MCS-214: Professional Skills and Ethics
Guess Paper-I

Q. Describe some barriers to communication.

Ans. It is said that communication can never be hundred per cent complete. Many factors are involved in the process of communication and something can always go wrong with one or more of these. From your own experience, make a list of some of the factors that can impede communication.

Some of these barriers are:

- Code, i.e. the addresser and the addressee may not share the same language between them. The addresser is speaking in French and the addressee does not know French.
- Vocabulalry: The market declined under persistent bear hammering. One who is not familiar with the vocabulary of the stock market may not understand what is meant.
- Concept: Technical and subject specific concepts may not be understood by all. For example, a black hole is simple language, yet the concept may not be understood by many.
- Background knowledge and shared assumptions e.g., a Victorian style mansion may not be understood by those living outside England.
- Pronunciation, intonation, accent and stress in spoken language. Sometimes may not be understood. Culture specific communication may cause misunderstanding.
- Physical environment: Noise and other environmental disturbances or even physical distance between the address and the addressee can impede effective communication.
- Affective factors: personal factors e.g., anxiety, fear, attitude, motivation, beliefs, values, lack of mutual trust, lack of time or pressure of work, lack of attention, and personal rivalries. All these factors impede communication.

Q. What are the different types of face-to-face interactions?

Ans. Brown & Yule (1983) use two terms to describe the major functions of language. The function of language where the transfer of information is involved is called transactional, and that function involved in expressing social relations and personal attitudes is called Interactional.

(a) A: There's no message for you (Transactional)

B: OK.

(b) A: How are you? (Interacional)

B: Fine, thank you.

In the world of business one has to make use of language for performing both of these functions. In business transactions, different situations may arise when one has to use language for different types of face-to-face interactions: (1) conversation for establishing social contact, performing various functions such as introducing oneself and others, making inquiries, giving and seeking information, giving instructions, reporting conversations, giving the company's profile, describing persons, places and processes, developing relationships, getting people to do things, offering help, seeking help, apologizing, persuading, elaborating, arguing a point, explaining a situation, comparing two products, negotiating business deals, asking for and giving advice, etc. (2) participating in discussions, (3)taking part and conducting meetings and interviews, (4) lecturing (5)demonstrating company's products, (6) talking about where you work, describing simple and everyday operations, describing work and business operations, describing office working conditions, consulting and reporting to superiors, asking for and giving advice, talking about problems at work, etc. Most of these encounters will be transactional while some of these will be interactional.

Conversation You are already aware of social interaction in business i.e. meeting and greeting people in business, and developing a conversation. From your observation, can you recall/derive some rules of face-to-face conversation? Do you think there are rules for conversation in every language of the world? Native speakers learn naturally as part of their growing up in that society and follow these rules in their conversation with other native speakers. Discuss this with others in your Study Centre.

Human beings spend a large part of their lives engaging in conversation and for most of us conversation is among our most significant and engrossing activities. We have already described the importance of communication, particularly face-to-face communication. Researchers from several academic disciplines have looked at conversation as an object of inquiry and come up with fascinating findings. Our understanding of how people conduct conversations has been enriched by observations made by psychologists and linguists, among others. Before we describe the rules of conversation, let us be clear about the term conversation. As Richards and Schmidt point out, the term conversation is used somewhat ambiguously in current literature. It is used sometimes to refer to any spoken encounter or interaction and sometimes, more restrictedly, to:

"…talk occurring when a small number of participants come together and settle into what they perceive to be a few moments cut off from (or carried on to the side of) instrumental tasks: a period of idling felt to be an end in itself, during which everyone is accorded the right to talk as well as to listen and without reference to a fixed schedule; everyone is accorded the status of someone whose overall evaluation of the subject matter at hand… is to be encouraged and treated with respect; and no final agreement or synthesis is demanded, differences of opinion to be treated as unprejudicial to the continuing relationship of the parties." (Goffman 1976).

All talk, it is pointed out, is rooted in its surroundings. But conversation in this more restricted sense is not very firmly rooted to the world as other kinds of utterances. The activities which are directly governed by norms for the use of speech are termed speech events. As speech events, conversations can be contrasted with other types of speech events such as lectures, discussions, interviews, debates and meetings.

Q. Elaborate the difference between conversation and other speech events.

Ans. Hymes uses the term speech event for activities that are directly governed by norms for the use of speech. As speech events, conversations can be contrasted with other types of speech events such as lectures, discussions, meetings, interviews, debates, etc. We recognize each of these speech events as distinct by virtue of differences in the number of participants who take part in them, as well as through differences in the type and amount of talking expected of the participant, the setting, quorum, if any, required, etc. Speech events, like conversations, as shown above, also have identifiable rules for proper beginnings, middles and endings. Violations if noticed, are frowned upon.

Openings and closings, as already said above, are speech event-specific. For many speech events, there is an initial summons, e.g. a memo/notice calling for a meeting and participants assemble over time before the occasion actually begins. There may be a specified setting (e.g. hall, classroom) and the persons who assemble are oriented to as specified category members (e.g. members of the club, union, students faculty at a college lecture). Some events, such as a formal meeting (e.g. the Annual General Body Meeting of the Company) require a specified number of participants before the events may properly be seen as beginning, such as a quorum at a meeting. Some speech events may not begin as soon as the required persons are present. These may require formal markers before the event properly begins. When the audience assemble for a lecture, there may be background noise and conversation may be in progress at different corners in the room, but the lecture itself has not properly begun until an authorized person uses some sort of attention-getter, saying 'Right, or O.K. It is time to begin,' etc.

We will be talking about interviews and meetings in subsequent units when we will illustrate in detail how these two specific speech events differ from conversation. Here we propose to consider another feature in which lecture differs from conversation. While talking about the differences between spoken and written modes we said that one of the differences between these two modes of communication is that writing is an activity that is non-reciprocal in nature. Can you recall what we meant by this term non-reciprocal? Lecture, whether written or spoken from notes, tends to be non-reciprocal in this sense. In other words, there are no adjacency pairs, no turn taking, no immediate verbal feed-back as we have in conversation (though in the classroom lecture, the teacher might get feedback from expressions on students faces, raising of hands, uneasy movements, etc.) so s/he has of necessity to propel the communication on her/his own. This, however, does not mean that lecture (or written discourse) is not an interactive process of negotiation. It is interactive but this interaction is conducted by the speaker himself/herself by enacting the roles of speaker as well as of audience. Since there is no immediate reaction s/he has to anticipate what it is likely to happen and provide for any possible misunderstanding and unclarity arising from the lack of shared knowledge.

In the words of Widdowson, the act of lecturing is the enactment of an exchange, with the speaker taking on the roles of both interlocutors. But whereas in spoken discourse (conversation) this process of negotiation is typically overt and reciprocal, in lectures and written communication it is covert and non-reciprocal. Because of the absence of immediate verbal reaction from her/his audience the speaker has a basic conveyancing problem: She has a certain message to impart and s/he has to prepare the ground and set up conditions favorable to the reception of such information. S/he does this by continually shifting her/his function from speaker to hearer, enacting the interaction by playing the role of each interlocutor as in the following example:

Yesterday I spoke to you about Canada. Today I shall talk about Australia which happens to be the next topic. Australia is a land of contrasts. It is geologically one of the oldest of land masses, yet it ranks as one of the youngest of nations. It is half a world away from Europe, but its people are largely of European descent and they follow a Western lifestyle.

A lecture, like written discourse, thus involves non-reciprocal interaction and the result of this is a text. The audience must interpret this text to reconstitute the interaction as it does not reveal the second person's (or the audience's) reactions which the speaker (and the writer) anticipates by enacting the other participant's role. It is in this sense that lecturing is covert and nonreciprocal and differs from conversation which is overt and reciprocal.

Q. How to leaving a message on the answering machine?

Ans. Sometimes we may have to leave a message for someone on an answering machine. Here we need to record our own message. Consider how this message would be different from the messages we covered in the previous sections. The difference between the two kinds of messages would be that while one is written giving the factual details only, the message for the answering machine is like recording a one-sided conversation, and requires continuous speech.

When we are confronted with an answering machine instead of a person at the other end, we have to record our message and since the other person cannot get feedback from us, it is doubly important that the message be clear and accurate. So perhaps it might be safer to hang up, prepare the message and then ring again, once we are well rehearsed with the message.

Introduction: "Hello, this is Anita", or more formally, "My name is Anita Thakur".

State the time and the reason for your call, "It's ten in the morning, and I'm calling to find out if …", "I'm phoning to see whether…" "I'm ringing to tell you that…" etc.

Make a request: "Can you call me back?" "Would you be able to…?"

Conclude: "Thanks a lot, bye". "Talk to you later, bye".

Leave your telephone number: "My number is…" "You can reach me at…" "You can call me at…"

Q. What is conference call? And how to make a conference call?

Ans. A conference call is a telephone call by which a caller can speak to several people at the same time. These calls have become more and more relevant in present day workplaces where a lot of work is conducted long distance. A conference call is like holding a meeting on the telephone and the ground rules are the same as that for a meeting. In addition to the etiquette followed at a meeting we need to take care of some technical aspects as well.

Learn How to Make a Conference Call: In today's business world, keeping in touch with remote locations is critical. In fact, not only are intracompany calls becoming ever more popular, but intercompany conference calls are becoming a viable meeting venue. Team or trade decisions can now be made by phone, and critical information can be disseminated quickly, cheaply, and securely.

Do your best to minimize background noise and interruptions. Turn off the ringer or any other phone line in your vicinity. Do not breathe into the mouthpiece of your phone, as it is disruptive. If you will be taking notes via a computer keyboard that could be heard by others, be sure you have a mute button on your phone and use it. If you have call waiting, disconnect it before calling. Use a land telephone line (corded phone) to call in. Be sure to TEST the working condition of your equipment beforehand.

Important:

- Avoid computer-or Internet based dial-up methods
- Avoid speakerphones. Use the hand-held receiver for speaking.
- Avoid cell phones. Do not call from a moving vehicle, whether or not you are the one driving. If you must use a cell phone, use it from a parked location with a strong signal and automatically mute yourself.
- If you use a cordless phone, stay close to the base to avoid static.

Call the given conference call line number at the exact time you are scheduled--if you call in too early, you may interrupt another group's conference call.

Call the given conference call line number at the exact time you are scheduled--if you call in too early, you may interrupt another group's conference call.

When you call, you may hear others on the line. Wait to be greeted before introducing yourself. If you are late to a call, dial in and be silent until you are clear
about what is going on in the call or for someone to greet you. If you leave the call early, do not announce you are leaving. Just hang up.

Try to stay on schedule. Stick to the topics laid out in your agenda, and be respectful of others' time! End the call clearly.

Q. How to write applications for jobs?

Ans. You are Sudhir Taneja, Personnel officer at XYZ Company. You've received a Memo from your Manager Ms. Renu Bhardwaj, giving you guidelines for screening the application letters you have received. Read Salil Mishra's Application Letter and CV and makes a preliminary assessment along the lines of the questions in your manager's memo.

Memo from Ms. Renu Bhardwaj.

XYZ Company

Internal memorandum

To:	Sudhir Taneja (Personnel Officer)
From:	Renu Bhardwaj (Manager,HRD)
Date:	27th March,2004
Subject:	Recruitment of Sales Executive (North)

When you look at the applications for the Sales Executive (North), please make notes on the following questions:

- Where do they live? (We need a local person)
- How old are they? (We need seasoned but energetic people)
- Do they have the right kind of work experience?
- Can they move quickly?
- Why do they want to change jobs?
- Do you think they will fit our work environment?

Letter of Application

5, Mahatma Gandhi Road,

Chennai,

India

Mr. Sudhir Taneja

XYZ Co.

P.O.Box: 3675

New Delhi

Dear Mr. Taneja,

I am writing in response to your advertisement for a Sales Executive in last week's Asian Times.

I am 26 years old. I have a B.Com. degree and Diploma in Sales and Marketing Management. I live in Chennai and speak excellent English and Hindi and a little Tamil

I have two years' experience of selling consumer goods in a well-established firm in Chennai. I am very hard working and enjoy traveling and meeting people.

I am very interested in working for an MNC. I assure you that if you give me a chance, I will perform to your full satisfaction.

Please find enclosed my CV.

I will be grateful if you give me an opportunity for an interview.

Yours truly,

Q. How to prepare for job interviews.

Ans. There are some points how to prepare for job interviews

Know Your Target: Companies like candidates who know what they want from a job. They are also impressed with someone who has done research before arriving at the interview. Make the effort to look into the organization you're interested in, and you'll find yourself ahead of the competition.

You may also be interested to find out what other people think about the organization you're interested in. These days, most organizations are rated and reviewed by online users in some way. Just be wary about what you're reading, because anyone can post an opinion, whether it's an accurate representation or not.

Know Yourself: During an interview, your job is to sell yourself, so you need to know your skills well enough to do this effectively. Connecting your skills with the company's needs is the best way to get hired.

List your accomplishments and then think of which skills it took to do them. Did baby-sitting require psychological sensitivity? Did selling kitchen knives require skills of persuasion? Did playing school sports and maintaining a high GPA require strong time-management skills? Review your skills list and refine it into a "package" you can explain easily in a minute or two.

Practice: You can make all the lists you want, but there's no substitute for rehearsing how you'll handle an interview. Ask your parent, sibling or friend to be the interviewer, and give him or her a list of questions to throw at you, especially the hard ones (see some examples below). You will benefit and gain confidence from having thought about the answers, and you may be able to apply them to questions that you didn't anticipate.

If you get a question you can't answer, simply say you don't know. Then say the question is something to which you would like to give more thought and that you are willing to learn what it takes. An employer will respect someone who is honest and open about his or her limitations.

Here are some sample interview questions:

- What were your responsibilities at your last job (or at school, if this is your first job)?
- What major challenges and problems did you face? How did you handle them?
- Which was most/least rewarding?
- What was the biggest accomplishment/failure in this position?
- What was it like working for your supervisor? What were his or her strengths and shortcomings?
- Why are you leaving your job?
- What have you been doing since your last job?
- Where do you see yourself in five years?
- Why should we hire you?
- Why do you want to work here?
- What motivates you?
- How do you prioritize tasks?
- Do you prefer to work by yourself or within a group?
- Describe your ideal job.
- Describe your ideal work environment.
- Discuss a situation where you had to resolve a conflict.
- Discuss a situation where you had to demonstrate teamwork/leadership skills.
- Describe a situation where you failed.
- Describe a situation where you set a goal and met it.

Dress The Part: Looking professional means looking respectable. Check the company's website for pictures of the employees to give you an idea of the overall dress code. While a suit is nearly always appropriate in a corporate setting, sometimes it does not make sense for the organization. Whatever you choose to wear, it should be clean, ironed, coordinated and appropriate. Skirts should not be above the knee, shirts should not be cut too low and jewelry should be moderate. Shirts should also cover the entire shoulder—no tank tops. Even employers who don't ask that their employees dress up will appreciate that you've chosen to put your best foot forward.

Arrive Early: It may seem obvious, but if you're not on time for your interview, the game is over. Getting there early makes a good impression on the interviewer and allows you to take a few deep breaths, organize your notes, refresh your memory on any points that you've found difficult in your practices and scan any company materials that may be available in the waiting room. It also allows you to use the restroom if needed, freshen your breath and make any last-minute appearance adjustments.

Whatever your mode of transportation, make sure you have directions to your target organization, along with a backup route, in case of unexpected obstacles like traffic or a subway delay. Also, have the telephone number of someone to notify in case you're running late.

Make a good first impression

Potential employers are looking for someone who is confident, assertive and friendly, and they will be taking this opportunity to see if you're a good fit. You'll want to follow these quick tips whenever you meet anyone at your target organization, particularly the person who'll be interviewing you:

- Look the person in the eye as you offer your right hand for a handshake.
- Shake his or her hand firmly, but easily; try to have the web of your hand touch his or hers.
- Smile at the same time, and say something enthusiastic, such as "Hello, Mr. Byrnes. It's a pleasure to meet you!"
- As you walk to his or her office, make some small talk—weather, how great the lobby looks. Avoid politics or off-color humor (racial, ethnic or religious jokes). Small talk will establish a positive rapport, and the rest of the interview will feel more natural and less like you're being grilled.
- Be courteous to everyone you meet; you never know who will put in a good word for you after you've left the office.

Answer honestly and well: You're going to be asked some questions, and there are some tricks to answering them well.

- Don't ramble. Concise answers with strong points are better than disorganized babble. Respect the fact that your interviewer is taking time out of his or her busy day to meet with you.
- Look the interviewer in the eye when you're answering.
- Gather your thoughts. If you need a moment to collect your thoughts in order to answer a specific question, feel free to say, "I need to think about that for a moment" or "That's a great question."

Be Yourself: In the interview, let your true personality shine through. Trained interviewers spot actors quickly, and they are unlikely to hire anyone they feel they can't trust.
Be proud of the unique collection of talents, motivations and skills that make you the individual you are. Believe in your ability to learn, grow, develop. Show "the real you" and you'll be well on your way to getting hired.
Ask Questions: Usually at the end of an interview, you'll be asked if you have any questions. If you don't ask something, it can be taken as a sign of lack of preparation or interest. So, prepare some questions before the interview, and take notes during the interview to keep track of questions you might want to ask.
Follow Up: Your interview isn't over when you walk out the door. As soon as you get home, write a short thank-you note to your interviewer. Tell him or her that you appreciated the time he or she spent with you and the chance to learn more about the job and the organization. Traditionally, a thank-you note refers to a neatly handwritten card mailed to the organization's address, but it is equally acceptable (and expected) to send a thank-you email to your interviewer. If you promised to send something additional—writing samples or another copy of your résumé, for example—make sure to enclose it. Keep your note short and restate your understanding of the next step.

Q. How to prepare for an interview?
Ans. Some tips are given below how to prepare for a interview.

- Go through the copy of your application carefully before the interview. The interview panel is likely to ask specific questions about it.
- Be ready to provide examples and specifics and to elaborate on information on your resume and application.
- Be open and honest.
- If you have filled up a statement of purpose as part of the application, be ready for some probing questions based on this.
- Ask questions, since the interview is as much an opportunity for you to learn about the college as for the college to learn about you.
- Watch your nonverbal clues, such as eye contact, posture, gestures and fidgeting.

- Be courteous to the administrative staff, since how you treat them can have an impact (positive or negative).
- Make a rational assessment of yourself before you go for the interview. Know your strengths and weaknesses.
- Do some homework on the company and get as much information as possible about it.
- Find out details about the available position in advance. This will help you to relate your skills to the position
- Review skills and abilities questions. Brainstorm issues.
- Give a positive first impression which could include a warm handshake and a pleasant smile.
- Show enthusiasm and interest. Your body language can help you do this.
- Be as natural as possible.
- Listen attentively and concentrate. Do not ever interrupt the interviewer before he / she has completed the question.

Q. What is a Group Discussion? And also discuss types of group discussion.

Ans. Group discussion is formed by combining two different words i.e. group and discussion. Here, group means a number of people or things that are put together considered as a unit whereas the word 'discuss' is derived from the Latin 'discutere', which means to shake or strike. Thus 'discussion' refers to examine the topic thoroughly to reach a conclusion. Collectively, it is called Group discussion which means the exchange of ideas by participated candidates on a specific subject or topic. The whole concept is to bring collectively a unit of people on a common platform to share their ideas.

Generally, group discussion is a method used by the companies or organizations to check whether the candidates have certain personality or skills which are must for their members or employees. Nowadays, group discussions have become a main stage in the recruitment process. In this discussion, the group of applicants or candidates is given a topic or a scenario and few minutes are provided them to think about the same, and then asked to discuss the situation among them for a limited time. Organizations conduct group discussion after the written test so as to test the interactive skills of the candidates and how good they are at interacting with other people. Group discussion also tells about how candidates behave, participate and contribute in a group. Also, recruiters come to know about how much importance applicants give to the team objectives as well as their own, how well they listen to viewpoints of others and how open-minded are they in accepting the views contrary to their own. Group Discussion is conducted to evaluate your following skills:

- Confidence.
- Effective Communication.
- Quality of Language.
- Listening Skills.
- Assertive Attitude.
- Paraphrasing Skills.
- Leadership

Types of Group Discussion

Generally, group discussion categorized into two categories i.e., Topic-based group discussion and Case-based group discussion as discussed below.

- **Topic-Based Group Discussion:** In this discussion, a topic is provided to the candidates about what they have to perform the discussion. This logic has been drawn from the actual work scenarios. In this discussion, the given topics are of three kinds i.e. Factual topics, Controversial topics and Abstract topics (related to intangible things).
- **Case-Based Group Discussion:** Instead of the topics, small cases are handover to the candidates which leads to the questions and they have to discuss those questions. This will help in finding out the problem-solving abilities of the candidates.

Q. Why teach group discussion skills?

Ans. Developing group discussion skills is useful for everyday life as we regularly find ourselves having discussions amongst friends, family and colleagues. These may vary from very informal chats about day-to-day things, to more serious topics, for example a discussion about a recent news story or a problem that needs to be solved.

- Additionally, group discussions are increasingly being used in the job market during interviews and selection procedures. These can take a variety of formats, but the key skills remain very similar.
- Last but not least, group discussions offer an opportunity for extended speaking (and listening!) practice by all of the contributors. Group discussion practice and skill development is therefore useful for all students.

Some discussion topics may fall into more than one of these categories, but it is useful to consider a variety of formats to which the students can apply the skills they are learning.

Useful sub-skills for students: There are a number of different sub-skills which students will need to be able to successfully and effectively participate in a group discussion. Students need to develop the ability to:

Analyse

This skill can be developed by giving students the topic individually and asking them to brainstorm or mind-map all of the possible sub-topics they could speak about. The students can then swap their notes and assess or analyse the relevance of each of the sub-topics their partner has included. Together, the students then draw up a fresh list or mind-map and discuss how the sub-topics might be linked together, along with examples or reasons for any arguments they might have.

Persuade

This skill comes in useful when students need to make decisions on how to do something (e.g. which candidate should get a job). A fun activity to develop this skill is to give groups of students this topic and ask them to decide on the profile of the perfect candidate, creating a list of 7 adjectives. The students are then re-grouped and asked to persuade the other members of the group that their selection is the best while compiling a second, negotiated list. The group members who retain the most from their original lists are the winners. Note down useful phrases that you hear the students using while doing this task and discuss these at the end for future reference.

Control emotions

This can be practised by giving the students a fairly controversial topic, such as 'Friends are more important than family' and asking the students to decide whether they agree, disagree or have no opinion, making notes on their main arguments to support their viewpoint. Divide the students into groups ensuring that there is a mix of views within each group. Explain that for this discussion, the aim is to keep their voices low and try to control their emotions as far as possible. Monitor and give feedback on these areas.

Support

One of the most important things for this skill is for students to learn when it is and isn't appropriate to interrupt and how to do it. Very often students will talk over each other in an effort to get their point across and forget to listen.

Use functional language

Depending on the types of group discussions that you plan to do with your class, it is useful to draw up a list of useful functional language for the students to refer to. This could include phrases for functions such as 'Giving reasons', 'Giving your opinion', 'Agreeing and disagreeing', etc. You can either make up the list yourself and distribute it or get the students to do this. For each group discussion, you can then refer them to the appropriate section of the list and give them a few moments to consider the language before beginning the discussion.

Setting up group discussions

There are several key things to consider when setting up group discussions in the classroom to ensure that they run successfully.

- Give the students some planning time either individually or in small groups. Don't just give them the topic and say 'go'! It is often useful to discuss some associated vocabulary or functional language that they might find useful
- **Choose topics** which you are confident your students will find interesting.
- Get them to brainstorm some ideas for discussions they would like to do and use this as a starting point
- **Ensure a balance** between input and practice
- Use a **variety of styles** / types
- **Vary group size** and procedure
  Some companies do selection group discussions with very large groups of people – over ten in some cases. If your students will be facing these types of group discussions in the future make sure they get some practice doing them. It can also be useful to mix classes of students so they have practice doing discussions with people they don't already know.
- Encourage **group discussions outside** class time
  Give students some extra feedback forms to use to give each other input on how they perform in group discussions outside of class.

Giving and encouraging feedback

Feedback can take several forms and it is a good idea to vary the way it is given. Students can observe each other doing group discussions and give each other feedback on the specific areas of input that you have covered (ideally using a feedback form that you have created).

- Additionally, students can do a 'Reflective group feedback exercise' where at the end of the group discussion they discuss how effective each of the participants was during the discussion. Again, giving them some focused questions to guide this stage will help them.
- You could also try video-taping the group discussions and playing sections of these back to the class to analyse. Some students find this extremely useful.
- Finally, monitor the groups yourself and make notes for feedback on whole groups or individual performances. Keeping a record of these will help you and the students to see where they have improved.

Conclusion

As we have seen, group discussions can take a variety of formats and are useful for all types of students. They can be done in preparation for job interviews or as extended speaking practice simply to increase fluency.

It is important to consider the different sub-skills that are involved in participating in a group discussion and ensure that you do activities that address each of these. Additionally, structuring and varying the way that feedback is given will help the students to identify areas for improvement.

MCS-214: Professional Skills and Ethics
Guess Paper-II

Q. Why GD is Important in Education and Learning platform?

Ans. Group discussion plays a vital role in a student's life. Group discussions in the classroom are not only beneficial for a student's social skills only but also enhance their educational development and learning too. Some of the benefits of GD in a student's life are discussed below.

- **Enhance Critical Thinking:** Group discussion is used in a classroom to improve learning, asking open-ended questions will encourage critical thinking and help students think for themselves
- **Help with Understanding:** Group discussion use to help students to understand a topic or concept deeply which will stay for a long time in their minds.
- **Improve Communication Skills:** It is also used to improve communication skills as it can encourage students to become more confident in speaking up and asking questions. This will help them improve their communication in the long run because it should make them more confident to ask if they're stuck and need help.
- **Improve Interest in Lessons:** It improves learning, as group discussion invites the students to be the speakers. This helps students as it can maintain their focus and concentration to hear another voice instead of listening to the same teacher, which holds their attention.
- **Provide the Feedback:** When learners discuss and explain the concepts to each other aloud in a group, it helps the teacher to hear if they have learnt a concept or not. This is a perfect feedback on teaching. It means that, if the teacher sees that they don't understand something clearly, they can help them by stepping in and adding some more context or information in their discussion.

Q. Write down the importance of group discussion in business.

Ans. Group discussion also has a significant role in the business. As group discussions are organized in the companies to talk over the new strategies about the growth of the business and to find out the valid solution to the problems related to the company's business. Some of the advantages of the GD are mentioned below in terms of the business.

- **Suggestions:** It is through group discussions that a meaningful and practically implementable solution can be reached. The Collaboration of these suggestions gives rise to a new one, creating a space for the best possible output.
- **Wide Approach:** Group discussion helps to provide a wide approach to any concern under consideration, as it includes employees from different sections of a particular business organization.
- **Decision Making:** Group discussion helps in evaluation of a problem and reaches to a suitable decision, based on suggestions presented by the members. It also makes it easier for the boss or chairperson to able to take even the toughest of decision with an ease because by group discussion he/she can know that the decision to be taken will be supported by other members of the company also.
- **Exchange of Ideas:** With the help of group discussion the exchange of ideas is taken place. As every member participated in the discussion put his/her thoughts on the table and this makes the diversity in the ideas.
- **Productive Activity:** Group discussion is always supposed to be a productive way in terms of business concern. It is the proven method which always helps to procure the best possible decision for a concern.

Q. Explain the role of a manager.

Ans. The role of a manager is closely related to the powers that are given at different levels of the organization – top level, middle level and lower-level management. The function of a manager can be divided into formal and informal aspects. Formal functions are to win contracts, delegate duties, express opinion and takes judicious decisions. Informal functions of a manager are related to personal style, ability to influence/charisma, concern for colleagues at all levels i.e. – the way a manager interacts with other people.

A manager leads the team with example and takes the business towards the goals inspite of expected or unexpected changes. In the process s/he achieves personal as well as the company's objectives.

A manager should be able to deal intelligently with tricky situations keeping in mind existing conflicts of interest in the organization. For this the executive should be able to resolve or manage his/her inner conflicts so that his/her decisions are strongly grounded in reality. Greater attention must be given to the organizational structure and creating a strong feeling of security or the organization will greatly suffer.

Q. Discuss about the concept of managing conflicts.

Ans. Four ways to improve how you deal with conflict before your next unwanted verbal exchange:

(1) **Be direct, but not intense:** The next time you're in a discussion that's about to go sour, look for two things (here's a visual). First, listen to the language being used. Are people being overly direct or too passive? Too much directness and it's seen as rude, not enough and it's passive-aggressive. Communication is important but being too expressive can be interpreted as threatening, and the last thing you want to explain to your boss is how you had to choke out your colleague because she didn't agree with you (and if it was a *she* then you're going to have a *lot* of explaining to do).

Second, gauge the level of intensity inherent in the discussion. Are people being outright rude, overly facetious or dismissive? If the answer is yes, then it's too intense.

Behfar advocates being "direct, but not too intense. And when you validate your venting colleague's feelings of hurt and anger, know that you may be doing a disservice."

(2) **Know the culture:** Just as language connotes different meanings in different contexts, so too does behavior. Many Asian cultures, for example, consider direct confrontation as impolite. The same goes for how conflict is perceived between a man and a woman. A man being "too" direct with a woman could be seen as a bully, whereas a woman may be seen as a bulldog.

(3) **Be consistent:** Nothing sheds reliability faster than inconsistency. Trust is built when words and actions mirror each other -- consistently. Integrity is established by doing the "right thing" in the absence of accountability -- consistently. No matter what you do, or don't do, consistency is key, and it's paramount to building reliable behaviors.

(4) **Ask questions:** Nobody likes hearing the same voice all the time (this is when consistency *isn't* cool). More so, if that voice is always in telling rather than listening mode then listening to it (again) can quickly act as a social repellent. By asking powerful questions, though, you extend your influence into two realms.

First, you assume a position of humility by placing yourself on the receiving end and playing to the other person's ego. After all, the one topic that people enjoy talking about the most is themselves. Second, rather than an attack-by-talking methodology, you can now *counter*attack by listening, thus invoking greater curiosity in the other person and offering yourself as a credible source of enlightenment. Socrates would be proud.

Lastly, remember that conflict can be healthy, even with obscenities. Facing conflict actually builds trust because the fear associated with conflict is often not knowing how the other person will respond. Just like anything, the more you do it, the better you become.

Q. Write down the attributes of leadership.

Ans. The following nine basic attributes to good business leadership are adapted from an article by L.V. Fort, market training counselor, in an issue of the Dartnell Office Administration Service. They are:

- Ability to gain the confidence of subordinates, colleagues, and superiors.
- Ability to persevere until the leader's goal is attained.
- Ability to sell the leader's goal to others in terms which they will not only understand but will enthusiastically support.
- Willingness to listen to and adopt the ideas of others, no matter what the leader's status on the company totem pole.
- Ability to get the leader's thinking across to others without being misunderstood and without offending.
- Genuine interest in people.
- Ability to understand the reactions of people and appreciate "how they got that way."
- Not letting the opinions of others persuade the leader to act unwisely.
- Forthrightness – for the leader knows it is fatal to keep people wondering where he or she stands

Q. Discuss about Formal and Informal meetings.

Ans. A formal meeting in a business environment is a pre-planned event with a formal notice that most often is sent via email or an official company memo. An informal meeting can take place almost anywhere, anytime, and there is seldom the structure and formality that you will see in a formal meeting.

At most formal meetings, it is a senior executive or a member of senior management who presides over the meeting. The atmosphere in these meetings are formal and there are specific agenda items that must be gone over. These meetings most often take place in a company boardroom where technology such as laptops can be used to display PowerPoint presentations. A formal meeting is a place where company policies can be made or modified, department and company goals are set, and other important business decisions are made with the input of all executives and management. Formal meetings also tend to last much longer than informal meetings, sometimes for hours and the meeting is not dismissed until the executive in charge declares the meeting is over.

An informal meeting can take place virtually anywhere from a fast-food restaurant to a company meeting room. There is usually no formal invitations sent out although meeting participants can be notified via email in many cases. It is very unlikely that any company policies will be enacted at these types of meetings unless the company in question is very small with few employees.

Both informal and formal meetings are part of the everyday business world and anyone working in a Fortune 500 company should be informed on how act and carry themselves in both situations. Important decisions can be made in both so it is important to pay close attention to what is going on as it could very well affect your job.

How to Prepare for an Informal Interview

- Do your research. Just like any other interview, check out the company you are meeting with.
- Confirm your location.
- Plan what to wear.
- Bring copy(ies) of your CV and make sure it is current and up to date.
- Be prepared to sell yourself.

How do you begin a meeting?

Here are some best practices for starting your next meeting:

- Make the purpose of the meeting clear.
- Be specific about the purpose of each agenda item.

- Ask people to filter their contributions.
- Reiterate any important ground rules.
- Head off passive-aggressive behavior.
- Decide whether to roundtable.

How do you start a formal meeting?

5 Steps on How to Run a Formal Meeting

- Step 1: Set objectives. A clear objective will encourage people to attend the meeting because they will understand its intent.
- Step 2: Assemble attendees. Create a list of who needs to attend this meeting.
- Step 3: Create an agenda.
- Step 4: Maintain control.
- Step 5: Follow up.

What is an informal discussion?

An Informal Discussion is meant to be informal. With no set rules or format, an Informal Discussion is intended to be a free-flowing and frank sharing of information between the decision-maker and the person eliminated from consideration. An Informal Discussion is similar to post-board feedback.

What is an informal HR meeting?

Whilst informal meetings are often about fact finding or making other employees aware of minor concerns, they need to be conducted reasonably. Take into account the employee's length of service and conduct/performance record. Take into account any personal circumstances that may be affecting the employee's work.

How do you chair an informal meeting?

Communicate

- Start the meeting. Welcome any new members.
- Receive apologies for absence.
- Check for Conflicts of Interest on the items on the agenda.
- Ensure that additions or amendments to minutes are recorded.
- Set the scene. State the objectives of the meeting and each item.
- Try to be brief when making a point.

Q. How to express your ideas and views in meetings.

Ans. Below are some strategies that will help you to voice your opinions and ideas:

(1) **Know what your aim is:** Make sure that before attempting to open your mouth and the words begin to flow that your 100% clear on the ideas that need to be expressed. Knowing where you want to go with the conversation will help to give you that extra confidence boost.

When your audience can see that you are confident then they will more alert and want to listen.

(2) **Ignore the definition of perfection:** Just sit and ask yourself, exactly what is perfect? Is there anyone out there that is 100% perfect? The fact is that we are only human and not one of us is without flaw. A small error is acceptable; there's no need to be stringent to the point that you begin to struggle voicing your opinion! As long as you know the topic of importance, a simple error can be overlooked.

(3) **Keep it basic:** Think about why you sometimes shut off when someone is voicing their opinion; remember your days at school and college with teachers lecturing in front of the class. Being lectured is boring!

There really is no need to use big words. The simple facts voiced in an exciting manner will be more than enough to keep the audience tuned in. It's extremely annoying to have someone chatting away for 30 minutes when the conversation could have been kept basic and ended in half the time.

Stay on the straight and narrow; turning left and right really is not going to turn into a success story. Don';t make the listeners fall asleep!

(4) **Pretend that you are alone:** One of the major fears of having to express your opinion in front of a crowd is how you will be perceived by the audience. Can you really afford to let negativity like this get in the way?!

Picture that you are alone and voicing your opinion to yourself! Your nerves will remain calm and allow you to remain focused on the topic that you need to address.

(5) **Revise before you talk:** Simple revision of your conversation will help you take it to the next level. The fact that you are confident and know what you are talking about will help significantly.

When people that you're talking to know that you certain on what you're expressing, they will have faith in you. Think about possible questions that might arise from your topic of conversation and have the answers readily prepared in your head.

Learning to voice your thoughts and opinions really is a simple process. We are all human and each of us has worries and fears. Talking should be fun, not a drag; you should have confidence in yourself. Just let the words flow.

Q. What is meeting agenda? And how to write agendas

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

How to write a meeting agenda: Whether you have a short, one-hour meeting or one that lasts a full day, you can use these steps to help you write an agenda:

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

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

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

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

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

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

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

(6) **Identify who leads each topic:** Occasionally, someone other than the meeting leader will lead the discussion on the topic. If you plan on having other people mediate topics during your meeting, you can identify them under their respective topic. This step helps keep the meeting running smoothly and ensures that everyone is prepared for their responsibilities.

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

MCS-214: Professional Skills and Ethics
Guess Paper-III

Q. How to make suggestions in meetings.

Ans. Formal suggestions/proposals

If you are in a meeting with some important clients or with other important members of your company, then you will want to try and use formal language.

You will remember that it is important to understand who is attending your meeting and make sure that you adjust your English accordingly. In most cases it is better to be a little more formal than less formal.

So, let's take a look at the following formal expressions for making a proposal:

- I propose that we…
- I suggest that we…
- I advise we/you...
- I would recommend we…
- I put forward that we…

Right, let's move on to the next part of this lesson where we look at some expressions for making less formal suggestions.

Less formal suggestions

Firstly, we often find ourselves in meetings that are less formal. We are with our team members or with some suppliers or customers with whom we have a good relationship. In these instances, we may wish to use less formal language and make our suggestions a little less direct.

Take a look at these expressions for making less formal suggestions.

- I think we should…
- Why don't we…?
- How about…?
- What about…?
- We could try…
- Let's have a go at…

Making positive responses

When someone makes a proposal in a meeting, we need to be able to show them that we agree with their ideas. To do this we should use some of the following expressions.

These expressions are fairly neutral and can be used to express positive agreement to some of the proposed ideas.

Remember, good communicators acknowledge other people's ideas, this reinforces in the minds of others that you are listening to them and is a great way to build rapport.

So, let's take a look at some expressions for make positive responses.

- Good/great idea.
- That sounds fine.
- I agree.
- I think I can work with that.
- Good point John.

I am sure you will agree that these expressions are easy to use. Try using some of them in your next meeting and make others feel like you are really listening to them.

In the next part of the lesson, I am going to show you how you can make more tentative responses to people's ideas.

Neutral or tentative responses

Sometimes we are not sure if we agree with someone. To avoid problems in the future, it is best to give a tentative response to someone's proposal.

In the expressions below you will see that, we are checking or not committing. You need to have the courage and clarity to offer neutral responses when you are not sure about something.

Take a look at how you can do that.

- That's true but…
- I see what you're saying.
- We could try that if…
- It sounds OK, but we should think it over.
- I see your point, but what if we…
- I'll have to check with the boss…

Once again you will see we are using less direct language. We have some conditionals and we are negating our previous comments by using "but".

Let's now move on to the next part of today's lesson. Here we are going to learn some expressions for when we do not agree with the proposals being made.

Negative responses

Sometimes you will find yourself in a position where you do not or cannot agree to a proposal or suggestion. In this case you need to have some expressions that you can use to politely, but firmly say no to someone.

Saying "no" can take a lot of courage, so below you have some expressions that can help you express your disagreement.

- I'm afraid we can't do that.
- I can't agree to that.
- That would be out of the question.
- That is not something we can consider.
- I'm sorry but that won't work.

A quick word of warning, most of the expressions are polite ways of saying "no", however the third option "That would be out of the question" is quite a strong. You need to be careful when you use this expressions as you do not want to offend anyone.

Inviting others to suggest

Well, that brings us to the last part of today's lesson. Here I am going to teach you how you can bring in other people and ask them to make recommendations, proposals or suggestions.

Remember, the key to controlling a meeting is to being the one asking questions. Here you can control the pace and you can also make sure you get all the information.

Final thoughts

So, there you have it my friends, a wide range of expressions you can use in your next business meeting to participate and provide proposals and to make suggestions.

If you are an expert then you should be giving your opinion. Don't be shy! Get in and give it a go. Remember, the more you practice your English the more confident you will become.

Q. How to prepare for presentations

Ans. Presentation skills are absolutely essential in almost all work areas. In the business world presentations are made to clients, prospective buyers, business associates, seniors, colleagues and subordinates. These days presentations have also become part of the recruitment process. In order to be effective and impressive in your presentations you need to prepare the presentation before you actually deliver it. Even experts in communication need to plan and prepare their presentations in advance.

Look at these tips on Presentation skills and decide whether you would put them in Preparation or Delivery.

- If you are not enthusiastic about what you say you cannot expect to generate interest amongst the audience; Adapt to response – don't stick to your plan necessarily. If you find that it is not working, alter it to adapt to the audience
- Check room, seating, acoustics, OHT or Computer (depending on what you decide to use).
- Vary your tone and pitch. Ensure proper modulation. Everything should not be said with equal amount of stress. Certain things need to be emphasized more than others.
- Memorize your introduction. This will help you to sound confident and in control.
- Try to involve the audience and respond to their reactions
- Keep your sentences short and simple. Use deliberate pauses to punctuate your speech
- Never talk down or up to your audience. Treat them as equals, no matter who they are.
- Whenever you make a really important point, pause and let the full significance of what you have said sink in……before you move on.
- Don't put boring tables of figures and long lines of text on the overhead projector and read them out.
- When showing a visual, keep quiet and give people time to take it in.
- Welcome questions from your audience. When members of your audience ask you a question, it is usually because they have a genuine interest in what you are saying and want to know more. Treat questions as an opportunity to get your message across better.
- Know the size and the knowledge level of your audience. You must not tell them what they already know.
- Be clear about the purpose of your presentation – is it to inform or to persuade.
- Key ideas should be emphasized – you must ensure that the importance of your key points is not lost because of over emphasis on sub points
- Don't cram – if you have a lot of information to give you could consider giving some of it through handouts rather than cram all of it into your presentation.
- You must present an outline in the beginning of your presentation so that your audience knows how your presentation is structured. This should be well prepared in advance.
- Rehearse your presentation in order to time it, and to become familiar with names and figures as well as any complex information you need to give to the audience.
- Pay attention to your body language: eye contact; gestures; posture; movement.

Q. How to Make a Successful Presentation

Ans. There are some points to make a good presentation.

What makes this audience tick?

- Numbers or pictures?
- Quotations?
- Potential for huge profit?
- Stunning New Ideas?
- Candy?
- Bold Take -aways?

What Bores This Audience?

- Telegraphing – Complete and utter predictability.
- Stating the obvious – Yes, we know that Google is huge.
- Not knowing what you are talking about. – Poor or shallow analysis.
- Too much information.
- Too little information.

What does the audience already know about the topic?

- Are there content experts in the audience?
- Have they heard a similar presentation before?
- To find out - – Do your research before the talk (e.g. go to organization's web site). – Arrive early. – Use probing questions in the first 5 minutes.

What offends this audience?

- Research the sensibilities of the audience.
- Some things to watch out for - – "Colorful" language or imagery. – Stereotypes.
- Understand the culture and context within which the audience operates.

Energy

- AXIOM: A high-energy presentation is, generally, much more effective than a low- energy one.

How to convey energy.

- Voice – Use the right Volume. – Use the right Intonation (fluctuate rather than drone). – Enunciate.
- Act like you have a passionate belief in topic.
- Be confident and engaging.
- Move around. Do not stand in one place.

Organization

- Intro-Body-Conclusion.
- Big start (Bold, Catchy). Big finish (Answer the "So what?" question).
- State the big points up front. – "I want to convince you today that the Hispanic market segment is something you cannot ignore."
- Take-aways – "What is the one thing you want audience members to remember in six months?"

On Designing PowerPoint Slides

- Try different organization schemes.
- Be different.
- Do not end with a "Questions?" slide (everybody does it).
- Do not put too much information on a slide.

Material

- Use a variety of material.
- Include- – Handouts. – Illustrations (e.g. Advertisements, Posters) – Videos. – Props (e.g. Products).

Interaction

- Works for these purposes-
- Understanding where the audience is at- e.g. how many have heard of Twitter.com?
- Customizing your talk.
- Tracking audience response.

Staging

- Make eye contact with the audience.
- Do not stand in one place.
- Do not hide behind the podium.
- Practice hand-offs with other presenters.
- Have a plan for moving the speakers along if you have multiple presenters.

Self-Awareness

- Use body language and subtle clues to keep track of audience response.
- Do you know how the audience is reacting to the talk? Are you boring them? Which parts are they liking more?
- Are you aware of your mannerisms? E.g. hand movements, use of "Ums", "Ahs".

Q. Explain the structures of the presentations.

Ans. Structures of Presentations

Once you know what you want to say, you need to consolidate the materials into a meaningful message. When organizing your ideas begin by placing your topic in context.

The commonly used structures in presentations are:

- **Topical:** This is when you have several ideas to present and one idea seems naturally to precede the other. This is one of the most common types of patterns, and it is especially useful for informative presentations.
- **Chronological:** This uses time sequence for a framework. This structure is useful in informative and persuasive presentations, both of which require background information.
- **Classification:** Puts things into categories. For example, you might want to talk about three aspects of a product- finance, marketing and production.
- **Problem/Solution:** This is used mostly for persuasive presentations. The first part of the speech outlines a problem and the second part presents a solution.
- **Cause/Effect can be used for persuasive speeches:** The first part describes the cause of a problem and the second describes its effect.

Q. How visual aids help to make a good presentation.

Ans. Visual aids can make a presentation more interesting and easier to understand. They also help you to cut down on the amount of talking you have to do.

Using Visual Aids

A variety of visual aids like flip charts, line graphs, bar graphs, pie charts, pictograms, maps, tables, diagrams, photographs, etc. can be used for presentations. Visual aids are commonly used in presentations to present information which is complex or statistical in nature.

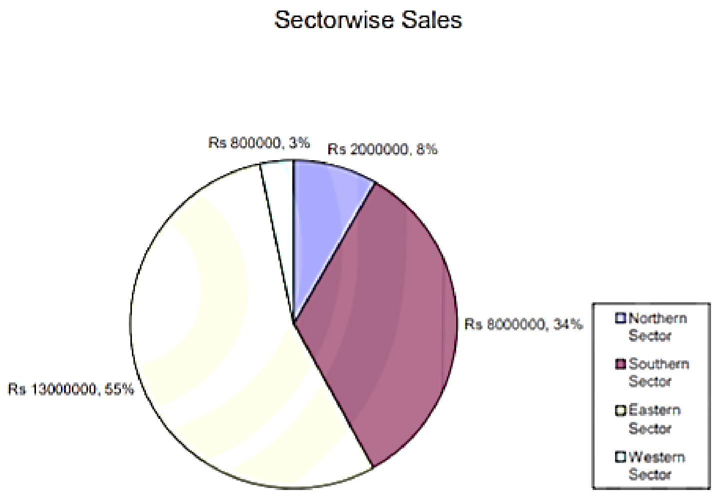
However, you must ensure that your visuals are relevant, appropriate and clear. You must never overload them with information. Effective presenters introduce and highlight visual information briefly and clearly, making sure they allow their audience time to absorb the information.

Use visuals to reinforce and clarify, and not to overwhelm the audience.

Here are three samples of visuals commonly used for presentations – a pie chart, a table and a bar graph. In order to be able to talk about them you need language which is specifically used to describe visuals.

Let us recap the useful expressions for introducing visuals which you learnt in the last unit and apply them to the given visuals. The expressions are highlighted in bold. In addition, you will also be introduced to some more formulaic language useful for describing visuals.

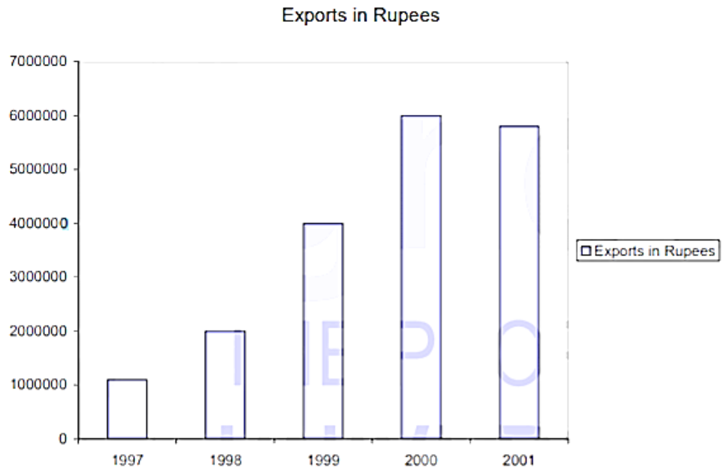
1) **I'd like to show you** a pie chart that will give you a clear picture of our sales in the four sectors in the last quarter. **As you can see**……………………………



2) **Have a look at** this table. It shows the number of students enrolled for our different courses in the last five years. **As you will notice** the demand for our…………….

Courses	1999	2000	2001	2002	2003
General English	200	180	160	100	50
Business English	35	80	140	140	210
English for Information Technology	20	60	150	80	60
English for the Hotel Industry	40	45	35	45	50

3) This bar graph shows / represents our exports in the last six years.



4) Here we can see……………………
5) Let's look at this…………………..
6) As you can see in this bar graph

Q. What is the importance of speed (increase/decrease) in the presentation?

Ans. Most visuals used for presentations represent some kind of change or trend – an increase or a decrease. Some of them make comparisons. Be clear about whether you need to talk about the quantum of increase / decrease or the speed at which the increase / decrease has taken place. This will help you to choose the right language.

Here is language that can help you to describe these accurately and appropriately.

When you wish to describe the quantum of increase or decrease you could use the following expressions:

- There was a marginal fall / rise in sales or Sales rose / fell marginally.
- There was a nominal increase / decrease in expenditure on overheads or Expenditure on overheads increased / decreased
  nominally
- There was a considerable improvement in savings or Savings improved considerably.
- There was a significant rise in production or Production rose / went up significantly.

Words like slight, marked, dramatic are also used to describe changes or differences.

The speed of increase / decrease can be talked about with the help of these expressions:

- There was a slow increase in the sale of televisions or The sale of televisions increased slowly.
- There was a gradual improvement in the interest rates or The interest rates improved gradually.
- There has been a steady improvement in the skilled labour situation over the last five years or The labour situation has improved steadily over the last five years.
- There has been a rapid rise in the cell phone market or The cell phone market has risen rapidly.
- There was a quick decline in the share market.

Q. The Changing Scenario in the Twenty-first Century

Ans. Throughout its scenario development activities, the Scenario Working Group considered a wide variety of possible driving forces, major uncertainties, and logics that might shape 21st century organizations. In the course of its discussions, the group judged five variables as likely to be the most important in the future:

- technology,

- human aspirations (What will people in the future want? more material goods? or will they devote a greater proportion of their energies to the pursuit of non-material ends?),
- global economic, political, and physical environment,
- complexity (Will the world continue to become ever more complex? or will limits on the human capacities to absorb change lead to a reaction against complexity?),
- demographics (in particular, center of gravity of world population and wealth shifting away from North America and Europe).

While many of these elements could be the basis for intriguing scenarios, the Working Group chose to focus initially on one major uncertainty which emerged repeatedly in the discussions: the *size* of individual companies. Will organizations in the future be much larger, much smaller, or not very different in size from the organizations we know today? In order to stimulate "out of the box" thinking, the group imagined two extremes on this dimension: very small companies and very large companies.

Thus, the first scenario focuses on how work might be organized in ever-shifting networks of small firms and individual contractors; the second focuses on how work might be organized in huge, long-lasting and all-encompassing holding companies. These two scenarios are called "Small Companies, Large Networks" and "Virtual Countries," respectively.

Even though these two scenarios were originally conceived of as extremes on the dimension of company size, it is also possible to think of them as extremes on the dimension of organizational *longevity.* The small companies in the first scenario can participate in very large, temporary networks of thousands of people. But these temporary organizations (or "virtual companies") may only exist for a few weeks, days, or hours until the project that brings the network together is completed. The large "virtual countries," on the other hand, expect to last for decades or even centuries while projects, people, and whole industries come and go within their boundaries.

Scenario One: Small Companies, Large Networks

Imagine that it is now the year 2015....

The corporation of the late twentieth century was just a transitional form. It lasted more than one hundred years, but few corporations of that kind remain today. Now, looking back at the "dinosaur" era in which General Motors, Microsoft, and Sony stalked the earth, we are most aware of the tiny "mammals"-entertainment production companies, construction project teams, and consultant work-groups-which operated without much public notice back in the 1990s, only to become the prototypes of today's modern organization.

Today, nearly every task is performed by autonomous teams of one to ten people, set up as independent contractors or small firms, linked by networks, coming together in temporary combinations for various projects, and dissolving once the work is done. When a project needs to be undertaken, requests for proposal are issued or jobs to be done are advertised, candidate firms respond, sub-contractors are selected, and workers are hired largely on an ad-hoc basis

Consider the design of automobiles: In a typical project, a variety of independent firms form competing coalitions, to explore alternative designs for the electric system, the chassis, or the task of putting the car's subsystems together. Some of these firms are joint ventures; some share equity; some are built around electronic markets that set prices and wages. All are autonomous and self-organizing. All depend on the ubiquitous, high-bandwidth, transaction-heavy electronic network that connects them to each other. A highly-developed venture capital infrastructure identifies promising teams and provides financing.

Shifting task networks

The film industry. The film industry may stand as an early adopter of new organizational forms. During the studio era of the 1920s through 1940s, for example, the industry was organized much like the vertically-integrated, mass production enterprises established in the manufacturing sector during the late nineteenth and early twentieth century. With the decline of the studios in the 1950s, however, came the arrival of a new system, in which the large entertainment conglomerates' role was reduced to finance and distribution, and responsibility for production shifted to a number of small firms organized on an ad hoc basis.

Textile production in the Prato region of Italy.

Another example is the Menichetti textile enterprise, in the Prato region of Italy. In the early 1970s, Massimo Menichetti inherited his family's business, a failing textile mill. Menichetti quickly broke up the firm into eight separate companies. He sold a significant portion of equity-between one-third and one-half-to key employees and required that at least 50 percent of the new companies' sales come from customers outside the old firm. Within three years, the eight new businesses had accomplished a complete turnaround, achieving significant increases in machine utilization and productivity.

Stable communities

The second major element of the Small Companies/Large Networks scenario is that existing or new organizations will step in to meet the "life maintenance" requirements-the need for health insurance, protection against unemployment and income fluctuation, professional development, and a sense of belonging and community-of those who work in networked organizations

Scenario Two: Virtual Countries

Imagine that it is now the year 2015....

The huge global conglomerate has emerged as the dominant way of organizing work. These *keiretsu*-style alliances, each with operating companies in almost every industry, have minimal national allegiance. Members of the same family work for Sony/Microsoft or General Electric/Toyota, and feel little loyalty to the United States or Japan. It would be considered disloyal and unusual for members of the same family to work at competing *keiretsu*. The alliances meet all our needs on a cradle-to-grave basis by providing income and job security, health care, education, social networking, and a sense of self-identity. Our organizations are as powerful and influential as nations, and we owe allegiance to them. They have no dominion over our land, but they control our much more significant assets-access to knowledge, the networks, and our livelihood. They even wage war on each other-using lawyers instead of armies, valiantly protecting the trademarks of our company.

These days, if you want to define me, you can ignore my geographic location; I can be stereotyped according to the company I work for, in whose service I expect to retire. My friends and family members from around the world all work for the same organization. Occasionally, although I work for Shell/Daewoo, I must ride a nonaligned airline, and I run across someone from Exxushita. We always converse, full of curiosity, but guarded-taking advantage of a rare opportunity to see ourselves as others see us.

Employees own the firms in which they work, through pension plans, stock options, employee participation contracts, and other vehicles. And just as the modern nation states ultimately turned to democracy, many of the corporations of the twenty-first century have moved to representative governance. Our firm is one-employee-shareholders have the right to elect the management of the company, not just the board of directors, but managers at almost every level throughout the organization. Decisions are made hierarchically, but every year, on election day, we choose from slates of managers who vow to do the best job for the company as a whole. Since our livelihoods depend on the choice, nearly all of us take advantage of the *keiretsu's* "open-books" financial reports, which provide a constantly-updated overview of the business's priorities and assets.

Overnments in Western Europe

Some people think of this system as paternalistic and bureaucratic. But actually, there is very little "fat" in the system. Nepotism, ossified command structures, and sinecures don't last long, since everyone benefits from improved performance. Specialist "organization designers" travel through the massive alliances, brokering partnerships and helping make sure that people communicate effectively across boundaries. All of us tend to get along, because our companies attract people who agree with the prevailing attitudes. We all know the "Shell/Daewoo way," and we live and die according to it.

The Virtual Countries scenario has four major elements:

- large vertically- and horizontally-integrated firms;
- pervasive role of firms in employees' lives;

- employee ownership of firms;
- employee selection of firm management.

Large vertically- and horizontally-integrated firms

The second MIT scenario posits a world economy dominated by large conglomerates which operate globally across a number of industries. As with the present-day Asian *keiretsu* arrangement, there will be a small number of core firms-large holding companies which sell products with widely recognized brand names-occupying a position at the center of the economy. These companies in turn will have a series of permanent or semi-permanent relationships with various smaller supplier firms, which will stand at the periphery of the system. The industry structure in most sectors will be oligopolistic, with a small number of major competitors holding dominant positions, and high entry barriers preventing upstarts from challenging the hegemony of market leaders.

Q. What is Neuro linguistic Programming (NLP)

Ans. Neuro-linguistic Programming (NLP) has been around since the 1970's when an American professor of Linguistics, John Grinder, and a psychology student Richard Bandler wanted to find out that "special something" that separated people who excelled in life from those who did not. They studied the amazing successes of three therapists and found that they all related to their patients in similar ways, held similar beliefs about themselves and even their language followed similar patterns. Their research into what made certain people excel revolved around an analysis of the language they used and their resulting behavior.

NLP has continued to develop far beyond the field of psychotherapy where it originated, and has influenced approaches to communication, personal development and led to new insights in education, management, sales and marketing.

What is NLP?

No simple or clear definition of NLP exists. NLP is more about an "attitude to life" which is based on a series of underlying assumptions about how the mind works and how people act and react (Revell and Norman, 1997).

- 'Neuro' refers to the nervous system where our experiences are received and processed through our five senses.
- 'Linguistic' represents the language that we use — both verbal and nonverbal, that shapes and reflects our experience of the world.
- 'Programming' describes training ourselves to think, speak and act in new ways. (Winch, S. 2005)

According to Jane Revell and Susan Norman, the fundamental concept of NLP rests on four main pillars, i.e. Outcomes, Rapport, Sensory Acuity and Flexibility.

Outcomes: NLP is extremely goal-oriented and is based on the beliefs that if you are clear about what you want; you are more likely to achieve it. For example, do you have a vision of yourself? Do you have a clear picture of who you want to be one year from now? Five years from now? Or are you just going to let life go by? Begin with the End in mind i.e. decide what your values are and set clear goals. Of course, these goals are dynamic but the values are not.

Rapport: This is the fundamental concept in NLP where successful communication implies maximizing similarities and minimizing differences at a conscious as well as sub-conscious level. If communication is positive and harmonious, everybody concerned is more likely to achieve his or her outcomes

Sensory Acuity: This suggests being aware of and being sensitive to other people, often at a non-conscious and non-verbal level.

Flexibility: If you are prepared to change your behavior to suit your desired outcome, you are more likely to be successful. If you continue to do what you've always done, you'll get what you've always got. So, in order to get a different result, you probably have to make some changes and find alternatives to your tried-and-tested actions and responses to people, situations, and challenges. At the heart of NLP is the idea that if you continually seek new choices and adapt to different things, you will achieve what you want.

Q. List some essentials elements of collaboration.

Ans. Three Types of Collaboration: There's nothing like failed collaboration to demonstrate why working together is important. When collaboration works, it usually goes unnoticed, but when it fails, everybody knows it. The lesson I learned the hard way on the sports field applies equally in business. There are three types of collaboration:

- **creative** – where two or more people create something to achieve a specific goal,
- **connective** – bringing together information from disparate sources, and
- **compounding** – where a team builds on previous achievements to reach further.

Six Elements of Successful Collaboration: As I learned in my soccer game, just putting together a group of people is no guarantee of success, no matter how skilled each individual may be. Every strong leader, whether in sports, business, or any other aspect of life, must bring together six key facets of teamwork:

(1) **Motivation:** After the thrilling netball final at the recent Commonwealth Games, the captain of the losing Australian team questioned whether the lower-ranked English were hungrier for the win. They chased down every ball relentlessly, making every goal matter. Their effort paid off. Motivating a team to be first to market, or to create the best possible customer experience, is a key element.

(2) **Communication:** It is important to recognise the difference between communication – a one-way process where a single person is responsible – and collaboration – where a group takes responsibility and agrees on how to achieve the same thing. I like to say that you can communicate without collaboration, but you can't collaborate without communication. From setting out specific objectives and roles, to keeping a team informed of progress and challenges, strong communication is vital to team achievement.

(3) **Diversity:** Just as a soccer team would fail if it consisted of eleven centre-forwards, a business team will flounder if it consists of identical personality types or roles. A variety of personalities and demographics brings a far broader range of perspectives.

(4) **Sharing:** Making sure that everyone is recognised, and that findings are shared across the team, leads to stronger bonding and deeper understanding. Other shared information, such as calendars and scheduling, can also lead to team efficiency. Apps like Calendar.help, based on Cortana Analytics, can recognise the nature of an appointment by language from the initiating email, check everyone's availability, and suggest suitable times. When a team member no longer spends time chasing dates, they can devote more attention to the core objectives of a project.

(5) **Support:** When everybody supports each other, without finger-pointing, the team dynamic is infinitely more powerful. Those able to express ideas in a supportive environment are more likely to make breakthroughs, whereas teams with a blame culture repress innovation. Mistakes can be some of the most powerful learning opportunities in a supportive group.

(6) **Problem-Solving:** Any collaboration is about solving problems, so a group that can't solve problems can't work. This often links back to team diversity – including some problem-solving personalities in the group is essential. This can mean looking beyond the obvious – sometimes it may be an engineer who solves a marketing problem, and a customer service clerk who identifies the flaw in a new app design. Diversity and problem-solving often go hand-in-hand.

Q. What do you understand by Ethics and Etiquette on social media?

Ans. Social media is a collective term for websites and applications which focus on communication, community-based input, interaction, content-sharing and collaboration. Forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media. Social media has become larger and more accessible thanks to access to mobile applications, with some examples of social media including Twitter, Facebook, LinkedIn, Instagram, Pinterest, Reddit, etc..

Many individuals will use social media to stay in touch and interact with friends and family, while others use it to communicate with different communities. Many businesses will use social media as a way to market and promote their products. In addition, business to consumer (B2C) websites includes social components, such as comment fields for users

Types of social media

Here are some examples of popular social media:

Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.

Twitter is a free microblogging service that allows registered members to broadcast short posts called tweets. Twitter members can broadcast tweets and follow other users' tweets by using multiple platforms and devices.

Wikipedia is a free, open content online encyclopaedia created through the collaborative effort of a community of users known as Wikipedians. Anyone registered on the site can create an article for publication; however, registration is not required to edit articles. Wikipedia was founded in January of 2001.

LinkedIn is a social networking site designed specifically for the business community. The goal of the site is to allow registered members to establish and document networks of people they know and trust professionally.

Reddit is a social news website and forum where stories are socially curated and promoted by site members. The site is composed of hundreds of subcommunities, known as “subreddits”. Each subreddit has a specific topic such as technology, politics or music. Reddit site members, also known as, “redditors”, submit content which is then voted upon by other members. The goal is to send well-regarded stories to the top of the site's main thread page.

Pinterest is a social curation website for sharing and categorizing images found online. Pinterest requires brief descriptions, but the main focus of the site is visual. Clicking on an image will take a user to the original source. For example, clicking on a picture of a pair of shoes might redirect users to a purchasing site and an image of blueberry pancakes might redirect to the recipe.

Social Media Etiquette

Social media is used by most of the people who have access to mobile phones, computer system, laptop etc., along with Internet connection. On this media people will post content, videos, photographs, tweet or like, retweet, comment, follow and unfollow. Mostly, there are no guiding rules since it’s all anonymous; however, various governments are trying to bring some of them. Social media etiquette refers to the guidelines that companies and individuals use to preserve their reputation online. As social media channels have evolved to become one of the primary ways people communicate in the modern world on a daily basis, typical social rules are finding their way into digital environments. Just as social etiquette suggests how people behave around others in the real world, social media etiquette revolves around online guidelines to follow. Some of them are listed below which suits for all kind of social media tools:

- Post the relevant content keeping in mind, your audience: The number one reason why most users find trouble in social media is because they fail to keep their audience in mind. By considering your audience, you should be able to identify what’s worth sharing or posting and what’s not.
- Don’t need to share everything in social media: You don’t have to post everything about your personal life and your day-to-day activities.
- Build a reputable image: It’s a good practice to examine your profile and identify what image you are portraying through your posts and shares.

- Don't be overly promotional: Try not to message all your customers asking them to buy your products and avoid sharing constant advertisements on your page. Make your social profiles a blend of promotional and valuable content.
- Avoid over-automation: While scheduling your posts in advance and automating analytics is helpful, don't automate everything. Some things still need a human touch.
- Handle your hashtags carefully: Avoid using too many hashtags at once. Even on Instagram, where you can use 30 hashtags in a single caption, it's important not to overdo it.
- Don't bad-mouth your competition: Don't be petty. Saying negative things about your competitors online will harm your reputation more than it hurts theirs.
- Be authentic and genuine: Don't try to be something you're not. Remember that your customers can learn whatever they need to know about your brand online today and things like authenticity can definitely go a long way.
- Different Account for Business/personal use: Business and pleasure do not mix in this medium.
- Don't force to be Friends: Don't approach strangers and ask them to be friends with you.
- Take care of grammar and semantic aspects: Compose your posts, updates or tweets in a word processing document so you can check grammar and spelling before you send them.
- Don't show hatred / post hatred message: Social media should be a platform to initiate meaningful discussion and promote better communication. It's not the place to vent out your anger on something or someone. Don't add to its toxicity by trolling and spreading negativity.
- Respect the opinions of others: Accept the fact that not everyone has the same opinion as you do. However reasonable you believe your arguments to be, you won't be able to convince everyone. Keep this in mind when you comment, post, or share anything on social media. 191
- Don't spread / share fake news: While there is a lot of content online, it is your moral and social responsibility not to mislead others by spreading fake news. Always check your sources and be critical with what you read. Don't be easily fooled with unreliable information.
- Say NO to cyber-bullying: Every social media user should be responsible and mature enough to oppose and not be part of cyberbullying. Always be sensitive when interacting with others in social media. Treat them as you would like to be treated.
- Copyright Issues: Give due credit to your sources. Social media is a wonderful place to share your work but be sure to ask permission and cite your sources when you use material or content from others. Always give credit wherever it's due. Take care of the copyright and plagiarism issues.
- Value Privacy: Part of building a good reputation online is to keep anything personal private. Keeping your personal information safe will help protect you from online fraud and identity theft. Make use of the privacy settings of the social media channels you use. These settings are now more versatile and help keep your content secure.

Q. What is plagiarism?

Ans. However, despite these stringent copyright laws, plagiarism is rampant in schools and colleges. It is believed that universal access to Internet could be the main reason behind this decline in academic integrity, especially regarding plagiarism. We would like our students to lead ethical lives, so let us discuss ways to avoid plagiarism. We will discuss the different ways in which plagiarism commonly takes place and would like you to be conscious of it, so that you don't practice it in your life. Remember plagiarism constitutes serious misconduct and as students it is your duty to be aware of this and not be tempted to follow such practices no matter what the circumstances are.

There are many definitions of what constitutes plagiarism, however, according to research resources at plagiarism.org, some of these are:

- submitting someone else's work as your own

- copying words or ideas from someone else without giving due credit
- failing to put a quote in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a particular source that it makes up the majority of your work, whether you give credit or not [adapted from Plagiarism.org 2006]

Plagiarism is derived from the Latin word "plagiarius" which means kidnapper. Itis defined as "the passing off of another person's work as if it were one's own, by claiming credit for something that was actually done by someone else" [Wikipedia: Plagiarism 2006].

Plagiarism may not always be intentional – it can be unintentional or accidental and may even involve self-stealing. The broader categories of plagiarism include:

- Accidental: this may be due to lack of knowledge about what constitutes plagiarism as well as faulty understanding of citation or referencing style being practiced at your university/college
- Unintentional: the available information is so vast, and on repeated reading from different sources, these may influence our ideas and thoughts so deeply that sometimes unknowingly the same ideas may after a while seem like our own
- Intentional: a deliberate act of copying complete or part of someone else's work without giving proper credit to the original creator
- Self-plagiarism: using self-published work in some other form without referring to the original one

There is a long list of plagiarism methods commonly in practice. Some of these methods include:

- copy-paste: copying word to word textual content.
- idea plagiarism: using similar concept or opinion which is not common knowledge.
- Paraphrasing: changing grammar, similar meaning words, re-ordering sentences in original work. Or restating same content in different words.
- artistic plagiarism: presenting someone else's work using different media, such as text, images, voice or video.
- code plagiarism: using program code, algorithms, classes, or functions without permission or reference.
- forgotten or expired links to resources: addition of quotations or reference marks but failing to provide information or up-to-date links to sources.
- no proper use of quotation marks: failing to identify exact parts of borrowed contents.
- Misinformation of references: adding references to incorrect or non-existing original sources.
- Translated plagiarism: cross language content translation and use without reference to original work.

At college you are expected to refer to both secondary sources and of course the primary sources as well if you are quoting from a poem or a novel. The secondary sources include books, articles, websites, etc. When you use material from these sources you need to acknowledge the sources, usually by citing the author, the date of publication and sometimes even the page numbers. These are cited in your text as well as references at the end of your essay. Failure to acknowledge another's work constitutes plagiarism which is a serious transgression and can lead to unpleasant penalties. Remember, when you cite sources correctly, you are not only acknowledging the originator of the language and ideas but also showing that you have researched extensively on the topic. It, in fact, shows that you are a diligent student. It of course gives information to your readers if they wish to consult those resources.

Sometimes students unintentionally plagiarize because they fail to recognize the necessity of attributing paraphrased, summarized, and borrowed ideas to their original owners. And indeed, it is sometimes difficult after days of research to know exactly what one has read repeatedly and what one has originally thought. A good thumb rule is, when in doubt, always acknowledge.

Q. Explain the basic principles of copyright

Ans. Basic Copyright Principles

The Law: Congress enacted the federal Copyright Act to protect works of authorship. The Act gives the owner of a copyright the exclusive right to do and authorize others to do certain things in regard to a copyrighted work, including: make copies, distribute the work, display or perform the work publicly, and create derivative works.

Original Scope of Copyright: The Act applies to nearly all forms of captured content, including traditional works such as books, photographs, architectural drawings, music, drama and sculpture.

Expanded Scope of Copyright: The copyright laws have adapted to advancing technology by expanding the scope of protected works to include such things as video, motion pictures, electronic media, software, multimedia works and databases.

Test to Determine Copyright: A copyright will attach to an original work that is "fixed in any tangible medium of expression" (i.e., a medium that is captured in an accessible form of content).

No Mark or Registration Necessary: Since 1989, works are protected by copyright regardless of whether a copyright notice is attached and regardless of whether the copyright is registered.

Public Domain Works: Not all works carry copyrights; those in the public domain may be freely used. Any work published before 1923 is in the public domain. Works published from 1923 through 1978 are protected for 95 years from the publication date, if proper copyright formalities were followed. Since 1978, works generally have copyright protection for the life of the author plus 70 years.

If No Exception, Seek Permission: In academia, the three major exceptions to the copyright owner's right to control the reproduction and use of works of authorship are: the fair use exception, the library exception, and the face-to-face teaching exception. These three exceptions are described below. Unless an exception applies, you must obtain permission to reproduce copyrighted work in any medium for any purpose.

Penalties: The penalties for copyright infringement are harsh. A court may award up to $150,000 for each separate willful infringement.