

Anupam Ma'am
CSP II^{sem.}

Business Correspondence

18/-

With the development of trade, commerce and industry. **Unit 3 & 4.**
the use of letters has increased considerably.
The letters are an important device to get and convey
the required information for the success of the
organization. It is through correspondence that an
organization can build relations with its customers,
suppliers and other parties. The phrase "the pen is
mightier than the sword" is applicable in business
and commercial correspondence also.

"Letter writing is the only device for combining
solitude with good company."

Lord Byron

Importance of Business Letters

Here is an analysis of the reasons why a business
letter is valuable:

→ Drafting at convenience

A letter can be composed at leisure and over
a period of time revised and edited before presentation.
It is a challenge to the communicator and his
writing skill - a challenge which may reap ^{handsome} rewards.

→ Reaches far and wide

Within town or out of it, within the country
or abroad, a letter reaches the target with
much convenience.

→ A record for purpose of law
A written record is useful in law and for clarifying matters in the event of a dispute. Oral deals can be airy while a written record is solid evidence.

→ A record for reference

A letter can be kept by the recipient for reference at a later date and for drafting a reply. Instead of relying on memory alone, one can see the matter in black and white.

→ Solidifies a business bond

A decent letter helps to establish a business relationship which can be developed further with future deals.

→ Helps to expand business

Apart from the convenience of reaching remote places, letters enable the writer to explore new prospects in new territories. Sales letters can go in large numbers and do wonders for the sellers.

→ saves money in communication

Personal conferences and meetings are expensive to arrange. If the same job can be done through a letter, it is better to do so.

Enquiry letter

An enquiry letter is useful when we need information, advice, names or directions. Keep it clear and succinct and list exactly what information you need. There are two types of enquiry letters:

Solicited letters of enquiry are written when a business or agency advertises its products or services.

A letter of enquiry is unsolicited if the recipient has not prompted the enquiry.

Solicited letter of enquiry

Institute of Business Management & Research

11 Sep 2017

Mrs. Suresh Mennon
General Manager (Business Development)
LG Electronics Ltd.
Plot No. E-456, Mohan Industrial Estate
Okhla, Mathura Road
New Delhi - 110038

Dear Mr. Mennon

I am writing this letter to find out more about the newly launched LCD projector by your company. We happened to see your product in operation at a recently held International conference at Pune and subsequently read a couple of your advertisement in Times of India, New Delhi.

We have gone through your website and other sources to get detailed information on the product but have not been able to find the exact information we are looking for for evaluation and assessment of this product, we would like to seek your help in finding answers to the following questions:

1. What are the limitations of your product?
2. How long it can be used on a continuous basis?
3. Can the colour combination be changed on the spot?
4. What is the life time of the product?

We would appreciate technical & objective answers to these questions which will help us to come to a decision with respect to this product.

I look forward to an early response.

Yours faithfully,

RK
Dr. Rameshwar Kumar
Dean Academics

Unsolicited letter of Enquiry

249 Astak Bhawan-

RITS, Pilani 33031

11 Sep. 2014

The Placement officer
Lokesh Technology solutions
12, Barakhamba Road
New Delhi 110005

Dear Sir

I, Anil Nath, am a 4th year student pursuing BE Mechanical at the Birla Institute of ~~Institute and~~ Technology and Science (BITS), Pilani, which is Asia's Premier engineering Institute.

My areas of interest are Power Plant Engineering, Prime movers & Fluid machines, Design of Machine Elements, Production Techniques.

I look forward to working in a research group environment, so that I can contribute actively to the field of my interest. Joining your research group would be immensely beneficial to me. I am confident that it will give a positive synergy to our mutual interests.

I request you to kindly enlighten me about the job openings in Generation Next Technology.

for a Mechanical Engineering Graduate.
I assure my full commitment and sincerity
in handling any task that will be assigned
to me. Please find my curriculum vitae
enclosed with this letter for your kind
reference.

I hope to receive a favourable reply soon.

Thank you

yours faithfully

Anil Nath

9911893972

anilnath.bits@gmail.com

Enclosure CV

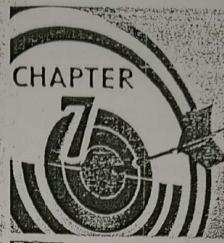
6-14

MEETING DOCUMENTATION

3. A meeting called to discuss arrangements for a specific event is called?
4. Characteristics of a memo?
5. "A meeting without an agenda is like a ship without a destination". What is the meaning of this statement?
6. "A memo is known as an inter office memo" Why?
7. Discuss briefly the techniques that you will use in the successful conducting of a meeting.
8. Describe, giving one example, the functions and form of notice and memorandums.
9. What is the importance of for preparing the mixture of meeting.
10. "A memo is in the nature of a letter and is get not a letter". Discuss.
11. Explain the term minutes what are its essential points in minutes?
12. What is the code for meetings, explain in detail each one it?
13. What is the purpose if meetings and explains the golden rubs in conducting the meetings.

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• COMMUNICATION SKILLS FOR PROFESSIONALS •



UNIT-III

Report Writing

7.1 MEANING OF REPORT

What is Report? The Report is a self-explanatory statement of facts relating to a specific subject and serves the purpose of providing information for decision making and follow up actions. It is a systematic presentation of ascertained facts about a specific event/subject. The Report is a summary of findings and recommendations about a particular matter/problem. The Report is for the guidance of higher authorities including company executives and directors. The Report facilitates timely decisions and follow up measures. According to Oxford Dictionary, the report means "a record of ascertaining facts."

7.2 SIGNIFICANCE AND PURPOSE OF REPORT WRITING

Research report is considered a major component of the research study of the research task remains incomplete till the report has been presented and/or written. As a matter of fact, even the most brilliant hypothesis, highly well designed and conducted research study, and the most striking generalizations and findings are of little value unless they are effectively communicated to others. The purpose of research is not well served unless the findings are made known to others. Research results must invariably enter the general store of knowledge. All this explains the significance of writing research reports. There are people who do not consider writing of report as an integral part of the research process. But the general opinion is in favor of treating the presentation of research results or the writing of the report as part and parcel of the research project. Writing of report is the last step in a research study and requires a set of skills somewhat different from those called for in respect of the earlier stages of research. This task should be accomplished by the researcher with utmost care; he may seek the assistance and guidance of experts for the purpose.

7.3 FEATURES OR CHARACTERISTICS OF THE REPORT

1. Complete and Compact Document. The Report is a complete and compact written document giving updated information about a specific problem.
2. Systematic Presentation of Facts. The Report is a systematic presentation of facts, figures, conclusions and recommendations. The Report writers closely study the problem under investigation and prepare a report after analyzing all relevant information regarding the problem. Report is supported by facts and evidence. There is no scope for imagination in a report which is basically a factual document.

Reports are usually in writing. Writing reports are useful for reference purpose. It serves as complete, compact and self-explanatory document over a long period. Oral reporting is possible in the case of secret and confidential matters.

Provides Information and Guidance. Report is a valuable document which gives information and guidance to the management while framing future policies. It facilitates planning and decision making. Reports are also useful for solving problems faced by a business enterprise.

Self-explanatory Document. Report is a comprehensive document and covers all aspects of the subject matter of study. It is a self-explanatory and the complete document by itself. Acts as a Tool of Internal Communication. The Report is an effective tool of communication between top executives and subordinate staff working in an organization. It provides feedback to employees and to executives for decision making. Reports are generally submitted to higher authorities. It is an example of upward communication. Similarly, reports are also sent by company executives to the lower levels of management. This is treated as downward communication. In addition, reports are also sent to shareholders and others connected with the company. It may be pointed out that report writing/preparation acts as a backbone of any system of communication.

Acts as Permanent Record. A report serves as a permanent record relating to certain business matter. It is useful for future reference and guidance.

Time Consuming and Costly Activity. Report writing is a time consuming, lengthy and costly activity as it involves collection of facts, drawing conclusion and making recommendations.

7.4 TYPES OF REPORT WRITING

Administrative and managerial activities in the modern world are growing in a complex environment. Organizations need accurate and up-to-date information in order to formulate their future line of action. Formation of policies is not possible and practicable in the absence of information; and to fulfill this aim the top-brass executives/policy formulators require the latest information in order to chalk out proper strategies for improving organizational performance. An efficient and highly professional management is in the habit of obtaining reports regularly. Therefore it can be affirmed that report is an integral part of MIS (Management Information System).

A report is an unbiased, objective, straight-forward presentation of facts to one or more receivers to serve a pre-decided business objective. It is a submission of facts and circumstances that are traced out of investigation, inspection, experience, research, survey, interview and the like functions. Presentation of reality is the password here.

Types of Reports. Broadly speaking we can classify reports in three categories:

1. Regular Reports. These are prepared by establishments on daily, weekly, quarterly, monthly, biannually, or annually to present information about sales, income, credit, status, or company's performance.

Special Purpose Reports. Also known as formal reports, are written to describe or explain a program, event, or investigation.

3. News Reports. These are written generally on the matters of public interest, events and happenings etc. News reports can be classified into two broad types, Straight News Report and Investigative Report. The former is the systematic representation of what has happened, in a straight forward, factual plain way. The report neither draws any conclusion nor offers any opinion here. The latter is an in-depth report. It discusses every minute details of the issue and reflects investigative journalism.

In the modern business scenario, reports play a major role in the progress of business. Reports are the backbone to the thinking process of the establishment and they are responsible, to a great extent, in evolving an efficient or inefficient work environment. The significance of the reports includes:

1. The Reports present adequate information on various aspects of the business.
2. All the skills and the knowledge of the professionals are communicated through reports.
3. The Reports help the top line in decision making.
4. A true and balanced report also helps in problem solving.
5. Reports communicate the planning, policies, and other matters regarding an organization to the masses.
6. News reports play the role of the ombudsman and levy checks and balances on the establishment.

7.5 THE STRUCTURE OF A REPORT

Custom and convenience have more or less standardized

- The parts/elements that constitute a report
- Also established a sequence in which they appear.

The elements as their structure sequence can be changed according to the purpose, scope or usefulness of the contents of a report.

1. Front Matter, the items will be writing first are called Front Matter because they appear before main.

Cover

- Frontispiece
- Title page
- Copyright notice
- Forwarding Letter
- Preface
- Acknowledgements
- Table of contents
- List of Illustrations
- Abstract and Summary

- 2. Main Body
 - Introduction
 - Discussion
 - Conclusion
 - Recommendations (if asked for)
- 3. Back Matter. They are known as back matter because they come after the main body.
 - Appendices
 - List of References
 - Bibliography
 - Glossary
 - Index

Along formal report is likely to contain all the elements. Primary consideration for including these items should be usefulness. But, according to scope, purpose, usefulness, you exclude the elements which are not needed and we only include those elements which are needed.

If the above elements only the title page, introduction and discussions are obligatory.

After constituents come segments, when you'll arrange these constituents, make sure that these elements do not appear as headings or subheadings.

It will be assured to give a heading like a title page, main heading

4. Cover. You must be familiar with cover.

It gives the report a neat appearance.

Protects the manuscript from damage.

Some organisation has printed covers with their name all one has to do is to write.

1. Classification
2. Report number (if any)
3. Title of the report
4. Name of the author
5. Date.

Frontispiece: It is a display which arouses readers' interest.

We will leave cover and frontispiece/we will not make a cover in the examination. In your examination you will begin your report (business report) with.

Title Page:

This will be your front page of report. It contains all the information given on the cover.

1. Classification (Secret, top secret)
2. Report No.
3. Title of the Report
4. Subtitle
5. Name of the Author

- 6. Name of the Authority for whom the report was written.
- 7. Contract, project, job number
- 8. Approvals
- 9. Distribution list.

Project No. : E40

Report No. G650

A Report
on
*Combating the Noise Pollution in
Engine Model No. Lexa1008*

Prepared for
The Director of Research
Modi Heavy Electronics Limited
Industrial Area
Bhiwani

By
S.K. Dixit
Senior Technical Assistance

Approved by _____

15 July, 2016

Forwarding Letter: is written for the primary recipient of the report.

It may be

Covering or
Introductory

Preface: Introduce the report.

Acknowledgements:

- Here you have to mention the names of persons/organisation that have helped you in the production of the report.
- When you include published material and the list of sources is very long use the separate page.
- Indicate that permission has been taken in the production of copyright.

We are grateful to Dr. S.K. Dixit of Mechanical Engineering for all the help and guidance for this study. We would also like to thank Dr. _____ for many valuable ideas.

Table of Contents

If the report is short, there is no need of contents.

But if the report is long, table of contents is essential.

— It gives the overall view of the report.

— Helps the reader to locate a particular topic or subsidiary topic easily.

How to Write

— Leave a margin of 1² on the left, right, top, bottom.

— Write Table of Contents on the top center in Capitals (Take two lines of you ruled start)

— Leave three or four spaces (3 or 4 lines of ruled sheet) and then type first heading on the left-hand side.

The contents are compiled from *headings and subheadings of the report*.

Leave one line between headings/Main headings. Write subheadings in continuous.

TABLE OF CONTENTS

Preface

Acknowledgements

1. Introduction

2. Actual Air Pollution

3. Effects in General

3.1. Physical

3.2. Chemical

3.3. Biological

3.4. Economic

4. Effects of Specific Agents

4.1. Sulfur Dioxide

4.2. Carbon Monoxide

4.3. Lead

4.4. Fluorides

5. Conclusion

6. Recommendation

— Table of contents will be written in two lines

— After the main heading, leave a space of one line

— In Q. paper though your report will not be long still, after other elements you will denote

one page to contents and you will write contents in a box.

— Title page

— Acknowledgement (in between)

— The Table of Contents

— Page No.

List of Illustrations:

— After tabling of contents a separate list of illustrations, tables, figures, maps is given.

— It gives information about title and page number.

— But since we will not be having any illustration and even if we are making tables, figures in report then no will not be much. So we will not be writing/making list of illustration.

Main Body

Main part of the report which you will be writing in your exam is Mainbody. It is in this part that problem, topic of report is succeed and analysed. It begins with

Introduction

(1) Introduction sets the scene and prepared the reader for what is to follow.

(2) It provides a better starting point to the reader who is not familiar with the subject of the report.

The main function of the introduction is to say.

• What the report is about ?

• What work has already been done ?

• What new grounds are covered ?

In specific terms:

(i) It states the subject

(ii) Historical/technical background: What work has already been done.

(iii) The Scope of study; specifying its limitation.

• You will explain what is the source of data how data collected.

(iv) Definition of special terms and symbols if then no is small.

In Introduction

(a) There should not be any vagueness

(b) It should be written in forthright manner.

Discussion or Description:

— This section describes and discusses the main business of report (Of course when you will write a report, then after introduction, you will not give a heading like 'Discussion'). Other phases may serve the purpose better.

— It has several sections.

— Its several sections can be grouped under differences

(a) Headings

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(b) Subheadings.

— Function. Its main purpose is to present

(a) The data in the organised form.

(b) Discuss their significance.

(c) Analysis

(d) Result. The whole of this process goes into each topic or subtopic and inference drawn at the end of each or many report writers use backward order.

First stating the result

Then describing how they were arrived at.

I will discuss this in more detail after having through all the constituents of the report.

After you have thoroughly described, discussed, analyse the data, the next thing which you write in your report.

Conclusion

- The Conclusion brings the description/discussion to a close.
- The Conclusion, in a report refers to *logical inferences drawn/judgement* formed after the analysis of data presented in the report.
- All conclusions must be supported by what has gone before/nothing new should be included at this stage.
- If the number is large then they should be organized in the ascending order.

Recommendations

- Conclusions embody findings/inferences.
- The Function of Recommendations is to suggest future/Course of action. What steps should be taken?
- In real life, it is not wise to make recommendations if you have not been asked to do so. The officer may think that you have assumed the authority which rightly belongs to him.

Other than this you write.

Appendix:

- The Appendix contains material which is needed to support the main body of the report.
- But is too detailed to be included in the text. If a reader wants to examine the issue in detail he must be able to find the related evidence.
- It includes questionnaires, statistical data samples of form or data sheets used in

REPORT WRITING

REPORT WRITING

investigations, detailed calculations, examples, sample documents, specimens, views of others on similar topics.

The theme of items included in the appendix should be similar.

It should not interrupt the train of the reader's thoughts.

- An appendix must be referred to in the text and their significance or meaning pointed. If the number is more than one it should be designated as Appendix A and B.
- It should be such that the reader can safely omit reading it in the appendix without loss of understanding.

List of References

- Its customary/essential to give credit to the works (published/unpublished) which you have used or quoted in your report.
- This is done by citing such words in the text and listing them in alphabetical order at the end of the report.
- If their number is small they may be met in the footnotes at the bottom of the page.

Bibliography

Shrey Huda, Shadowlines, Oxford University is serially numbered list of published/unpublished work which is consulted before or during the project of a report.

Difference between bibliography/list of references

- In bibliography, lists the work's author has read and to which he is indicated for ideas or information in general terms.
- In reference, points out the specific location of an idea
- In bibliography, may contain works recommended for further, may be annotated may indicate briefly the terms.
- You have to be the careful order of writing the names, surnames of the sequences of details. The punctuation marks and Layout.

Glossary

A List of technical words used in the report.

If their number is small may be given in the form of footnotes.

Lahiri, Jhumpa, 2004. The Name Sake; New Delhi; India : Harper Collins.

Year	Book	Edition
1972	Grammar,	Second Edition

Common report structures

Short report	Science report	Business report
<ul style="list-style-type: none">• Title page• Introduction• Discussion• Recommendations• References	<ul style="list-style-type: none">• Title page• Introduction• Method & materials• Results• Discussion• Conclusion• Appendices• References	<ul style="list-style-type: none">• Title page• Executive summary• Table of contents• Introduction• Discussion• Conclusion• Recommendations• Appendices• References
Engineering report		
<ul style="list-style-type: none">• Title page• Executive summary (optional)• Introduction• Objectives• Analysis• Discussion• Recommendations & action plan• Conclusion• Appendices• References	<ul style="list-style-type: none">• Title page• Executive summary• Introduction• Method / methodology• Results / findings• Discussion• Conclusions• Recommendations• Appendices• Bibliography	

7.6. THE ABSTRACT

The abstract is a crucial part of your report as it may be the only section read by people at the executive or managerial level who must make decisions based on what they read in your abstract. When you include specific content, it is important to remember these readers are looking for the information they need to make decisions.

The abstract is an overview that provides the reader with the main points and results, though it is not merely a listing of what the report contains. It is a summary of the essence of a report. For this reason, it should be crafted to present the most complete and compelling information possible. It is not a detective story building suspense as the reader hunts for clues, and should not be vague or obtuse in its content.

There are two types of abstracts: descriptive and informative. They have different aims, so as a consequence they have different components and styles. There is also a third type called critical, but it is rarely used.

7.6.1 Types of Abstract

Descriptive abstracts. A descriptive abstract indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It does incorporate key words found in the text and may include the purpose, methods, and scope of the research. Essentially, the descriptive abstract describes the work being abstracted. Some people consider it an outline of the work, rather than a summary. Descriptive abstracts are usually very short-100 words or less.

Informative abstracts. Most of abstracts are informative. In this types of abstract, the writer presents and explains all the main arguments and the important information that can be found in a descriptive abstract (purpose, methods, scope) but also includes the results and conclusions of the research and recommendations of the authors.

7.6.2 Abstract and Executive Summary

It is important for students to understand the difference between abstract and executive summary writing. Although they share some similarities in formality, they both have different purposes.

Purpose of the Abstract Summary :

1. Most research articles and reports are prefaced by an abstract.
2. An abstract is an overview of the entire text.
3. An abstract is sometimes called a synopsis.
4. Unlike the introduction, which leads the audience to the body of the text, the abstract is a text about a text - it provides a commentary on the text that follows from beginning to end.
5. It is a short, half to one-page summary where each new sentence introduces new information so that a concise summary is achieved without paragraphing.
6. An abstract is usually written impersonally.
7. Check that your abstract has at least one sentence about each section of the report, in the same order.
8. It should be written after the report is completed, when you have an overview of the whole text, and placed on the first page of the report.

Purpose of the Executive Summary :

1. An executive summary is derived from the business practice of giving executives a concise outline of the main points in a report, indicating where in the report to locate more detailed information.
2. The summary may consist of several pages for a long report, and may include headings and dot points or numbered points.
3. It must be concise and without fine detail, providing a commentary on the main points only and following the sequence of the report itself.
4. Like the abstract, it should be written after the report is completed, when you have an overview of the whole text, and placed on the first page of the report.

8-6

"The reason why we have two ears and only one mouth is that we may listen the more and talk the less." (Zen of Cicero)

Active and Effective Listening

"God gave so much importance to listening over talking that He gave people two ears and only one mouth."

There are four steps of effective and Active listening

1. Hear
2. Clarify
3. Interpret
4. Respond.

Active and Effective Listening. When the listener tries to understand as clearly as possible what the speaker says.

Effective listening is trying to understand the perspective of the speaker and empathize with him or her.

Effective Listening

Effective listening is arguably one of the most important skills to have nowadays. Personal relationships need effective listening skills to face complicated issues together. Business people and employees need effective listening skills to solve complex problems quickly and stay competitive. Students and professors need it to understand complex issues in their fields.

Thus, it is beneficial if we can understand and eliminate listening barriers that blocks deep, harmonious and lasting relationships.

For most people, we listen only to answer back or to have a reply, instead of listening to understand. Effective listening, on the other hand, is not about the words having delivered, it requires more than hearing the sounds transmitted.

Effective listening encourages that we for understanding of what the other person talks about or feel. And we can do this by focusing on either the person, by thoughts and feelings and not only by words.

Richard Branson frequently quotes listening as one of the main factors behind the success of Virgin.

Effective listening is a skill that underpins all positive human relationships, spend some time thinking about and developing your listening skills - they are the building blocks of success.

8.2 PURPOSE OF LISTENING

1. Listening for the Main Idea. The purpose of this type of listening is to train students to grasp the main points or general information presented in the audio. Students often get stuck on a detail, a word or phrase they don't understand and fail to see the bigger picture. So, this is a great exercise for this type of student.

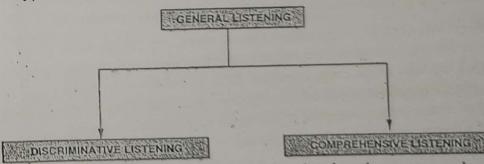
LISTENING SKILLS

2. Listening for Detail. Here, the purpose is to train students to grasp specific information, details that are relevant, important or necessary. The goal is to help students obtain the detailed information they may need like hours, dates, names, etc...
3. Listening for a Sequence. Quite often, students receive instructions in English, information they will need to act on or orders they will need to follow. It is vital that they get the order right, that they understand the sequence correctly and what each step entails.
4. Listening for Specific Vocabulary. Listening activities offer great opportunities to teach new words or review vocabulary previously taught. Here, the purpose is to identify and remember a series of words, which are usually easily categorized, like types of food, sports, animals, etc...
5. Listening for Cultural Interest. With a carefully selected listening activity, you also have the opportunity to teach students about a special holiday or tradition that is popular with another culture. The purpose is to expose the class to this cultural aspect through a listening activity.
6. Listening for Attitude and Opinion. Sometimes students have to listen for what someone is really saying, not what they're literally saying, but what they actually mean. Attitudes, opinions and feelings can all be conveyed in varying degrees from strong disagreement to mild criticism. Advanced students should be able to discern different attitudes and positions, as well as identify how the speaker feels.
7. Listening for Functional Language. Very often, we teach functional language in the ESL classroom, expressions students can use to accept/decline invitations, give suggestions, give advice, etc... The purpose is to show students how these expressions are used in a conversation.

8.3 TYPES OF LISTENING

In the interpersonal skill, listening is the most important skill. Effective listening is the foundation of strong relationships, at home, socially and in the workplace.

There are two types of listening



1. Discriminative listening. Discriminative listening developed at a very early stage. It is the basic form of listening. It involves the understanding of the sound not the meaning of words or phrases. It developed through childhood and into adulthood.

Example

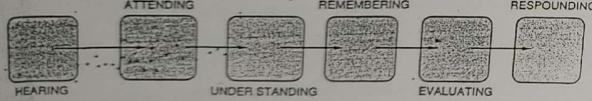
Imagine yourself surrounded by people who are speaking a language that you cannot understand. Perhaps passing through an airport in another country. You can probably distinguish between different voices, male and female, young and old and also gain some understanding about what is going on around you based on the tone of voice, mannerisms and body language of the other people. You are not understanding what is being said but using discriminative listening to gain some level of comprehension of your surroundings.

2. Compressive listening.. It involves understanding the meaning of the words. It is complemented by sub-messages from non-verbal communication.

Other listening types :

1. Appreciative listening. Listen to music, mainly as a way to relax, is a good example of this type of listening. It is for pleasure.
2. Rapport listening. When we are trying to build harmony with others, engage in a type of listening that encourages the other person to trust and like us. It is common in situations of negotiation.
3. Selective listening. In this type of listening, listener is somehow biased to what they are hearing. It is a sign of failing communication.

8.4. STAGES OF THE LISTENING PROCESS



1. Hearing. It refers to the response caused by sound waves stimulating the sensory receptors of the ear ; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention)

2. Attention. Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening; strong stimuli like bright lights, sudden noise...are attention getters; attention to more commonplace or less striking stimuli requires special effort; postural adjustments are aided by physical changes in sensory receptor organs; receptor adjustments might include tensing of the ear's tympanic muscle for better response to weak sounds

3. Understanding. To understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of context. In which the symbols occur; for successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

* COMMUNICATION SKILLS FOR PROFESSIONALS *

Remembering. It is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank; but just as our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

Evaluating. It is a stage in which active listeners participate; it is at these point that the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

6. Responding. This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received , this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Learning new things requires that we listen. If someone presents a new concept, it is wise to heed his message. Believe it or not, listening is actually a process

8.5. LISTENING IS NOT THE SAME AS HEARING

"There's a lot of difference between listening and hearing."

— G.K. Chesterton

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages

Listening is a skill of critical significance in all aspects of our lives--from maintaining our personal relationships, to getting our jobs done, to taking notes in class, to figuring out which bus to take to the airport. Regardless of how we're engaged with listening, it's important to understand that listening involves more than just hearing the words that are directed at us.

Case Study

What Does It Mean to Listen?

So, your friend is telling you all about her new boyfriend. She describes his shiny dark hair, buff physique and zippy sports car. With a half an ear, you hear what she is saying. But are you really listening?

Let's see. Listening involves taking the words and sounds we hear and converting them into something that makes sense to us. By this, we attach meaning to the words and sentences. Since your friend has the boyfriend and not you, it may not be that important to know every detail. Had your friend mentioned that her new beau has a twin brother who is also single, things may be different.

8-10

Reasons We Listen

We listen for a few reasons. For one, we listen to gather information about something. In the scenario of the single brother, you may be all ears! That is mostly because the message being sent has meaning to you, like a potential date on Saturday night! We also listen to understand. Think about a time you needed driving directions. As the good Samaritan guides you through a few left and rights, you are attending to his every word. Sometimes, we listen for enjoyment. A good joke or maybe some juicy gossip comes your way. As the messages are being sent, you are mostly attentive because it's fun. Well, so long as you are not on the business end of the message, anyway!

The difference between active and passive listening

Listening and hearing are two different things. Hearing involves perceiving the sound. Hearing is involuntary and may simply reflect the auditory capabilities of our brain. Listening, on the other hand, is much more active than just hearing. In fact, listening usually requires more energy than speaking as it involves receiving and interpreting the information.

Listening activity is vital in the process of one's language acquisition. Reading and translation simply won't do. However, not every listening activity can be beneficial to language students, as our response to the message we hear might either be passive or active.

Passive listening is not much different from hearing. For instance, many of us have found ourselves in situations where our minds would drift, we would lose our motivation in listening, and consider the information we hear as "background noise" or pretend that we're listening just "to be polite." We think that we are listening, but in fact we are simply letting this information go past our brain.

Active listening implies listening with a purpose. We might listen to gain information from the speaker, not just to "fill in the awkward silence." When listening actively, we obtain directions, pay attention to details, solve problems, get to know people, share interests, feelings, emotions, etc.

In active listening, you engage yourself into the message that you hear, interact with it, pay attention to sounds, expressions, intonation, as well as take note of what you do not understand. But you can take the same message and listen to it passively, letting your mind drift and think about what you need to do next.

Concluding today's message we should train yourself to listen actively. The following list gives a few tips on how to become an active listener when it comes to learning a language:

1. Listen to a passage and pay attention to the pronunciation and intonation of the speaker.
2. When possible, repeat some words and phrases after the speaker.
3. If it's a podcast, pause and rewind often. That will help you spot the words you haven't noticed before.
4. If possible, find the transcript of the passage, and set aside time to read through it to make sure what you got right and what you'd missed.

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5. Try retelling the passage. If you have nobody with whom to share the passage record yourself or mentally recall the major points of the passage.

"Listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding . . . The stages occur in sequence but we are generally unaware of them."

—(Sheila Steinberg)

Activity

Active Listening Skills and Techniques

You just get off the phone with Ms. Malik, your participant from hell! Your conversation is summarized below:

"Ms. Malik! How are you today? I'm glad to hear you are doing well. I just wanted to follow up with you to see if you in fact did complete that application for the transportation form I sent you. I know how hard it can be for you to get to your appointments without your own car. Mrs. Malik, says no child honestly hasn't even had a chance to look at that mess. You keep sending me all this stuff every week. My grandbaby is sick in the hospital and everyone is focused on helping her get better. I am not really worried about my screenings right now. I know they are important though. The navigator gives her sympathy to Ms. Malik, and at the same time states maybe I could stop by next week and we can fill out those forms together, and don't worry about those missed appointments I can reschedule them for you in a couple of weeks. Does that sound good? No, Mrs. Malik states...I'm not interested right now...how about I will call you in a couple of weeks."

Can you believe Ms. Malik? She is driving you absolutely crazy!

It seems like you can not accomplish anything with her. Every appointment you schedule on her behalf, she does not complete. Every time you send her applications for resources she requests such as transportation, help with costs of her co-pays and even an application for help with the costs of her prescription medication, she does not fill them out. She is still over due on all of her screenings and at this point you feel like she is not able to be successfully navigated. After all you tried right?

Questions

1. Did the navigator utilize active listening techniques at any point in this conversation?
2. Using the above example, incorporate active listening skills into the conversation.
3. How do you think active listening skills would have benefited both the participant and the navigator?

8.6 PRINCIPLES OF LISTENING

1. Stop Talking. If you want to be a good communicator you have to be a good listener. Firstly you should give your quality of time to the commutator.
2. Prepare to listen. You should try to put other thoughts of mind and concentrate on the messages that are being communicated.
3. Put the speaker at Ease. Try to give the comfort to the speaker. Maintain eye contact but don't stare.

solving the problem or need
exactly how your product
will help you succeed.

the internet than females.

8. Over 60 hours of videos are uploaded each minute on YouTube.com.
9. 700 YouTube videos are shared on Twitter every minute.
10. Viewers spend 100% more time on pages with videos on them.
11. Mobile video viewing increased 35% from 2010 to 2011.
12. 25 million Smartphone users stream 4 hours of mobile video per month. 75% of smartphone users watch videos on their phones, 26% of whom uses video at least once a day.
13. Mobile video subscription is expected to hit \$16 billion in revenue by 2014, with over 500 million subscribers.

Everyone has a preferred learning style, but most people respond better to visuals than with the spoken word alone. Consider the following research findings:

1. People gain 75% of what they know visually, 13% through hearing, and 12% through smell.
 2. A picture is three times more effective in conveying information than words alone.
 3. Words and pictures together are six times more effective than words alone.
- It is said that "Half the world is composed of people who have something to say and they cannot say it, and the other half, who have nothing to say and they keep on saying it". The ability to make effective and memorable oral presentations is one of the most important qualities you need to develop for a successful career. And constant practice would help you acquire this skill.
- The more successful your career, the more often you will be called upon to make presentations for a variety of situations and audiences.

9.1 MEANING

The formal presentation of information is divided into two broad categories:

1. Presentation Skills and
2. Personal Presentation.

These two aspects are interwoven and can be described as the preparation, presentation and practice of verbal and non-verbal communication.

Many people feel terrified when asked to make their first public talk. Some of these initial fears can be reduced by good preparation that also lays the groundwork for making an effective presentation.

A Presentation is...

A presentation is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team.

A presentation can also be used as a broad term that encompasses other 'speaking engagements' such as making a speech at a wedding, or getting a point across in a video conference.

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PRESENTATION SKILLS

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To be effective, step-by-step preparation and the method and means of presenting the information should be carefully considered.

9.2 TYPES OF PRESENTATIONS AND PURPOSE

There are five different types of presentations you can give and their purpose is to invoke different reactions. The first step in preparing a presentation is to define the purpose of your presentation. The following is an overview of several common types of presentations and their purpose. Each presentation type requires a specific organization technique to assure they are understood and remembered by the audience. The suggested organizational structure is also provided.

1. Informative
2. Instructional
3. Arousing
4. Persuasive
5. Decision-making
6. Presentations that Entertain

1. Informative

Keep an informative presentation brief and to-the-point. Stick to the facts and avoid complicated information. Choose one of the following organizational structures for an informative presentation:

- (a) Time
- (i) Explains when things should happen.
 - (ii) Works best with visual people or people who can see the overall organization or sequence of events.
 - (iii) Use words like "first," "second," "third," to list order.

(b) Place

- (i) Explains where things should happen.
- (ii) Works best with people who understand the group or area you are talking about.
- (iii) Use words like "Region 1, 2, 3, or 4" to explain order.

(c) Cause and Effect

- (i) Explains how things should happen.
- (ii) Works best with people who understand the relationship between events.
- (iii) Use phrases like "Because of _____, we now have to _____".

- (d) Logical Order. Simply list items in their order-of-importance. Works best with people who are accustomed to breaking down complex data into components in order to digest the material.

2. Instructional

Your purpose in an instructional presentation is to give specific directions or orders. Your

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presentation will probably be a bit longer, because it has to cover your topic thoroughly. In an instructional presentation, your listeners should come away with new knowledge or a new skill.

- (a) Explain why the information or skill is valuable to the audience.
- (b) Explain the learning objectives of the instructional program.
- (c) Demonstrate the process if it involves something in which the audience will later participate using the following method.
 - (i) Demonstrate it first without comment.
 - (ii) Demonstrate it again with a brief explanation.
 - (iii) Demonstrate it a third time, step-by-step, with an explanation.
 - (iv) Have the participants practice the skill.
- (d) Provide participants the opportunity to ask questions, give, and receive feedback from you and their peers.
- (e) Connect the learning to actual use.
- (f) Have participants verbally state how they will use it.

3. Arousing

Your purpose in an arousing presentation is to make people think about a certain problem or situation. You want to arouse the audience's emotions and intellect so that they will be receptive to your point of view. Use vivid language in an arousing presentation — project sincerity and enthusiasm.

- (a) Gain attention with a story that illustrates (and sometimes exaggerates) the problem.
- (b) Show the need to solve the problem and illustrate it with an example that is the general or common place.
- (c) Describe your solution for a satisfactory resolution to the problem.
- (d) Compare/contrast the two worlds with the problem solved and unsolved.
- (e) Call the audience to action to help solve the problem.
- (f) Give the audience a directive that is clear, easy, and immediate.

4. Persuasive

Your purpose in a persuasive presentation is to convince your listeners to accept your proposal. A convincing, persuasive presentation offers a solution to a controversy, dispute, or problem. To succeed with a persuasive presentation, you must present sufficient logic, evidence, and emotion to sway the audience to your viewpoint.

- (a) Create a great introduction because a persuasive presentation introduction must accomplish the following:
 - (i) Seize the audience's attention.
 - (ii) Disclose the problem or needs that your product or service will satisfy.

- (b) Tantalize the audience by describing the advantages of solving the problem or need.
- (c) Create a desire for the audience to agree with you by describing exactly how your product or service to fill their real needs.
- (d) Close your persuasive presentation with a call to action.
- (e) Ask for the order.
- (f) Ask for the decision that you want to be made.
- (g) Ask for the course of action that you want to be followed.

5. Decision-making

Your purpose in a decision-making presentation is to move your audience to take your suggested action. A decision-making presentation presents ideas, suggestions, and arguments strongly enough to persuade an audience to carry out your requests. In a decision-making presentation, you must tell the audiences what to do and how to do it. You should also let them know what will happen if they don't do what you ask.

- 1. Gain attention with a story that illustrates the problem.
- 2. Show the need to solve the problem and illustrate it with an example that is general or commonplace.
- 3. Describe your solution to bring a satisfactory resolution to the problem.
- 4. Compare/contrast the two worlds with the problem solved and unsolved.

Call the audience to action to help solve the problem and give them a way to be part of the solution.

6. Presentations that Entertain

Speaking for the sole purposes of entertaining is not usually appropriate in business. Whether your purpose in speaking is to inform or persuade, however, a little "comic relief" almost always makes a presentation more enjoyable and therefore more effective.

Stories and jokes can help make the listener's job easier. Humor is tricky, however. Not everyone can tell the same joke with the same success, and some people feel foolish telling stories. You will need to discover for yourself what works best for you, using the following hints as a starting point:

- 1. Stories and jokes can be effective icebreakers. When you begin your presentation with a story or joke, both you and your audience have a chance to relax and become comfortable before the actual message begins. Unless you are comfortable with telling jokes or stories, however, you will do well to avoid them and find another way to break the ice. The way the audience responds to your opening remarks will influence their response to your entire presentation.

Make sure that your material is current. Unless you can provide a new twist, an old joke is worse than no joke at all. It does not help to ask your audience to stop you if they have heard it before—even if they have heard it, they will not stop you, but will let you tell it and then not respond, leaving you hanging. Use material that's both current and appropriate for your presentation.

Keep the entertainment material related to but separate from your main message. Remember that any entertainment material is primarily filler, to be used to influence the mood of the audience. The point of your stories and jokes should relate to the topic of your presentation so that your transitions from the stories and jokes to the main points of your presentation can be clear. The emphasis belongs on your main points.

Keep the material in good taste. In addition to avoiding ethnic and sexist humor, be aware of the sensitivities of the group. Stories and jokes that center on sex, politics, and religion are almost guaranteed to offend someone in a large group and are usually best avoided. If you have any doubt about whether a group is "ready" for a particular joke or story, avoid using it.

The Audience

Make sure you have finished speaking before your audience has finished listening."

Dorothy Sarnoff

The audience is an important variable in any communication situation; as a rule, however, analyzing an audience for an oral presentation is easier than analyzing an audience for a written message. You and your audience are in the same place at the same time, usually for a specific purpose.

You also usually have some information about your audience's other interests, as well as their range in ages, educational backgrounds, and occupations. Based on your analysis of that information, you should be able to make some predictions about how the audience will receive you and your message.

The attributes of your audience that will have the greatest influence on your presentation are size, attitude toward you and your subject, and their previous knowledge about the subject.

1. Audience Size. The size of the audience is an important influence on any presentation. In general, the larger the group, the more difficult it is to satisfy everyone. Sometimes, just gaining the attention of a large group can be a challenge. The three most important qualities of large audiences that cause problems for presenters are the following:

- (a) The members of a large group are less cohesive-less willing to stick together-than members of a smaller group. The behavior of large audiences is less predictable than that of small groups.
- (b) The members of a large group are likely to have less in common with one another than members of a small group. In any large group, some members of the audience will disagree with you.

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(c) The members of a large group have a greater variation in attitudes, knowledge about the subject, and educational level than members of a smaller group. Large groups present greater challenges for finding the appropriate balance of technical and nontechnical information.

2. Audience Attitude. The attitude of the audience toward you and your subject can vary in several ways. The audience may

- (a) Like you and like your subject.
- (b) Like you but dislike your subject.
- (c) Dislike you but like your subject.
- (d) Dislike both you and your subject.
- (e) Like or dislike you and be neutral about your subject.
- (f) Be neutral about you and like or dislike your subject.
- (g) Be neutral about you and your subject.

3. Audience Knowledge. What does your audience already know about your subject? What is the typical educational level of those in the audience? The answers to these questions determine what you will need to do to adapt your presentation to fit a specific audience. When the audience is unfamiliar with the subject, or when the subject is complex given their educational background, you will need to make a special effort to help your audience understand:

- (a) Use a vocabulary that everyone will understand.
- (b) Explain technical terms.
- (c) Make your organizational plan obvious, and make transitions clear.
- (d) Repeat and emphasize key points.

9.3 TECHNIQUES OF PRESENTATION SKILLS

Regardless of the variables in the situation, the techniques required for an effective presentation are essentially the same. You will need to plan what you will say, establish credibility, deliver the message, and obtain feedback.

"Words have incredible power.
They can make people's hearts soar,
or they can make people's hearts sore."

— Dr. Mardy Grothe

Planning

How much planning you must do before you speak depends on the complexity of the subject and the formality of the situation. Complex subjects require more planning than simple ones, and formal situations give you less margin for error than informal situations.

1. Know Your Subject. People are usually asked to speak about things they know. Other than impromptu speeches, however, presentations will require at least some specific preparation to adapt material to the audience and occasion and to ensure that the most important points are covered in a logical order. Being thoroughly familiar with your subject and what you intend to say.
2. Be Positive. In previous times, military commanders who did not want to hear that the battle had been lost often put bearers of bad news to death. This is the origin of the expression, killing the messenger. Although there may be times you have no choice but to deliver bad news, people tend to associate those who present negative messages with the bad news. For this reason, when possible, avoid saying negative things about people, organizations, or ideas presented by others. Another reason to focus on the positive is that people process positive language more quickly and easily than they do negative language.
3. Rehearse. How much time you should spend rehearsing what you want to say depends on the importance of and complexity of the situation. Some complex situations may require months of research, preparation, and rehearsing. Rehearsing can be tricky, however. You should rehearse enough to be familiar and comfortable with your message, but not so much that your delivery is stiff and tired. To be effective as a presenter, you must know what you want to say well enough to say it without reading it or memorizing it.
4. Be clear, truthful, and interesting. You can't be perfect; nobody is. You cannot prepare for every contingency; and you cannot know everything about your subject, the circumstances, or the audience. You do, however, owe it to your audience to present what you do know in a clear, truthful, and interesting way, and that's all they will expect.

9.3.2 Establishing Credibility

Your credibility as a message source will have an important influence on the reception the audience gives your message. You can establish long-term credibility only by becoming a recognized expert in a given area. Once you have established yourself as an authority, you carry this credibility with you into new situations calling for your expertise. Long-term credibility in one area has a halo effect or carry-over credibility that increases the perception of your credibility in other areas as well.

Even if you possess long-term credibility, you will still need to establish short-term credibility with your audience each time you speak. To help ensure high short-term credibility, make clear distinctions among facts, inferences, and value judgments (opinions) and by telling your audience how you know what the facts are.

9.3.3 Delivering the Message

In addition to the structure and content of your message, the way you deliver it will also have an influence on its reception. Whatever the size of your audience, the skills you need to make an effective presentation are essentially the same as the conversational skills you have been using all your life. Anything that makes your communication effective in one-on-one situations will

sufficient time to ensure that the system is working (and have a back-up plan in case it doesn't). If you are using an overhead or slide projector, make sure that a spare bulb is available.

5. Your appearance. Before your presentation, check yourself in a mirror to make sure that your appearance is acceptable. Men should make sure to check the zipper on their pants. It's awkward to have someone in your audience point out that your pants need zipping. Women need to check their make-up and jewelry. Knowing that you look acceptable will help provide the additional confidence required for an effective presentation.

If you find that you are still nervous when you begin speaking (in spite of your rehearsals and Circle of Excellence), do not apologize for it or make any comment that suggests that you are inexperienced or poorly prepared. Concentrate on your message and your audience. If your throat gets dry, drink water rather than coffee or carbonated drinks, which may make your throat feel even drier.

When your time to speak arrives, walk confidently to the lectern without speaking. Create your Circle of Excellence as you approach the lectern, and then step into it, and say your code word to yourself. Plant your feet firmly, with your left foot pointed straight ahead and your right foot with your toes pointed out at a 45-degree angle. This will help you avoid the common random movements that audiences find distracting.

Before you speak, look at the audience, starting by looking at the people seated in the front on your left. Let your eyes gaze down the left side of the audience, across the back row, and then back to the front along the right side. This will pull the audience into you before you begin.

If you have been introduced, be sure to thank the person who introduced you. Express appreciation for the opportunity to speak and, perhaps, the importance of the occasion. While you speak, watch the audience for signs that everyone can hear you and follow what you are saying. Move naturally, but until you are an accomplished speaker, avoid moving and talking at the same time. Use natural pauses in your presentation to move from one location to another, plant your feet, and begin speaking again. Gesture naturally, but remember that the larger your audience, the bigger your gestures needs to be for everyone to see them.

94. ORGANIZING THE CONTENTS

A presentation, like all communication forms, requires a specific organizational pattern to be effective, and just as letters, memos, and reports follow certain conventions formats, presentations also follow certain conventions influencing the delivery of information. These include the following:

- 1. Opening
- 2. Body
- 3. Closing.

Opening. The opening of a presentation is usually designed to help both the speaker and the audience feel comfortable and to orient the audience to the purpose of the presentation. The opening of a formal presentation usually establishes the tone and determines

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the audience's attitude toward the speaker and the material. The following are typical openings:

1. **A joke.** When they are relevant and told well, jokes can be effective ice breakers. Audiences have been conditioned to expect a joke or two at the beginning of most presentations, so telling an appropriate joke will meet that expectation.
2. **A story.** Human interest stories are another common way of opening a presentation. People enjoy listening to stories if they make an appropriate point.
3. **Background information.** On some occasions you will need to provide some background information to orient your audience to the subject of your presentation. Remember that introductory material and explanations are not especially interesting, so interweave the required background information with something that will be of greater interest to your audience, such as a preview or a benefit.
4. **A preview.** For most presentations, a preview helps orient the audience to the basic structure of the message. A preview provides the audience with the structure of your presentation by identifying the main points and the order in which you will present them.
5. **A benefit.** Tell the members of your audience how they will benefit from your presentation. Explain what they will learn and how they will be able to use that knowledge.
6. **A special goodwill statement.** If you haven't already done so when thanking the person who introduced you, you can open by expressing appreciation for being invited to speak and referring to the importance of the occasion.

Body. The body of the presentation consists of the facts, figures, and principles you wish to convey. Because your organizational pattern must be clear to your audience, use explicit transitions from one point to the next. Tell the audience how each part contributes to the whole, and how the whole is equal to the sum of its parts. Refer to your purpose from time to time. Show how what you have already said and what you are about to say contribute to your overall purpose.

Transitions that appear artificial in written messages are beneficial in oral presentations: "Now that we have seen how X influences Y, let's briefly consider how X influences Z."

Whenever you have resistance to overcome, or when you wish to persuade an audience to change opinions or behavior, build your case slowly and carefully. If there are two sides to a subject, present both of them. Your audience will become aware of the other opinion sooner or later anyway, and if you neglect to mention the other side, they will hold that against you.

In an oral presentation, some redundancy is essential. Repeat important points. An oral message is not the same as a written message in this regard. Because your audience cannot "look back" to see what you said before, you will need to repeat important points to help them remember. Work your repetitions in naturally, however, so that the audience will not feel as though you are talking down to them.

Closing. Because it is a natural point of emphasis and because it is the last impression your audience will have of you, the closing of your presentation deserves special attention.

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End with a bang rather than a whimper, a flourish rather than a fadeout.

1. **Avoid quitting before you are finished.** Continue to speak clearly, distinctly, and forcefully throughout your entire message. Guard against allowing your voice to fade.
2. **Invite questions.** If appropriate, allow time at the end of your presentation to answer questions from the audience. If there is none, provide a brief summary before concluding.
3. **Summarize key points.** Review the main points for your audience. Emphasize the benefits associated with doing as you have suggested, or explain why knowing the information you have presented will be useful.
4. **Be specific about desired actions.** If you want your audience to act, ask specifically for that action. Explain exactly what you want your audience to do, and make the action seem easy. If appropriate, get some kind of immediate commitment from them-signing a petition, leaving names and phone numbers (or email addresses), or showing hands to indicate willingness to act.
5. **Be positive and forward-looking.** If you end your presentation on a negative note, your audience will associate you with that negative element rather than with the positive elements that may have preceded it. No matter how gloomy your topic happens to be, find some hope for the future and focus on it as you conclude your presentation.
6. **Conclude when you say you will.** If you have been allotted a specific time for your presentation, finish on time. Once you have said "In conclusion", be sure that you conclude-restate your main point, specify an action, and quit.

9.5. THE NUANCES/MODES/DELIVERY

Having something to say is not enough; you must also know how to say it. Most audiences prefer delivery that combines a certain degree of formality with the best attributes of good conversation-directness, spontaneity, animation, vocal and facial expressiveness, and a lively sense of communication.

There are four modes of delivery, which can be used for making presentations:

1. **Extemporaneous.** Extemporaneous presentation is the most popular and effective method. Here rehearsal of presentation to be made is must but cramming must be avoided. It also requires meticulously and well organized content so as to make the presentation more effective.

Advantages

- (a) This gives enough time to prepare the presentation, so work hard on the theme/central idea to present the theme in the best structured way.
- (b) Extemporaneous gives chance to decide the outline of language to be used according to the targeted audience
- (c) The speaker can incorporate appropriate quotations, proverbs, illustrations, and statistics to make his statements authentic.

(b) Speaker gets the chance to express his thoughts irrespective of what other think or say.

Disadvantages

- (a) The presentation lacks organized development of ideas because of the shortage of time.
- (b) There is no supplementary material to substantiate the speech.
- (c) The presentation may turn out to be a failure if you have inadequate proficiency in the language to use.

Keep in mind that gaining a reputation for being a good impromptu speaker can do a great deal for your career aspirations.

4. Memorization. This method of presentation is very difficult for most of us. Probably a handful of you can actually memorize an entire speech. This type of delivery stands somewhere between extemporaneous and manuscript presentation.

Advantages

- (a) It is easy for speaker to maintain eye contact with audience.
- (b) The speaker can easily move and make use of appropriate non verbal communication.
- (c) Speech can be completed in time.

Disadvantages

- (a) Memorization requires too much of time.
- (b) There are chances of making dull presentation.
- (c) Flexibility cannot be adopted during the presentation.
- (d) The speaker gets frustrated if he forgets a word, sentence, or a whole paragraph.

9.6. VOICE AND BODY LANGUAGE INEFFECTIVE PRESENTATION (KINESICS)

Kinesics is the name given to the study of the body's physical movements. Nodding your head, blinking your eyes, shrugging shoulders, waving the hands, and other such physical activities are all forms of communication. Some kinesic behaviors are deliberately intended to communicate, as when your head for acceptance. Understanding non-verbal cues will develop your ability to use them more effectively during your presentations.

In face to face communication the message is conveyed on two levels simultaneously. One is verbal and other is non verbal. It is said by Socrates "Nobility and dignity; self-abasement and servility, insolence and vulgarity, are reflected in the face and in the attitudes of the body whether still or in motion". Non verbal communication is instinctive.

Non verbal communication is concerned with body movements (Kinesics), space (Proxemics) and vocal features (paralinguistic features). It is important that we know more about these features of body language because the verbal components of oral communication carry less than 35% of the social meaning of the situation, while more than 65% is carried on the non-verbal band. People react strongly on what they see.

Kinesics includes:

Personal Appearance. Personal appearance plays an important role; people see you before they hear you. As you adapt your language to an audience, you should also dress appositely. Appearance includes clothes, hair, jewellery, cosmetics, and so on. In today's society the purpose of clothing has altered from fulfilling a basic need to expressing oneself. Clothes accent the body's movements.

Posture. Posture generally refers to the way we hold ourselves when we stand, sit or walk. The way you sit, stand, or walk reveals a lot about you. New speakers are unsure of what to do with their body. Certain mannerisms creep in, usually from nervousness - pacing constantly, bobbing the shoulders, fidgeting with notes, jingling coins, either constantly moving or remaining static. Truly, what one speaks is very important but you do just before you begin and after you have finished is equally important.

Gesture. Gesture is the movement made by hands, arms, shoulders, head and torso. Adroit gestures can add to the impact of speech. Gestures clarify your ideas or reinforce them and should be well suited to the audience and occasion. It has been observed that there are as many as 7,00,000 varied hand gestures alone and the meanings derived from them may vary from individual to individual.

Gestures should not divert the attention of the listener and distract from your message. Speakers' gestures should be quite natural and spontaneous.

Facial Expression. Facial expressions also play an important role in presenting. The face is the most expressive part of our body. A smile stands for friendliness, a frown for discontent, raised eyebrows for disbelief, tightened jaw muscles for antagonism, etc. The face rarely sends a single message at a time. Instead it sends a series of messages-your facial expressions may show anxiety, recognition, hesitation, and pleasure in quick succession.

Eye Contact. The eyes are considered to be the windows of the soul. You look into the eyes of a speaker to help find out the truthfulness of his speech, his intelligence, attitudes, and feelings. Eye contact is a direct and powerful form of non-verbal communication. Looking directly at listeners builds rapport. Prolonging the eye contact for three to five seconds tells the audience that you are sincere in what you say and that you want them to pay attention.

PROXEMICS

Proxemics is the study of physical space in interpersonal relations. The way people use space tells you a lot about them. In a professional setting, space is used to signal power and status. Your gestures should be in accordance with the space available.

Edward T Hall is his "The Hidden Dimension" divides space into four distinct zones.

1. **Intimate.** This zone starts with personal touch and extends just to 18 inches. Members of the family, relatives etc fall under this zone. The best relationship that describes it is the mother-child relationship.
2. **Personal.** This zone stretches from 18 inches to 4 feet. Your close friends, colleagues, peers etc fall in this group. It permits spontaneous and unprogrammed communications.

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3. Social. Social events take place in this radius of 4 feet to 12 feet. In this layer, relationships are more official. People are more cautious in their movements. You should be smart enough to conduct it with less emotion and more planning.
 4. Public. This zone starts from 12 feet and may extend to 30 feet or to the range of eyesight and hearing. Events that take place in this zone are formal. The audience is free to do whatever it feels like.

PARALINGUISTICS

Paralinguistic features are non-verbal cues that help you to give urgency to your voice. Your voice is your trademark. Therefore, it is useful to understand the characteristic nuances of voice.

1. Quality. Each one of us has a unique voice and its quality depends upon its resonating mechanism. It may be rich and resonant, soft and alluring, thin and nasal, hoarse and husky, or harsh and irritating. So one can make conscious efforts to improve one's quality of voice.
2. Volume. Volume is the loudness or the softness of the voice. Your voice should always project but need not always be loud. You should vary your volume so as to make your voice audible and clear.
3. Pace/Rate. Rate is the number of words which you speak per minute. It varies from person to person and from 80 to 250 words per minute. The normal rate is from 120 to 150 words. Cultivate your pace so as to fit in this reasonable limit. Use pauses to create emphasis. A well paced, varied message suggests enthusiasm, self-assurance and awareness of audience.
4. Pitch. Pitch refers to the number of vibrations per second of your voice. The rise and fall of the voice convey various emotions. A well balanced pitch results in a clear and effective tone.
5. Articulation. Speakers should be careful not to slop, slur, chop, truncate, or omit sounds between words or sentences. If all the sounds are not uttered properly, the flow of understanding gets interrupted and deters the listener from grasping the meaning of the message. Develop in yourself the ability to speak distinctly; produce the sounds in a crisp and lucid manner.
6. Pronunciation. If articulation means speaking out all the sounds distinctly, then pronunciation requires us to speak out sounds in way that is generally accepted. The best way is to follow British Received pronunciation. One should be careful enough to pronounce individual sounds along with word stress, according to the set norms. Wherever there is confusion, always consult a good dictionary and try to pronounce it correctly.
7. Voice Modulation. Modulation refers to the way we regulate, vary or adjust the tone, pitch, and volume of the sound or speaking voice. Modulation of voice brings flexibility and vitality to your voice, and you can express emotions and sentiments in the best possible way.

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8. Pauses. A pause is a short silence flanked by the words. A pause is speaking less. A listener reflect on the message and digest it accordingly. It helps you glide from one thought to another one. It embellishes your speech because it is a natural process to give a break.

9.7 TIME DIMENSION (CHRONEMICS)

Chronemics is the study of how humans beings communicate through their use of time. We attempt to control time, trying to use it more effectively. Good timing is very crucial, and you should rehearse a formal presentation until it is a little underline, because staying within time limits is a mark of courtesy and professionalism.

9.8 INFERENCE/CONCLUSION

To recapitulate, oral presentation is an art that requires careful planning, preparation, and a great deal of practice. The tool is both valuable and relevant. Apart from communicating the main purpose of your presentation, there are various factors that you need to blend inextricably to convey your message clearly. These features are: audience analysis, organization of matter, preparation of an outline, nuances of delivery, kinesics and paralinguistics, and visual aids. Your aim should be to keep all these threads intact, neither too loose nor too tight. With care and practice, you can achieve wonders with your oral presentations.

Presentations - Step by Step :

This is the basic sequence of actions for creating and preparing a presentation up to the point of actually delivering the presentation to an audience:

1. Define the purpose.
2. Gather content and presentation ideas.
3. Structure the subject matter (sections, headings, order).
4. Develop how to present it (style, elements, props, equipment).
5. Prepare presentation (wording, design, materials, equipment).
6. Practice and rehearsals (get feedback, refinement).
7. Plan venue, control the environment.
8. 'Dress rehearsals' if warranted.
9. Relax and prepare yourself — confidence and control.

Prepare the Presentation

Consider:

1. What's the purpose?
2. For whom?
3. What outcomes and reactions are you seeking?

Consider the more detailed nature of:

1. Subject and content, audience needs, type of presentation, equipment and venue.

Newspaper he or she can improve the content. During the GROUP DISCUSSION process, it is imperative to develop or enhance the content by listening to the other speakers. A healthy content should comprise a few 'for' points and a few 'against' points," he said.

Doling out a few tips he said: Avoid long sentences and redundant ideas. Be innovative as far as possible and avoid using high-sounding words and verbose sentences. Pack your part of discussion with examples and analogies. Mr. Murthy also gave an insight into various approaches to a 'GROUP DISCUSSION' session. Eplus club members enthusiastically participated in a mock GROUP DISCUSSION session. The mock session was organised by Ashish Chowdary of TIME.

Sumit Bhattacharjee in Visakhapatnam

10.1. MEANING OF GROUP DISCUSSION

Meaning of Group Discussion. It is a form of organized and determined oral process, distinguished by the formal and structured exchange of views.

Group discussion is a judgemental procedure. In this procedure, the candidates are divided into small groups. Then they have to exchange their views on some issue situations.

It is for the most part utilized for selecting contender for the most part utilized for selecting contender for administration posts. Here, the candidates are divided into small groups. Every gathering contains six to eight hopefuls. Every gathering gives a point for discussion. They are additionally given a period limit for examining this subject.

The theme of the topic may be a General, Current Point, Social, Management, Sports, Creativity, General Interest, Politics, Economics or Education.

For example

1. Is WhatsApp killing mind?
2. What are the Advantages and Disadvantages of Mobile Wallet?
3. Are Leaders born or they are made in Business Schools?
4. Should Group Discussion (GD) be part of Campus Placements?
5. Is E-Learning an appropriate substitute of Classroom Learning?
6. Should public smoking not be banned?
7. Devalued Yuan – Effect on Indian and World Economy?
8. Is media a mixed blessing?
9. Are harsh punishments more effective in reducing crime?
10. MBA helps you succeed in life?

Group discussion is mostly unstructured. That is, every single step is not planned in advance. Each candidate is not given a time limit for speaking. Similarly the order of speaking, that is who will speak first and who will speak last is not fixed in advance. The candidates have to decide how to conduct the group discussion. The selectors see how the group takes shape, and who contributes most to it. They also judge the knowledge of each candidate, time management, leadership quality, behavior etc.

GROUP DISCUSSION

10.2. Characteristics of Group Discussions

1. **Team up.** A basic feature of Group discussion is the integration among the various members of the group. Active listening and effective communication should be there.
2. **Members and leader.** In the group one should be a leader and members. The leader should lead the discussion and interact the whole group members with each other.
3. **Effective participation.** Effective and active participation of the members must be there.
4. **Positive appeal.** It is a totally interpersonal appeal. Everyone has to develop empathy and try to share each others problems.
5. **Adaptation.** It is mandatory. The predefined and standards are always applied and followed.

10.3. How to Initiate, Lead and Conclude a Group Discussion (GD)?

Initiating, leading and concluding a Group Discussion is essential techniques to get noticed and earn golden points in a Group Discussion.

Group Discussion is an essential part of B-School selection process. A Group Discussion is conducted to test various managerial skills such as communication, leadership, rational, analytical, interpersonal, etc. There are many ways in which you can make your performance impressive and effective in a Group Discussion.

How do you ensure that the panelists notice you during a Group Discussion? Initiating a Group Discussion is a great move towards grabbing the attention of the panelists. But be careful of what you speak while beginning a Group Discussion, as that may make or break your chances of getting through to the Personal Interview round. Once the topic is announced, take a moment to absorb the topic of Group Discussion and start by saying something relevant to the topic. Then initiate the Group Discussion as most of your fellow members would probably be trying to understand the topic too.

During a GD, you need to take up different and important task roles to make the Group Discussion more effective and productive. These task roles in a Group Discussion can be positive as well as negative. You should avoid taking up negative task roles in a Group Discussion.

10.3.1 Positive Task Roles In a Group Discussion

1. **Initiator** - Starting a Group Discussion, giving definitions and suggesting and introducing new ideas.
2. **Information seeker** - In a Group Discussion, gather and solicit information from others.
3. **Information giver** - During Group Discussion share information and facts.
4. **Procedure facilitator** - Lead a Group Discussion by keeping track of the discussion.
5. **Opinion seeker** - Ask other participants of a Group Discussion for their opinion.
6. **Opinion giver** - Give your opinion in a Group Discussion on the statement given by the other participant.
7. **Clarifier** - Clarifying all the ideas and opinions discussed during a Group Discussion.

- GROUP DISCUSSION**
- 9. Tension Reliever - Presenting and discussing the problem on broad prospective.
 - 10. Energizer - Encouraging other participants to explore some new ideas during a Group Discussion.
 - 11. Compromiser - Creating harmony between different opinions by giving the compromising solution.
 - 12. Gatekeeper - Involving other participants in the Group Discussion by asking for their opinion.
 - 13. Summarizer - Summarizing or concluding a Group Discussion by including all important points discussed during a Group Discussion.

10.1.4 Negative Task Roles in a Group Discussion:

- 1. Disgruntled non-participant - Someone who doesn't contribute to the Group Discussion.
- 2. Attacker - Someone who aggressively disapproves opinion of other participants of a Group Discussion.
- 3. Dominator - Someone who takes control of the discussion and not letting others speak in a Group Discussion.
- 4. Clown - Someone who does not take Group Discussion seriously and disrupts it through inappropriate humour.

10.1.5 How and Why to Initiate a Group Discussion?

- 1. By beginning a Group Discussion, you not only hold an opportunity to speak, but also you grab everybody's attention.
- 2. By initiating a Group Discussion you will get maximum nonstop time to present your views and skills to the examiner as other participants are still busy in understanding the topic.
- 3. Try to make an impression through your content and communication skills while beginning a Group Discussion.
- 4. Stay courteous and appeal humble during a Group Discussion. It's important to address other participants and for people names used in your topic using salutation Ms., Mr., Honorable, His / Her Excellency etc.. as applicable.
- 5. While initiating a Group Discussion, you should not stammer or quote wrong facts.
- 6. You should initiate a Group Discussion only if you have properly understood the topic and have some knowledge about it.
- 7. Try to give right direction to a Group Discussion by giving logical points.
- 8. If you are beginning a Group Discussion, try to cover all the relevant points and present them clearly.
- 9. Initiate a Group Discussion by giving a quote, definition, facts, figures and statistics, shocking statement with logical questions, short story or general statement

- 10. Do not take much time after beginning a Group Discussion as it will give an impression that you initiated a Group Discussion for the sake of just starting it.

10.1.6 How to Enter a Group Discussion midway?

If you have not initiated the Group Discussion, don't lose heart. You can still enter the GD and make your presence felt.

- 1. Identify a way to enter a Group Discussion, as every Group Discussion has its highs and lows. Try to enter a Group Discussion during low times.
- 2. Try to enter the Group Discussion after a participant has made his point but do not take much time.
- 3. Try to enter a Group Discussion by making a supportive or appreciating ^ statement in favour of the last point made as people will think you are favouring them and they will let you speak.
- 4. It takes great talent to speak sense continuously and hold everyone's attention. Once you have made a breakthrough in the Group Discussion try to steer the conversation or discussion towards a goal or some sort of conclusion.

10.1.7 How to Lead or Carry on a Group Discussion?

- 1. Try to bring new ideas in a Group Discussion.
- 2. You can creatively modify ideas presented by others and develop them during the Group Discussion.
- 3. Try to gain support from other participants of the Group Discussion through your — body language, eye contact and oral etiquette. This plays an important role for you leading the Group Discussion.
- 4. Find out if the Group Discussion is on track or not. If a Group Discussion is going off track, try to bring it back on the topic.

10.1.8 How to Conclude a Group Discussion?

This is your last chance to win golden points. Concluding a Group Discussion is as important as the beginning as it showcases your potential to integrate and evaluate before taking any discussion, which is a requisite of a successful manager.

- 1. You should summarise all points discussed in a Group Discussion in the nut shell.
- 2. While concluding a Group Discussion, avoid raising new points.
- 3. Do not the emphasis on your individual viewpoint while summarising a Group Discussion.
- 4. Keep the conclusion of a Group Discussion concise.
- 5. While summarising a Group Discussion, include all important points that came out during the Group Discussion.
- 6. Avoid emphasis on one aspect of the Group Discussion. If someone has concluded the

4. Stop good candidates from being inadequately evaluated. Inadequate evaluation of candidates should be stopped. It happens whenever you've worked hard to find gets blown out because of flawed assessment conducted by the hiring manager. There is wide disagreement about candidate competency among the members of the interviewing team. Emotions, intuition or some narrow range of factors to determine one's competency is not good counter measure.
5. The Candidates should have a brief look at organization's high hiring standards. Organization should not only clarifies read job expectations, but also answer the candidate fully, appreciate the importance of the job, that she/he was evaluated.

11.3. DIFFERENT TYPES OF INTERVIEWS

1. **Structured Interview.** This type of interviews are preplanned, an accurate and precise structured interview is also called standardized, directed or guided interview. These types of interviews have uniformly, consistency.
2. **Unstructured Interview.** Unstructured interviews are not planned and therefore, more flexible. Here the interview can make a better judgement of the candidate's personality, strengths and weaknesses. They are encouraged to express themselves about different topics.
3. **Group discussion.** A topic's given to the peer group and they are asked to discuss it. The Interviewer has to evaluate the behaviour of each candidate in a group situation.
4. **Exit Interview.** When anyone is leaving the company then exit interviews are taken to create a good image of the company in the minds of the employees.
5. **Depth Interview.** This is a semi-structured interview. Depth interview tries to find out candidate's knowledge about his subject or not. Here the candidate has to give detailed information about his background. The Interviewer must have a good understanding of human behaviour.
6. **Stress Interview.** The interviewer tries to create a stressful situation during the interview to find out, how the candidate keeps himself cool in a stressful situation. This is done purposely by asking the rapid questions, interrupting him repeatedly etc.
7. **An Individual interview.** It is a 'one-to-one' verbal and visual interaction. It is a two way communication.
8. **Informal Interview.** This is an oral interview, which can be arranged at any place. The motive of this interview is to collect the required information from the candidate. It is a friendly interview.
9. **Formal Interview.** This is held in a more formal atmosphere. This is a pre-planned interview.
10. **Panel Interview.** Panel means a selection committee that is appointed for interviewing the candidates. The final decision will be taken by all members collectively.

HAVE A GLANCE ON TYPES OF INTERVIEW

Employers want to evaluate your qualifications, and you also want to evaluate the employer. There are several different types of interviews:

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Update Yourself

Type	What to Expect	Tip
Telephone Screening Interview	A call from an employer to eliminate candidates based on essential criteria. An employer may call you without an appointment.	Have your job search records organized and handy. Refer to your resume as needed.
In-Person Screening Interview	Used instead of a telephone screening interview, but with same basic purpose. Provides an initial impression of your attitude, interest, and professional style.	You may not be meeting with the final decision maker, but don't slack off. Sell yourself as you would in a "regular" interview.
Selection Interview	In-depth questions to evaluate your qualifications for the position and your ability to fit in. There may be more than one interview at this stage.	Establish a connection with everyone you meet (before and after the actual interview). Sell yourself as a natural addition to the team.
Behavioral Interview (also known as a STAR Interview, Situation, Task, Action, and Result)	The interviewer will ask questions that require you to describe how you have handled work-related situations. This provides more information about your behavior, personality, and character.	Think of a few examples ahead of time. Use examples that illustrate your skills and give a good impression of you.
Work Sample Interview	Gives you a chance to show samples of work you have done or demonstrate your skills. May be a display of your portfolio or a demonstration of your skills.	Run through different ways to describe the projects in your portfolio. Practice your presentation until it is smooth.
Career Group Interview	A meeting with your prospective coworkers who evaluate how well you fit in.	Don't forget to smile. It shows confidence.
Group or Panel Interview	Three or more people will ask you questions on your qualifications and evaluate how you fit in. It may include other candidates for the position.	Direct your answer to the person who asked the question, but try to maintain eye contact with all group members. If other candidates are present, introduce yourself and be polite. Volunteer to respond first to a few questions, but do not dominate the entire interview. Compliment another candidate's response and then build on it with your own thoughts.
Luncheon Interview (also known as "The Meal")	Interview conducted in a restaurant to assess how well you handle yourself in social situations.	Pick easy things to eat so you can answer questions and pay attention to the conversation. If the location is a coffee shop, the interviewer is probably looking for a more casual conversation.
Stress Interview	Questions intended to make you uncomfortable and a test how you will handle stress on the job.	Keep your cool and take your time in responding to the questions. Don't take anything personally.
Video Conference Interview	Uses technology for a "person-to-person" interview by video. Allow people from different locations to interview you without traveling.	Practice before a video camera or mirror if facing a camera during an interview makes you nervous. If the employer requests that you interview using an online video chat (such as Skype or Google Chat), do a mock interview with a friend using that technology.

INTERVIEW SKILLS

11.4. PREPARING FOR THE INTERVIEW

1. Learn about the organization.
2. Identify what you have to offer.
3. Consider your potential.
4. Try to know the name of the interviews.
5. Keep your documents ready.
6. Practice makes perfect.
7. Review your resume.

Preparing for the interview. The most important hours in your life which you would spend in your job interview. This is because getting the job you desired is expected to enhance your earning power, enhance your status in society. Therefore it is important that your need to have winning strategies that will help you. You had to be prepared as you can. Before an interview, ask yourself, "Am I prepared?" Answer should be come out in "Yes, I am well prepared."

Time and quality of preparation are the most fundamental factors that contribute to the success of an Interview. There are a few tips for preparing an interview.

1. Learn about the organization.
2. Update yourself.
3. Reflect on your experience.

Survey

1. A survey discloses that the following factors were most important during the interview.
2. Skill experience 10%.
3. Education 10%.
4. First impression 40%.
5. Personal characteristics 40%.

Important Points. Behaviour based interviewing

1. In the interview; your response needs to be very specific. Use economy of words only then the positive result will come.
2. Be active listener. Try to listen very carefully to the question and make sure you answer the question completely.
3. Prepare some inspirational stories. The story should represent your skills, qualities and characteristics.
4. Refresh your memory regarding your achievements in the past couple of years.

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Prepare yourself

- Interviews can be a very frightening task if you are not prepared.
- Preparation and practice are key components to a successful interview.
- You should have faith in yourself.
- You should be prepared to give all answers to the interview question as effectively as possible.
- For conveying those positive qualities to the interviewer, it is vital to understand your attributes and personality.

Know the Employer

- Do your homework. Be prepared for an interviewer to ask questions about his organization.
- By learning about the company, you are able to see if it is a place where you would like to find a job.
- Make sure that it is a good place for to avail your career opportunity.

Interview tips

- Have a positive attitude.
- Pay attention to your non-verbal messages.
- Express your qualification in a good manner. Use some adjectives to explain yourself.
- 'Ready to sell yourself'. The first few minutes of the interview are the most important. It is at this time that you really want to sell yourself and get the interviewer's interest in you.
- It is important to be familiar with the employer prior to the interview so you can know about their personality.
- If you get stuck on a question, it is to pause. But try to avoid a lengthy one.
- Try to end the interview on a positive note. Don't forget to say thanks the concerned person for his time and interest.

Do's and Don'ts

- Give the answer honestly, thoroughly and sincerely.
- Be formal and keep a distance.
- Do be careful about saying negative things about past experiences.
- Don't be arrogant.
- Do be sincere, fateful and polite.
- Have a good eye contact.
- Dress should be heated and appropriate (conservative, not trendy)

INTERVIEW SKILLS

INTERVIEW SKILLS

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- Don't be late
- Have a small portfolio to keep pens, extra copies of resumes, and reference sheet.

11.5 ATTENDING THE INTERVIEW

- While Waiting
- Entry
- Seating
- Putting at Ease
- Questioning Techniques
- Listening
- Evaluating Personal Qualities
- Presentations
- Closing an Interview

11.6 EMPLOYEE SELECTION PROCESS

Employee Selection is the process of putting right men on right job. It is a procedure of matching organizational requirements with the skills and qualifications of people. Effective selection can be done only when there is effectively matching. By selecting the best candidate for the required job, the organization will get quality performance of employees. Moreover, organization will face less of absenteeism and employee turnover problems. By selecting the right candidate for the required job, organization will also save time and money. Proper screening of candidates takes place during the selection procedure. All the potential candidates who apply for the given job are tested.

Selection involves choosing the best candidate with better abilities, skills and knowledge for the required job.

The Employee selection Process takes place in following order :

- Preliminary Interviews. Preliminary interviews are less formalized and planned than the final interviews. The candidates are given a brief up about the company and the job profile; and it is also examined how much the candidate knows about the company. Preliminary interviews are also called screening interviews.
- Application blanks. The candidates who clear the preliminary interview are required to fill the application blank. It contains data record of the candidates such as details about age, qualifications, reason for leaving previous job, experience, etc.
- Written Tests. Various written tests conducted during selection procedure are aptitude test, intelligence test, reasoning test, personality test, etc. These tests are used to objectively assess the potential candidate. They should not be biased.

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