish to apply for the same. I am an M.Sc in computer science (56.7%) and I know Tamil and Malayalam. I have also received several awards in carnatic music.

If selected sir, I will do my best to contribute to the growth and development of your company. I am a sincere worker and a team player. I am willing to relocate, since I am a bachelor.

Thanking you,

Yours faithfully

(Vivek)

B

Dear Mr. Purushotam,

I learnt from your website that you are looking for **programme analysts**. I would like to be considered for this position.

I have the skill sets you require for the job and I am confident that I can contribute significantly to your projects in the fields of health and insurance. I have done a course in business communication offered by the British Council, so I know how to handle virtual meetings.

I would like to work with you for two reasons. I have heard from my friend Thirumal (Validation) that you have a great working atmosphere. I also like to gain experience in the fields you have pioneered.

I have enclosed my resume for your consideration. I would appreciate an opportunity to meet you in a formal interview.

Your sincerely

(Ramakrishnan)

Let us sum up. Fill in the blanks with suitable words to complete the notes on this unit.

1. Your cover letter is your potential employer's first introduction to your _____ so take time to draft it.
2. Find out who will _____ the letter and address it to that person.
3. Describe your _____ achievement and how it relates to the _____
4. Explain why you would be a good _____ to the company.
5. Request the _____ to call or mail you.
6. Make sure your cover letter is free of _____ and _____ errors.

FOUNDATION COURSE ENGLISH - II

I YEAR B.Com./B.Com.(BM)/ B.C.A./B.B.A.(CA) LEC202T

SEMESTER II

QUESTION PAPER PATTERN

(From Batch 2019)

TIME: 3 hrs.

Marks - 75

Section - A (No Choice) (10x2=20)

(Objective and Short Answers)

Questions from Basics of Business English

&

Discussions / Meetings / Team Skills

Section - B (No Choice) (5x5=25)

Business Letters

Job Applications /Resumes

Writing Cover Letters.

Questions from Basics of Business English -(Either or Type)

Discussions / Meetings / Team Skills -(Either or Type)

Section - C (Either or Type) (3X10=30)

(Essays 300 words)

1. Prose / Poetry

2. Prose /Short Story

3. Prose /Story

FOUNDATION COURSE ENGLISH - II
I YEAR B.Com./B.Com.(BM)/ B.C.A./B.B.A.(CA) LEC202T

SEMESTER II

MODEL QUESTION PAPER

(From Batch 2019)

TIME: 3 hrs

Marks - 75

Section - A (No Choice)

(10x2=20)

(Objective and Short Answers)

1. Audience – orientation involves understanding the _____, _____, _____ and _____ of the audience.
2. a) _____ helps the participants to come prepared for a meeting.
b) Prepare the _____ soon after the meeting.
3. Identify the words related to promoting a product service:
(i) Audit (ii) U.S.P (iii) Target
4. Explain Mock- Interview.
5. Fill in the missing letters:-
(i) EN REP EN URS IP
(ii) OR ANL ATIO AL BE AV OUR
6. Give the Synonyms:
(1) Credit
(2) Tariff
7. Supply the Missing Keywords:

To be a successful at business conversations, you need to be Confident, _____ actively, _____ with the speaker & constantly monitor your _____ & gestures.

8. Write four points on writing minutes.
9. Find the difference in meaning between the following pairs of words:-
 - * Check into and move into
 - * Complimentary and complementary
 - * Envelope and Envelop
10. Write the characteristics of Group Discussion.

Section - B (No Choice)**(5x5=25)**

11. Write the format of Standard Business letter.
12. Prepare a resume for the job which you have recently seen in newspaper.
13. Write a cover letter for the post of Assistant Professor.
14. a) Write the unique features of Negotiation.
OR
b) Prepare an Agenda on minutes of meeting.
15. a) How would you handle a customer who is bargaining for a cheaper price? Write a dialogue and practice with your friend.
OR
b) Write a conversation between a customer and a sales person, where the customer wants to know about the new Android mobile phones in their shop.

Section - C (Either or Type)**(3X10=30)****Answer the following in 300 words**

16. a) Analyse in detail - Women, the great conservators of our culture.
(or)
b) Do you agree with the poet's statement that he bore the music in his heart long after it was heard no more? Give reasons.
17. a) What was the experience of Maida on the day of "Thanks giving"?
(or)
b) How does Dr. A.P.J Abdul Kalam drive home the point that children should have good role models?
18. a) Write a critical comment on Mahasweta Devi's *Souvali*.
(or)
b) What does Sudha Murthy want other Corporates to imbibe from the Infosys Foundation?
