

## Unit 7

## Organisational Documents

### Structure:

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### 7.1 Introduction

In the earlier units, we have learnt the importance of communication in an organisation. Besides the informal communication that regularly takes place in an organisation, the formal communication needs attention. It is this formal communication, in the medium of documents like memo, circular, notice and report that plays a crucial role in the effective communication in an organisation, which aids the smooth functioning of the organisation. In this unit, we would learn to write the organisational documents.

### Objectives:

After studying this unit, you should be able to:

- write memos with proper language, component and format.
- Describe and draft appropriate circulars and notices.

### 7.2 MEMO

The term 'memo' comes from the Latin word '*memorandum*,' which means "a thing which must be remembered." The plural form is memoranda. The document that you use to communicate within the organization is called as memorandum. It has to stay within the organization. So, it is also called 'inter office memorandum.' When you need to convey information and decisions or to make short requests with the members of your department, upper management, employees at another branch in another city, etc., the

best way to do is to write a memo. The exception to this is if you are preparing a document for a reader several levels above you or for a formal situation. One colleague can write a memo to another; except for memos which concern disciplinary action. Only officers authorized to issue them can issue memos concerning disciplinary action.

### 7.2.1 Language of a Memo

Before you learn the format of the memo, it is very important that you learn the correct language that you should use in a memo to achieve its purpose.

1. **Concise:** A memo is always short. It is apt for a memo to be of two pages; after which a memo starts to turn into a report. Keep the paragraphs short; limit each paragraph to five lines or less. Put each reason in a separate paragraph rather than bunching them up in a forbidding 20-line block of type. Equally important, memos are written to get someone to do or understand something--be it to spend money, meet a deadline, constructively criticize, or say yes or no.
2. **Personal:** Use words like I, you, and we. It's a lot more human to say, "I would like you to do this." Use active voice (not passive) to get the action done.
3. **Simple language:** Let your language be clear and easy to understand. You should not make emotional statements in a memo. Plain and direct statements of facts are made to achieve all that is required. Avoid scholarly words and technical jargon if you can convey the message in simple English. An example of unnecessary complication of the communication is, using language like: "R & D wants your input because temporal considerations are of primary importance;" when you really want to say, "Our research people need your answer today."
4. **Avoid confusing words:** While writing a memo, try to use the right words at the right place. When you have to use simple root words, don't complicate them by using fancy suffixes like 'tion', 'ance', 'ent', 'ment', 'ize', and 'ility.' Look at the following sentence to understand how you normally complicate the message by tacking unnecessary endings.
  - E.g.: "The continuation of our issuance of increments is dependent upon the prioritization by employees of institutional objectives."  
Translated to simple and direct language it reads, "If you want to get increments, meet institutional goals."

5. Don't be trite: Try to avoid statements that are out of date and do not mean anything in the present context. One commonplace expression that you can avoid is "Please don't hesitate to call." Normally this phrase gets no results and turns people off. A more sincere ending could be, "If you need help, I'm available. Give me a call."
6. Don't give too many 'whys': Though it is important to explain why you want something done, don't overdo it. One expert cautions that a reader can probably only absorb no more than six or seven reasons at once. If you must cite more whys, put them on a separate sheet of paper, and staple the sheets together. This way, the basic memo message doesn't get lost in a sea of details.
7. Check before you send the memo: It is a human tendency to commit mistakes especially in names, dates, or numbers. But such mistakes may cost you dearly. You should remember that memo establishes accountability. It is a record of facts and decisions, which can be referred in future if there is a need to find out who went wrong and at what stage.
8. Close with a call to action: Many memos don't close with anything, leaving the reader hanging. If you want a response by Friday at 3 p.m., say so.

### 7.2.2 Components of a Memo

The following are the components that make up a memo.

1. **Header**: This should appear at the top of a memo. This compact block of information contains
  - a) Date – Remember to write the date in words (12<sup>th</sup> December 2006)
  - b) Name of the receiver(s) – In general, the title such as Professor or Mr. is omitted. However, it is left to your discretion to follow the style that your organization prefers. Do not use a salutation (Dear ...) or a closing (Sincerely...)
  - c) Name of the sender(s) – Write your initials after your name on the "From" line.
  - d) Subject of the memo – Be specific when you write the subject. You should not be too vague (e.g. Purchase). This example is unclear because it could be a purchase of anything. Take another example, 'Purchase of hose pipes for the month of March 2007'. This is

acceptable because it is more informative and focused. (the particular relationship of this memo to the general topic.)

- e) c.c. It is the abbreviation for Carbon Copy. Though it is an obsolete term, it is still used to mean that the copy of the memo will go to the person mentioned.
  - f) bcc – It means Blind Carbon Copy. This copy goes to a person, who may not be directly involved. (may be an office assistant or a secretary), but who should know what is going on. The people mentioned in the cc list will not see the names mentioned in the bcc list.
2. **Purpose:** This states the reason for writing the memo. If you answer the questions who, what, when, where, and why, then your purpose is fulfilled. E.g.: The purpose of this memo is to request the purchase of hose pipes for our plant at Durgapur for the month of March 2007.
  3. **Summary:** This is the miniature version of a memo. The summary should not be limited to the contents of the memo alone, all important information have to be mentioned here.
  4. **Action:** Unless the purpose of the memo is simply to inform, you should finish with a clear call for action. Who should do what, and how long do they have to do it? Include alternatives, in the event that your readers disagree with you. Be polite when you ask others to do work for you, especially when they are not under your supervision. You may wish to mention the actions that 'you' plan to take next, and what your own deadlines are, so your reader can gauge how important the project is to you.

### 7.2.3 Format of the memo

Whenever you type the memo or write one, see that the space in between two lines is single (single spaced). In between two paragraphs, you have to give two spaces. In other words, you will have to give a double space to separate paragraphs. Use of charts, graphs and pictures to explain the content of a memo is permitted. Usually the right side margin of text in a memo is not justified (all lines need not be equal in length.)

When a paragraph begins in an essay or reports it is accepted practice to start the first line after some space. Usually 5 Character spaces are given. This is called Tab 'setting' or 'indenting'.

However, in a memo, the paragraphs are not indented. The example given below will be able to help you to write a memo.

<b>Steel India Limited, Durgapur</b> <b>Inter office Memorandum</b>	
To: Store Manager	Reference: SIL/P24
From : Purchase Officer	Date: 12 Feb 2009
Subject: Purchase of Hose Pipes	
As desired, the order for the supply of 5 hose pipes for the month of March 2009 has been placed with Patel Fire & Safety Equipment, Ahmedabad.	
The order will be supplied by 25 <sup>th</sup> February 2007.	
c.c. Finance Officer	
Safety Officer	Veda Dhurania

### Self Assessment Questions

- 1 Only officers authorized to issue them can issue memos concerning disciplinary action. (True/False)
- 2 The miniature version of the memo is called as action. (True/False)
- 3 Use simple language without clichés while writing a memo. (True/False)
- 4 A memo begins with salutation and ends with conclusion like 'yours truly.' (True/False)
- 5 You can use tables and charts in a memo. (True/False)

### 7.3 Circulars and Notices

A circular is also a document that is circulated within an organization. It is usually an announcement sheet that is sent to specific groups of people. For instance, if a manager wants to call a meeting of heads of department, he will send a circular to only heads of department requesting them to attend that meeting.

On the other hand a notice, depending on the information that is to be conveyed, could be for employees alone or for the general public. A notice

is a legal document, which has to be put up on an official notice board. However, some types of notices are addressed to individual employees also.

Let us look at some examples of circulars and then at some notices.

If you are the President of the science club in your college, and want to conduct a meeting to plan for Science Project competition, you will have to send some information to those whom you want to involve in organizing the programs. If it is just a meeting to decide on how to conduct the competition, you will probably call your Vice President, Secretary, Treasurer and a few senior members of the club to attend this meeting. You may not want all the members to attend because it will take a lot of time and there may be too many suggestions. You may not be able to take any firm decisions.

Therefore, to invite only a few people you will send them a circular, but you will not put up a notice. At this meeting if all of you agree on the rules of the competition, date, venue and so on, you may decide to raise funds through donations etc. You will not be able to raise enough funds without the support of all the club members. So you will put up a notice announcing the decisions taken at your meeting and requesting all the members to help with fund raising.

A notice and circular both have similar functions but are used differently depending on the nature of announcement or information that needs to be passed on. A circular is meant for distribution to a small group, while a notice is meant for a large group of people.

A circular may also be sent when an immediate feedback is expected. You want to donate money for flood affected areas. What will you do? You may think of requesting your classmates to make a contribution. Keeping in mind, the economic capacity of the students, you may want to request only a voluntary contribution. In other words, you may allow each student to contribute only what they can afford. You may not suggest the sum. You may then send out a circular along with a feedback sheet on which students will have to write their names, the sum they wish to contribute and put their signature. This document will help you estimate the total collection and also help collect from those who have signed up.

Let us look at an example of a circular:

<p style="text-align: center;"><b>To: Management Authorities of Science Laboratories</b></p> <p style="text-align: center;"><b><u>CIRCULAR</u></b></p> <p style="text-align: center;"><b>Aspects of Safety in Science Laboratories</b></p> <p>The purpose of this circular letter is to indicate the importance of safety in science labs. The lab in-charges have a duty of care to pupils in their charge. Fulfilment of this duty includes drawing their pupils' attention to any hazard that pertains to a particular activity. In this context, the lab in-charges should be familiar with relevant guidelines on laboratory safety and they should be careful at all times to observe standard safety procedures when conducting practical activities in the laboratory.</p> <p>Please bring this circular to the notice of the individuals concerned and to the notice of parent and teacher representatives as appropriate, for transmission to individual parents and teachers.</p> <p>Ravi Kashyap, Secretary General March 2007</p>
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***Let us look at a notice now:***

Safety Constructions, Tiger Circle, Manipal	December 5, 1999 Ref: ADM/ N/44-99
<p><b><u>NOTICE</u></b></p> <p><b><u>Sub: Temporary suspension of operations</u></b></p>	
<p>We regret to inform you that due to unexpected problems with some of our equipment, we are unable to carry out routine operations till December 7. However the office will function during the weekend. We are making special arrangements to meet your emergency needs. You may contact the undersigned for help. Kindly excuse the inconvenience caused due to this unforeseen emergency.</p> <p>Manager Manipal Branch</p> <p>Copy to: Head Office, Bombay All Branches in Karnataka</p>	

It is evident from the above example that it is a notice from an organization namely 'Safety Constructions,' to its clients. A notice has reference numbers, date and subject. If it is in response to a previous letter or other document, that document or letter will also be mentioned in a separate reference under the subject.

Please note that copies of notices may be sent to other offices, which may be affected by the content of the notice or simply for giving information.

Circulars and notices generally cover one subject. But a single notice may cover several different issues related to one subject. For example, Staff may be informed that a particular holiday is declared. Then the same notice may mention a compensatory day off for those who work on the holiday or it could also mention a different working day to compensate for that holiday. A notice or circular can be issued only by officers designated for the purpose.

There are notices, which are sent to individuals under special circumstances. If a staff in an organization is suspected of major misconduct the organization may issue a Show Cause Notice. This notice will mention the allegations against the staff concerned and ask for a written explanation within a specified time. It will also clearly state what action would be taken if there were no reply to the show cause notice.

Depending on the type of notice, the duration of display of a notice is specified under various legal provisions. A notice is a document that can be used as evidence in court cases. Therefore, words have to be chosen carefully before writing a notice. Secondly, you must be very specific, clear and precise in writing a notice. The temptation to be elaborate and verbose (use too many words) should be avoided. The tone of the notice should be firm but not offensive or arrogant.

Indenting of paragraph may be allowed in notices and circulars. One should not be in too much of a hurry to put up notices. They are impersonal communication. But then, they are read by a large number of people. Therefore, care must be taken while writing notices.

### Self Assessment Questions

6. \_\_\_\_ is sent to specific group of people whereas \_\_\_\_ may be meant for general public.
7. When you want an immediate feedback, you normally send \_\_\_\_



8. At the topmost line of the circular, one must write the \_\_\_\_.
9. A circular or notice may be issued by only \_\_\_\_
10. A \_\_\_\_ is a document that can be used as an evidence in legal cases.

#### 7.4 Summary

Effective communication is the base for any organization to be a success story. This communication depends upon the persons involved and the type of communication.

We have learnt in this unit that there are certain types of documents used in organizations for communication. Some are written on a prescribed format for example a memo, and some are not. A memo is for internal communication between colleagues, superiors and subordinates and it is usually sent to a person who is expected to take some responsive action. We then learnt about circulars, which are also documents for internal communication. Circulars are sent to groups of staff. We found out that some notices are meant for staff and others are meant for clients and the general public. There are notices, which are sent to individuals also. All these documents are written according to certain conventions and rules.

#### 7.5 Terminal Questions

1. What are the rules for writing memos?
2. Write a short note on show cause notice.

#### 7.6 Answers

- 1) True 2) False 3) False 4) False 5) True 6) circular; notice  
7) circular 8) date 9) officers designated for the purpose 10) notice

#### TQs

1. Concise.... personal....simple language... avoid confusing words.... don't be trite.... Don't give too many 'whys'.... check before you send the memo....close with a call for action.
2. Notice sent to individuals under special circumstances. Reason...staff suspected of major misconduct. It mentions allegations against the staff concerned, asks for a written explanation within a specified time. States what action would be taken if there were no reply to the show cause notice.

## REMEDIAL ENGLISH

### Simple Sentences:

A simple sentence can be of one word or quite long. The most natural sentence structure is the simple sentence. It remains by far the most common sentence in the spoken language of people of all ages. In written work, simple sentences can be very effective for grabbing a reader's attention, or for summing up an argument. However, one has to be careful in using the simple sentence. Too many simple sentences could project the written matter as immature and childish.

A simple sentence is not dependent and can stand alone to give complete meaning. We can also call a simple sentence a **Main Clause**.

Ecologists oppose the use of nuclear power.

The circumstances make the matter serious.

The island was filled with many trails winding through the thick underbrush, a small lake, and dangerous wild pigs.

### Complex Sentences:

When we are adding a clause in order to develop some aspect of what we are saying, we use a subordinating conjunction. As you know, the part of a sentence that begins with a subordinating conjunction is a subordinate clause. (See unit 6 for Phrases and Clauses)

Sentences containing a main clause, and one or more subordinate clauses are often called complex sentences.

There are three main kinds of subordinate clause.

- i) Noun Clauses
- ii) Adjective Clauses
- iii) Adverbial Clauses

When the telegram came, everyone was excited.

- When the telegram came – adverbial clause, beginning with the subordinating conjunction 'when' ---- Subordinate clause  
everyone was excited – main clause.

So, the sentence above has a subordinate clause and a main clause. So the sentence is a **Complex sentence**. More examples of complex sentence:

**Compound Sentences:**

When we are simply linking clauses, we use co-ordinating conjunction. The sentence then becomes compound sentence.

The doctor diagnosed accurately and the patient improved.

Here both are main clauses – ‘The doctor diagnosed accurately’. ‘The Patient improved’ are joined by the co-ordinating conjunction ‘and.’

Simple sentences that are related may be joined with a comma and a coordinating conjunction. A coordinating conjunction shows the relationship between the two original simple sentences, which when joined are more accurately described as two ‘independent clauses.’ The main coordinating conjunctions and their meanings are given in the following table:

Coordinating Conjunctions	Meanings
for	because, the reason
and	addition
nor	not this either
but	difference, contrast
or	an alternative
yet	something unexpected
so	conclusion or result

**Exercise 1: Identify whether the following sentences are simple, compound or complex**

1. The boy climbed up to the top of the tower.
2. Gulliver came upon a country where there were only dwarfs.
3. Alan goes to the library and studies every day.
4. The teacher returned the book after correcting the errors.
5. The students are revising because they have an exam tomorrow.

**Active and Passive voice**

A large number of actions involve two people or things – one that performs the action, and one that is affected by the action. These actions are typically referred to using transitive verbs.

The tiger is chasing the deer.

In the above sentence, the tiger is subject and it is the performer. The deer is the object, and it is affected by the action – 'is chasing' is the transitive verb. When the subject of the sentence is doing something (here 'is chasing') or active, we take the verb is active too. So we say is chasing is the active verb and the sentence is in the active voice.

However, sometimes we may want to focus on the person or thing affected by an action (object) of an active form of the verb. In that case, we make the affected person or thing subject and make the verb passive.

My grandfather built this house. (active voice)

This house was built by my grandfather. (passive voice)

In the passive form, this house is inactive, it only suffers the action. So the verb is said to be in the passive voice. (passive means not active)

**Exercise 2: Say whether the sentences below are in the passive or active form of the verb:**

1. Somebody must finish the work.
2. Money was hidden under the tree by the miser.
3. The patient will be taken to the hospital tomorrow.
4. They took photographs by the seashore.
5. Your remark irritated me.

### **Direct and Indirect Speech**

In our daily communication, we come across various types of conversations. Of these, there are two ways of what one person has related to the other. They are-

1. **Direct Speech:** This refers to the relating of the spoken words of one person to the other, verbatim. We can recognize a direct speech with the help of the punctuations. It is written within the inverted commas. A comma or colon is placed immediately before the spoken words.
2. **Indirect Speech:** This is also called as 'Reported Speech' because it refers to the meaning of the word spoken by one person though the exact spoken words are not used.

The teacher said that I was improving.

He thought she was greatly worried

Like this, you usually use a report structure when you say what someone thinks. A report structure consists of two parts. The first is the reporting part, and the second, reported part.

Mother told her daughter that all pupils were intelligent.

Mother told her – reporting part

that all pupils at her schools were intelligent – reported part.

You usually put the reporting part first. This is to make it clear that you are reporting rather than you are speaking directly yourself. In a reported statement, you begin your reported clause with the conjunction that.

We shall learn how to report a) statements b) questions c) commands and exclamations.

**a) Reporting statements:**

There are certain rules that you should follow while converting the direct speech into indirect speech. It should be noted that if the reporting verb is in the present tense, then there is no change in the tense in the speech. However, if the reporting verb is in the past tense, the tense in the speech changes, but the meaning should remain the same.

- **In the reporting verb,**
  - ‘said’ is used when there is no object.
  - ‘told’ is used if there is an object.

Many other verbs can be used to make the sentence more interesting and informative. They can be used suitably in relation to the tone of the spoken words. Given below is the list of such verbs.

Accused, admitted, advised, alleged, agreed, apologized, begged, boasted, complained, denied, explained, implied, invited, offered, ordered, promised, replied, suggested and thought.

Instead of ‘said to’, you can say told but not told to.

My friend said to me, “you can ask me if you want help.”

My friend told me that I could ask him if I wanted help.

- While reporting the direct speech into indirect, some of the words are transformed as follows:

Direct Speech	Indirect Speech
this	that
these	those
now	then
here	there
today	that day
tomorrow	the next day / the day after
yesterday	the previous day / the day before
last night	the night before / the previous night
ago	before
must	had to

Apart from word – changes, tense changes also take place as follows:

Direct Speech	Indirect speech
<b>Simple Present</b> Rachel said, “I <u>sing</u> songs.”	<b>Simple Past</b> Rachel said that she <u>sang</u> songs.
<b>Present Continuous</b> Rachel said, “I <u>am singing</u> songs.”	<b>Past Continuous</b> Rachel said that she <u>was singing</u> songs.
<b>Present Perfect</b> Rachel said, “I <u>have sung</u> songs.”	<b>Past Perfect</b> Rachel said that <u>she had sung</u> songs.
<b>Present Perfect Continuous</b> Rachel said, “I <u>have been singing</u> songs.”	<b>Past Perfect Continuous</b> Rachel said that she <u>had been singing</u> songs.”
<b>Simple Past</b> Rachel said, “I <u>sang</u> songs.”	<b>Past Perfect</b> Rachel said that she <u>had sung</u> songs.

<b>Past continuous</b> Rachel said, "I <u>was singing</u> songs."	<b>Past Perfect Continuous</b> Rachel said that she <u>had been singing</u> songs.
<b>Future Tense</b> Rachel said, "I <u>shall sing</u> songs."	<b>Conditional</b> Rachel said that she <u>would sing</u> songs.

### b) Reporting Interrogative Sentences

The changes that are required while converting an interrogative sentence from direct to indirect speech are:

- The introductory verb is changed into 'asked', 'inquired', 'demanded'.
- The word 'that' will not appear in the indirect speech.
- The question mark is dropped in the indirect speech, a period / full stop takes its place.

Here, we are using two types of questions:

1. Yes/No questions – Questions beginning with auxiliaries (am, is, are etc.)
2. Wh – questions – Questions beginning with who, what, when, why etc.

Questions are always asked. So in the reported form asked is used, or more or less its different shades – enquired, wanted to know etc.

#### With Yes/No questions:

A said to B, "Do you like sweets?" (Direct)

A asked B if he liked sweets. (reported)

A said to B, "Have you met the new doctor?"

A asked B if he had met the new doctor.

#### With wh – questions

These types of questions require an explanation as answer. Such types of questions will retain the 'wh' words in the indirect speech. The verb follows the subject.

A said to B, "where are you going?" (wh+verb+subject)

A asked B where he was going.(wh+subject+verb)

Note the reported form begins straight with a question word.

A said to B, "What colour is your new shirt?"

A asked B what colour his new shirt was.

**c) Reporting Commands and Requests :**

The changes that are required while converting an imperative sentence (commands / requests) from direct to indirect speech are-

- The introductory verb 'said' is replaced by verbs such as 'asked', 'commanded', 'ordered', 'requested', 'implored', 'advised', 'warned'.
- The verb in the sentence of Direct speech should be converted to infinitive beginning with 'to...' in the indirect speech. Use not to if it is a negative command or request.
- When a proposal or suggestion is made beginning with the word 'let', the introductory verb should be 'proposed' or 'suggested'. The auxiliary 'should' is used along with the verb in the sentence instead of infinitive.

Neil told Nell, "Let's sleep late and enjoy the party."

Neil suggested to Nell that they should sleep late and enjoy the party.

**Exercise – 3**

Rebecca is in front of the class holding a presentation on London. As Rebecca is rather shy, she speaks with a very low voice. Your classmate Neil does not understand her, so you have to repeat every sentence to him.

**Complete the sentences in reported speech (no change of tense required). Note the change of pronouns and verbs.**

- Rebecca (R): I want to tell you something about my holiday in London.
- Neil: What does she say?
- You: She says that \_\_\_\_\_ .
- R: I went to London in July.
- You: She says that \_\_\_\_\_ .
- R: My parents went with me.
- You: She says that \_\_\_\_\_ .
- R: We spent three days in London.
- You: She says that \_\_\_\_\_ .
- R: London is a multicultural place.
- You: She says that \_\_\_\_\_ .
- R: I saw people of all colours.
- You: She says that \_\_\_\_\_ .
- R: My parents and I visited the Tower.
- You: She says that \_\_\_\_\_ .



- R: One evening we went to see a musical.
- You: She says that \_\_\_\_\_.
- R: I love London.
- You: She says that \_\_\_\_\_.
- R: The people are so nice there.
- You: She says that \_\_\_\_\_.

### Answers

**Exercise 1: Identify whether the following sentences are simple, compound or complex**

1. Simple    2. Complex    3. Compound    4. Complex    5. Complex

**Exercise 2: Say whether the sentences below are in the passive or active form of the verb:**

1. Active    2. Passive    3. Passive    4. Active    5. Active

### Exercise 3:

- A)** R: I want to tell you something about my holiday in London.  
You: She says that – she wants to tell you something about her holiday in London -  
R: I went to London in July.  
You: She says that she went to London in July.  
R: My parents went with me.  
You: She says that her parents went with her.  
R: We spent three days in London.  
You: She says that they spent three days in London.  
R: London is a multicultural place.  
You: She says that London is a multicultural place.  
R: I saw people of all colours.  
You: She says that she saw people of all colours.  
R: Me and my parents visited the Tower.  
You: She says that she and her parents visited the Tower  
R: One evening we went to see a musical.  
You: She says that One evening they went to see a musical.  
R: I love London.  
You: She says that she loves London.  
R: The people are so nice there.  
You: She says that the people there are so nice.

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