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# COMMUNICATION PROCESS

## INTRODUCTION To COMMUNICATION

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The term Communication is derived from the Latin word Communis meaning Common. In general, Communication refers to the reciprocal exchange of information, ideas, facts, opinions, beliefs, feeling and attitudes through verbal or nonverbal means between two people or within a group of people.

### Definition of Communication:

According to Webster's Dictionary,

Communication is a process by which information is exchanged between individuals through a common system of symbols and signs of behavior.

According to Robert Anderson,

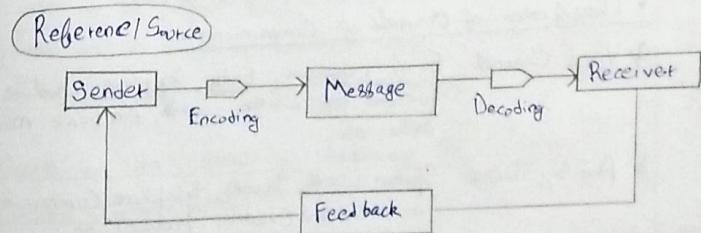
Communication is interchange of thoughts, opinions, or information by speech, writing or signs.

### Meaning of Communication:

Communication as,

- A process through which individuals mutually exchange their ideas, values, thoughts, feeling and actions with one or more people
- The transfer of information from the sender to the receiver so that it is understood in the right context
- The process of initiating, transmitting and receiving information
- The means of making the transfer of information productive and goal oriented
- The process of sharing information, ideas and attitudes

### Process of Communication:



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## Elements of Communication:

### 1. Referrer:

- A Referrer motivates the Sender (or receiver) to share information (message, objects, sounds, sights, time, schedule, ideas, perceptions, sensation, emotion, odour, etc) that may initiate communication.

### 2. Sender:

- A Sender is a person who encodes and sends the message to the expected receiver through an appropriate channel.
- A Sender is the source of the message that is generated to be delivered to the receiver after appropriate stimulus from the referent.

### 3. Message:

- The message is the Content of Communication and may contain Verbal, non verbal or symbolic language.
- Perception and personal factors of the Sender and receiver may sometimes distort this element and the intended outcome of communication may not be achieved.  
For ex, the same message may be communicated or perceived differently by two individuals.

### 4. Channel:

- A channel is a medium through which a message is sent or received between two or more people.
- Several channels can be used to send or receive the message, i.e. seeing, hearing, touching, smelling, and tasting.
- While selecting channels of communication, several factors must be considered, availability of channel(s), purpose, suitability, types of receivers, types of message, preference of sender and receiver, communication skills of the sender, cost, etc.
- Classification of channels of communication:

a. **Visual Channel:** Facial expression, body language, posture, gestures, pictures and written words, electronic mails, mass media, etc.

b. **Auditory Channel:** Spoken words, sounds, telephone communication, delivering audio content (radio, podcast), etc.

c. **Tactile channel:** Touch sensations, therapeutic touch, etc.

d. **Combined Channel:** Audiovisual media, combining a person with touch and words, etc.

### 5. Receiver:

- A receiver is an individual or a group of individuals intended to receive, decode and interpret the message sent by the Sender.
- A receiver is also known as a decoder, they are expected to have the ability and skills to receive, decode and interpret the message.

### 6. Feedback:

- It is a return message sent by the receiver to the sender. It is the most essential element of the communication process as it shows that the receiver has understood the primary message sent by the sender and that the process is now complete.
- A successful communication must be a two way process where the sender sends the message and receives feedback from the receiver. The feedback could be verbal and non-verbal.

### 7. Confounding Elements:

- These elements are not a direct part of the flow of communication process but influence the communication process significantly indirectly.
- These elements are interpersonal variables of the sender and the receiver and the environment where the communication process takes place.
- Interpersonal Variables such as perception, beliefs, values, sociocultural background, educational and development levels, emotion, gender, physical and mental health, etc. may significantly affect the communication process.

## Types of Communication:

1. Based on the means of delivering the message.
2. Based on the purpose of communication.
3. Based on the levels of communication.
4. Based on the pattern of communication;

1. Based on the means of delivering the message:

### a) Verbal Communication:

- It occurs through the medium of spoken or written. A combination of several words is used and each word conveys a specific meaning.

- Some important elements of Verbal Communication are language, Vocabulary, denotative and connotative meaning, pacing, intonation, clarity, conciseness, comprehensibility, brevity, timing and relevance.
- Subtypes of Verbal Communication, Spoken, written, telecommunication and electronic communications.

#### b) Nonverbal Communication:

- This communication occurs without words; where the five senses and whole range of body movements, posture, gesture, facial expressions and silence are used for sending and receiving the message.
- Nonverbal communication is a more accurate way of communication because it conveys the real intended meaning of the message.
- Nonverbal communication may be achieved by the following means, Touch, Eye Contact, Facial expressions, posture, gait (posture while walking), gesture, physical appearance, Sound, Silence, etc.

#### 2. Based on the purpose of Communication:

##### a) Formal Communication:

- Formal communication follows line of authority and is generally used in organization to achieve organizational objectives.
- It takes place with peer-to-peer conversation, meetings and by stage speakers.

##### b) Informal Communication:

- Informal communication does not follow line of authority. It is very fast and usually takes place in social groups like family, friends, etc.

##### c) Therapeutic Communication:

- Therapeutic communication takes place between a health care personnel and a patient, with the purpose of modifying the patient behavior.
- This is accomplished with repeated interaction using certain essential attitude such as trust, empathy, tenderness, concern and nonjudgmental attitude.

#### 3. Based on the levels of Communication:

##### a) Intrapersonal Communication:

- It takes place within an individual; we may also say it is self talk. It is crucial because it provides a person with an opportunity to assess self or a situation, before acting on it, ultimately affecting the person's behavior.

##### b) Interpersonal Communication:

- It takes place when two or more people interact and exchange messages or ideas.
- This is also one of the most common forms of communication in our daily lives.
- Interpersonal communication may further be divided into assertive and aggressive categories.

##### c) Transpersonal Communication:

- It takes place within a person's spiritual domain.
- The purpose of transpersonal communication is to realize selfhood, enhance spirituality and answer questions that are spiritual in nature.

#### d) Small-group Communication:

- When there is more than one sender or receiver, or three or more people who interact with each other face-to-face or through some medium, then it is a small group communication.
- Staff meetings and reports, conferences, etc. are good examples of small group meetings (Communication).

#### e) Public Communication:

- Public is generally defined as a large group of people. Communication with the public is referred to as public communication.
- It requires essential skills to influence people at large and media material to teach members of the public clearly and loudly.

#### f) Organizational Communication:

- It takes place when individuals and groups within an organization communicate with each other to achieve established organizational goals.

#### 4. Based on the Pattern of Communication:

- ##### a) One-way Communication:
- It takes place when the message is directly delivered to the audience from the communicator only without constant feedback. A common example of a one-way communication is lectures delivered in a classroom.

### b) Two-way Communication:

- It takes place when both the Communicator and audience take part in the process
- The audience may raise questions and add information, ideas and opinions on the Subject.

### c) One-to-One Communication:

- Communication between one sender and one recipient at one time.  
A nurse providing information to a patient is such an example.

### d) One-to-many Communication:

- Where one person communicates with many people at the same time.  
A nurse providing health education to a community is an example.

### e) Many-to-one Communication:

- It takes place when several people communicate with one person at the same time. A panel of expert taking an interview is an example.

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### Facilitators of Communication:

#### Seven Cs of effective Communication:

1. Completeness
2. Clarity
3. Courtesy
4. Consideration
5. Conciseness
6. Concreteness
7. Correctness

#### Other Attributes,

Positive attitude, Improving Communication Skills, getting feedback of communication skills, goal-oriented communication, Using creative alternative approaches, Minimizing negative impact, warmth and friendliness, openness and respect, empathy, etc.

### BARRIERS OF COMMUNICATION:

#### 1. Physiological Barriers:

Poor retention due to memory problem, lack of attention, discomfort due to illness, poor sensory perception, hearing problems, poor listening skills, information overload, gender physiological differences

#### 2. Environmental Barriers:

Loud background noise, poor lighting, uncomfortable setting, unhygienic surrounding and bad odor, very hot or cold room, distance.

#### 3. Psychological Barriers:

Misperception and misunderstanding, distrust and unhappy emotional disturbances, psychotic or neurotic illness, worry and emotional disturbances, fear, anxiety and confused thinking

#### 4. Social Barriers:

Difference in social norms, values and behavior, social taboos and different social status.

#### 5. Cultural Barriers:

Ethnic, religious and cultural differences, cultural tradition, values and behavior.

#### 6. Semantic Barriers:

Language barriers, faulty language translation, individual differences in expression and perceptions, past experiences of an individual's failure to listen

#### 7. Organizational Barriers:

Organizational policy, rules and regulations, technical failure, time constraints, complexity of organization structure due to hierarchy and size of the organization.

#### 8. Communication process-related Barriers:

Unclear and conflicting messages, stereotypical approach, inappropriate approach of channels and lack of poor feedback

## Methods to Overcome Barriers of Communication:

### 1. Methods to overcome physiological barriers:

- Keep in each other's retention and recollection abilities, pay attention during the exchange of information.
- Ensure each others comfort and the intactness of sensory perception.
- The limitation of hearing abilities must be kept in mind, active listening and avoid information overloading.

### 2. Methods to Overcome environmental barriers:

- Good lighting must be ensured to facilitate Non verbal communication.
- A comfortable seating arrangement, a hygienic and odour-free environment.

### 3. Methods to overcome psychological barriers:

- Happy and trustworthy manner and avoid harboring negative emotions.
- Avoid feeling of prejudice, resentment and antagonism, free from fear, anxiety and confusion.

### 4. Methods to overcome Social barriers:

- The difference in Social norms, values and behaviour must be given consideration.
- Social beliefs must be kept in mind.

### 5. Methods to overcome Cultural barriers:

- Consider cultural differences, traditions, values and behaviours

### 6. Methods to overcome Semantic barriers:

- Use the same language and consider the difference in the expression and perception of message.

### 7. Methods to Overcome organizational barriers:

- Consider organizational policy, rules and regulations.
- Organizational structure must be simple and non complex, large organization must be divided into smaller subset.

### 8. Methods to overcome process-related barriers:

- An appropriate channel must be used, a stereotypical approach must be avoided in communicating.

- The message must be clear and non conflicting and proper feedback must be ensured by the recipient.

## Techniques of Effective Communication:

### 1. Conversational Skills:

Focusing, Paraphrasing, Stating information, Providing information, asking relevant question, clarifying and summarizing

### 2 Listening Skills:

Active listening, Using Silence, listening with purpose, acknowledgement of message and giving feedback.

### 3. Technical Skills:

Using touch, using nonverbal cues, sharing feeling, sharing observations, sharing hope, presenting reality and sharing empathy.

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## Transcoding - Bar Diagram

### Some tips for describing data:

- Coherence - Use sequencing words  
eg. First, Second, Finally.
- Cohesion - Using anaphoric reference.  
eg. "this, it, he, and, but" and synonyms
- Vocabulary - Use a wide range, appropriate and academic
- Sentence Structure - be concise but not simplistic.  
eg. Correct use of relative clauses
- Use of degrees Comparison.

### Sequence / Transition words:

- To sum up on the whole, in either case, obviously, ultimately, in conclusion, altogether, in short, as shown above.
- Contrast Transition: Unlike, nevertheless, on the other hand, in contrast to, in spite of, contrary to
- Order: first, firstly, above all, before, subsequently, finally.
- Emphasis: Undoubtedly, obviously, especially, in addition to, besides, further more.

### Relative Clauses:

Ex:

- The woman "who visited me in the hospital" was very kind.
- The umbrella "that I bought last week" is already broken.

Both are defining clauses - meaning may differ if they are removed. No comma or parentheses.

- Elephants, "which are the largest land mammals", live in herds of 10 or more.
- The author, "who graduated from the same university as I did", gave a wonderful presentation.

These are non defining or non essential clauses set off using commas or parentheses. If removed the clause, the meaning of the sentence more or less remains the same.

### The main writing skills include:

1. Describing numerical data (use of simple sentences)
2. Identifying differences and similarities (relative clauses)
3. Comparing and contrasting (degrees of comparison)
4. Identifying and describing trends (Analyses of the trend)
5. Eliciting inferences (Conclusion)

### Preparation:

- Identify the main trends for each mode
- Identify any large increases or decreases.
- Are there any clear and consistent directions?
- Does anything seem particularly significant?
- Are there any clear relationships between modes or percentages?

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## Assignment - I

### Transcoding- Bar Diagrams

#### ABC Sales Record

The bar diagram represents the sales record of Company ABC in the years, 2013, 2014, 2015 and 2016 for the North, South, East and West Regions. We can see that while there is a steady growth in the North Region, the same cannot be said for the East and South but there is a tremendous growth in the West Region.

In the North region, the sales of ABC have been gradually scaling up in the years 2013-16 while there is growth, it does seem to be steady and slow-going.

In the South and the East region, both reported a high sale in the year 2013 as compared to North and West but in 2014, their sales went down almost by half and continued doing so till 2015 until it started increasing their sales back up in 2016.

The West region had a similar sale as South in the year 2013 and also plummeted its sales in 2014. It started picking up in 2015 and scaled up tremendously in 2016 by increasing its sales from 1500 to 5000.

The graph shows the sales record for different regions in four years. It can be noted that while some sales were stable and some were volatile, sales of a particular region had performed really well and the strategies used in that region could be implemented in other regions also.

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### Formal and Informal Channels of Communication

There are precisely these two forms of communication in every organization:

1. Formal Communications are those which are bound with all rules and regulations. Ex: Orders, notices etc.
2. Informal Communication includes the non official or un-regulated communications, Ex: Rumours, un-verified information

They both exist simultaneously in an organization.

#### Formal Channels of Communication:

Every organisation has a formal set-up which they follow. The actual and valid information is to be focused on.

All formal communication are broadly classified as

1. Horizontal Communication
2. Vertical Communication:
  - (a) Downward Communication
  - (b) Upward Communication

#### 1. Horizontal Communication

The communication that takes place in the same level of authority between the members of the organization. Uses both oral and written.

##### Advantages:

1. It improves the quality of team work
2. Since it provides better coordination of individual effort, it creates greater efficiency and better results
3. When effectively used it helps eliminate misunderstanding, envy and pretty jealousies among people of equal status.

##### Disadvantages:

1. There may be conflict between horizontal and vertical communication. Horizontal communication takes place more frequently than communication between seniors and juniors. So, a decision taken horizontally may go against what is taken vertically by senior.

- At higher managerial levels horizontal communication becomes difficult when people engaged in specialized jobs use technical language (jargons).
- Unless horizontal communication is tightly controlled and each person is made aware of his responsibility, a great deal of time may be wasted.

## 2. Vertical Communication:

Communication that takes place among different levels on the line of authority. Ex: A sectional manager speaking to general manager.

### (a) Downward Communication:

Traditional type of corporate communication. It takes place when a person belonging to a higher position on the line of authority communicates with a person belonging to the lower levels of the hierarchy.

Ex: Staff meetings, interviews, circulars or notices, etc.

#### Advantages:

- It helps maintain discipline within an organization. Since the levels of authority are determined and clear-cut, each person knows that he is accountable to his immediate senior.
- The seniors also know the amount of authority they wield, and so they are confident while issuing instructions and orders to juniors.

#### Disadvantages:

- Often the lines of communication are too long.
- Messages get distorted sometimes.
- Some information is confidential and cannot be communicated downwards.

### (b) Upward Communication:

Flow of communication from lower levels to higher levels. It is essential to keep managers informed about the progress of the work. In some organizations - 'open door' policy is followed.

#### Advantages:

- It is part of a two-way process which promotes better understanding between management and employees.
- It develops 'employer-employee' relations.

#### Disadvantages:

- Only agreeable information is communicated upwards.
- It tends to travel slowly as it is diluted at each level before it is sent.

### Informal Channels of Communication:

Operates in every organization and carries communication which doesn't arise out of formal channels of communication.

Informal discussions include rumours and un-verified information. Recognized as integral part of the communication structure of every organization.

This is also known as grapevine communication.

### Diagonal or Grapevine Communication:

- Here the information flows in a random order.
- Spreads very rapidly in all channels of communication.
- It provides feedback to the organization and reaches everyone.
- It can be harmful as information can be baseless.
- It is mostly incomplete.

# REMEDIAL GRAMMAR AND VOCABULARY

## Tenses and Aspects:

Tenses are statements that give an idea of something that happened in the past, happening in the present or will happen in the future.

There are three basic tenses which can be divided into different sub types, they are:

1. Past
  2. Present
  3. Future
- 
- ```

graph LR
    Simple --> Past
    Simple --> Present
    Simple --> Future
    Present --> PresentContinuous[Continuous (Progressive)]
    Present --> FutureContinuous[Future Continuous]
    Perfect --> PastPerfect[Past Perfect]
    Perfect --> FuturePerfect[Future Perfect]
    PerfectContinuous[Perfect Continuous (Perfect Progressive)] --> PresentPerfectContinuous[Present Perfect Continuous]
    PerfectContinuous --> FuturePerfectContinuous[Future Perfect Continuous]
  
```

### 1. Simple Present:

→ It has two main uses: when an action is happening right now, or when it happens regularly.

A simple present tense is formed by using the root form or by adding '-s' or '-es' to the end.

Eg: Pauline practices the piano every day.

→ To make a negative simple present tense, use,  
do/does + not + [root form of verb].

Eg: Her friends do not agree.

→ To ask a question, use  
do/does + [subject] + [root form of verb].

Eg: Do you know how to bake a pie?

### 2. Present Perfect:

→ It is used to refer to an action which either occurred at an indefinite time in the past or began in the past and continued to the present time.

→ It is formed using have/has + the past participle.

→ The past participle of the verb ends with '-ed' or '-d'.

→ The important thing to remember is that it can't be used when you are being specific about something.

→ It can be used to talk about the duration of something that started in the past and is still happening.

### 3. Present Continuous:

→ It is used to indicate an action or condition that is happening now, frequently, and may continue into the future.

→ Formula: to be [am, is, are] + verb [present participle]

→ The dynamic verb used here ends with -ing.

Eg: The man is talking on the phone.

### 4. Present Perfect Continuous:

→ It is used to indicate something that started in the past and is continuing at the present time.

→ Formula: has / have been + the present participle (root + -ing)

Eg: I have been reading War and Peace for a month now.

### 5. Simple Past:

→ It is used to indicate or talk about things that happened or existed before now.

Eg: He won the gold medal.

→ Formula, add -ed to the root form of the verb.

→ To make a simple past negative tense, use:

did not + [root form of verb]  
(was not)

Eg: I was not talking with the results.

→ To ask a question, use

did I [Subject] + [root form of verb]  
(was/were)

Eg: What people taking lots of pictures?

## 6. Past Perfect:

- It is used to talk about actions that were completed before some point in the past.
- It is used to talk about something that happened before something else.
- Formula: had + [past participle]

→ Past Perfect negative: had + not + [past participle]

→ Past perfect question: had + [Subject] + [Past participle]

## 7. Past Continuous Tense:

- It refers to a continuing action or state that was happening at some point in the past.

Formula: Past tense (was/were) + Verb's present participle (-ing word)

Ex: The sun was shining everyday that ~~in~~ summer.

## 8. Past Perfect Continuous

- It shows that an action that started in the past continued up until another time in the past.

Formula: had been + the verb's past participle (root - ing)

→ The <sup>present</sup> past perfect continuous, indicates an action that began in the past and continued up to the present.

→ The past perfect continuous, indicates an action that began in the past, continued in the past, and also ended at a defined point in the past.

Ex: He had been drinking milk out the Carlton when Mom walked into the kitchen.

## 9 Simple Future:

- It is used to talk about things that hasn't happened yet.

→ Formula: will + [root form of Verb]

↳ Formal

[am/is/are] + going to + [root form of verb]

↳ Informal

→ Simple future negative: will + not + [root form]

Ex: I will not go to Gujarat.

→ Simple Future Question: will + [Subject] + [root form].

Ex: Will Sahil write me a letter?

## 10. Future Perfect:

- It is used for actions that will be completed before some other point in the ~~future~~ future.

→ An action that will be completed between now and some point in the future.

→ Formula: will have + [Past participle]

→ Future perfect negative: will + not + have + [Past participle]

→ Future perfect question: will + [Subject] + have + [Past participle]

## 11. Future Continuous

- It indicates that something will occur in the future and continue for an expected length of time.

→ Formula: will + be + the present participle (to root verb + -ing)

Ex: Michael will be running a marathon this Saturday.  
After I study, I will know all the answers for the test.

## 12. Future Perfect Continuous:

- It is used to describe actions that will continue up until a point in the future.

→ Formula: will + have + the verb's present participle (verb root + -ing)

→ We are projecting ourselves forward in time and looking back at the duration of the activity.

The activity will have begun sometime in the past, present or in the future, and is expected to continue in the future.

Ex: In November, I will have been working at my company for three years.

## • Active and Passive Voice:

Voice is a term used to decide whether a Verb is active or passive.

Active Voice means that a Sentence has a Subject that acts upon its verb.

Passive Voice means that a Subject is a recipient of a Verb's action.

### Active Voice:

When the Subject of a Sentence performs the Verb's action, we say that the sentence is in the active voice.

Sentences in the active voice have a strong, direct, and clear tone. Here are some examples:

Monkeys eat bananas.

The Cashier counted the money.

The dog chased the squirrel.

### Passive Voice:

A Sentence is in the passive voice, on the other hand, when the Subject is acted on by the Verb.

The passive voice is always constructed with a conjugated form of to be plus the Verb past participle.

Ex:

Bananas are eaten by monkeys.

The money was counted by the Cashier.

The squirrel was chased by the dog.

Notice that the Subject, Object and Verb order in active voice is changed in the passive voice as Object, Verb and Subject.

✓ To Change a Sentence from passive voice to active voice, identify the Subject.

✓ Perfect Continuous for all three and Future Continuous have no passive voice form.

## • Common Grammar Practices / Mistakes:

### Types of Errors:

1. Wrong-word Errors.
2. Punctuation Errors.
3. Usage Errors.

### 1. Wrong-Word Errors:

- Spelling and Orthographic mistakes.
- Wrong meaning.
- Commonly Confused words.

Some examples of Commonly Confused words:

#### 1. They're, Their, There.

- They're - Contraction of "they are".
- Their - possessive
- There - indicates location / direction

#### 2. You're, Your.

- You're - Contraction of "you are".
- Your - possessive

#### 3. Who's / Whose.

- Who's - Contraction of "who is".
- Whose - possessive

#### 4. It's, Its, It's!

- It's - Contraction of "it is".
- Its - possessive
- It's! - not a word.

#### 5. Affect, Effect

- Affect - verb - to act on, influence
- Effect - noun - result.

## 6. To, Too, Two

- To - preposition
- Too - also / to an excessive amount.
- Two - number.

## 7. A lot, Alot, Alot

- A lot - to a great degree, extent
- Alot - to assign / distribute.
- Alot - not a word.

## 2. Punctuation Errors:

### • Commas (,):

- a) Use a Comma and a Coordinating Conjunction (and, but, or, so, nor, yet) to join two independent clauses.
- b) Use Commas after introductory clauses, phrases, or words that come before the main clause.
- c) Use Commas to separate three or more words, phrases, or clauses written in a series.
- d) Use Commas to set apart a parenthetical phrase in a sentence.

### • Semicolons (;):

- a) Use a Semicolon between two related independent clauses that are not joined by a Conjunction.
- b) Use a Semicolon to separate elements in a series that already contains Commas.
- c) Use a Semicolon to join two independent clauses when the second clause begins with a Conjunctive adverb (however, therefore, moreover, furthermore, thus, Meanwhile, nonetheless, otherwise) or a transition (in fact, for example, that is, for instance, in addition, in other words, on the other hand).

### • Colons (:):

- a) Use a Colon to introduce a list preceded by an independent clause.
- b) Use a Colon to separate an independent clause and a final phrase or clause that illustrates, extends, or amplifies the preceding thought.

### • Apostrophes (' ):

- a) Use an apostrophe to create a contraction (but don't use contractions in any academic writing).

- b) Use an apostrophe to form a possessive noun.

- c) Do not use an apostrophe to form a plural.

### • Quotation Marks (" "):

- a) If the sentence ends with the quotation (and if there is no parenthetical citation), put your final mark of punctuation inside the quotation marks.

- b) If the sentence continues after the quotation, you'll usually need a comma after the quotation but before your final quotation mark.

- c) If the question ends in an exclamation point or question mark, omit the comma.

- d) If your sentence ends with a footnote, put the superscript number after your final mark of punctuation.

- e) If the sentence ends with a parenthetical citation, omit the punctuation at the end of the quotation.

### 3. Usage Errors:

#### Fragments

- A Complete Sentence must have three Components:
  - A Subject
  - A predicate
  - A complete thought
- A fragment is an incomplete sentence if,
  - it cannot stand alone and does not express a complete thought
  - Some fragments lack either a subject or verb or both
  - Dependent clauses are also fragments if they stand alone

Eg: One of my friends who won a Contest by playing a variety of instruments.

#### Run-on Sentences:

- A run-on sentence is comprised of two or more independent clauses not properly separated.
  - Lack of punctuation and/or conjunctions
  - Incorrect punctuation
- A comma splice - two independent clauses joined by a comma is a run-on sentence.
- A run-on sentence is not simply a long sentence

Eg: It is nearly half past five, we cannot reach town before dark.

#### Dangling Participles:

- It is a word or a phrase that modifies a word not clearly stated or an unintended noun in the sentence.
- Correcting dangling participles:
  - Reword the sentence
  - Provide the missing information

Eg: Having finished the assignment, the TV was turned on.

#### Verb Tense:

- They should be consistent throughout your writing.
  - Reviews of literature should be in the present tense
  - Historical events should be in the past tense
- Correcting tense shifts:
  - Be consistent
  - Be familiar with forms and tenses

Ex: About noon the sky darkened, a breeze lifting up, and a low rumble announces the approaching storm

#### Pronoun / Antecedent Agreement:

- Pronouns are words that take place of nouns
- Antecedents are the words that the pronouns refer to
- Pronouns must agree with their antecedents in number, gender and person

Eg: Everyone should make their own decisions.

#### Subject / Verb Agreement:

- Singular subjects have singular verbs
- Plural subjects have plural verbs
- Rule of Thumb:
  - Subjects ending in "S" are plural
  - Verbs ending in "S" are singular

#### Correcting agreement errors:

- Be familiar with irregular verb forms
- Focus on the subject, not any additional modifiers

Eg: The box of ornaments belong in the attic.

## • Connectors:

→ What is a Sentence?

It is a group of words which has at least a Subject and a Verb, and which can stand on its own - it can be independent.

→ What is a Subordinate Clause?

It is a group of words which has at least a Subject and a Verb, but which cannot stand on its own - it is dependent.

It needs a main clause to complete its meaning. It is only a fragment of a complex sentence.

Complex Sentence → Main clause      She was happy  
                                 ↓  
                                 Subordinate clause      because he called

→ What is a noun phrase?

↳ group of words

A phrase whose head is a noun, pronoun, or a gerund acting as a noun. It can be accompanied by determiners, adjectives or other modify and it always functions as the subject or the object of a sentence.

Eg: these wonderful actors,  
     ↑                   ↑                   ↳ noun(head)  
     determiner      adjective

## • Types of Connectors:

Connectors of Addition, Contrast, Cause and Reason, Result, Purpose, Time and Sequence, Similarity, Opinion.

Connectors expressing general statements, a reason, an Conclusion

Connectors to give examples and to list points.

### a) Connectors of Addition:

→ To add information or points on a topic

Eg: In addition to, as well as, apart from, except for, besides, Moreover, furthermore, what's more,亦well, and also, too.

### b) Connectors of Contrast:

→ To show opposing information

Eg: In spite of, despite, although, even though, even if, while, whereas, however, nevertheless, on the contrary, on the one hand, on the other hand, but, yet, still

### c) Connectors of Cause and Reason:

Eg: because of, due to, owing to, thanks to, as a result of, since, as, seeing that,

### d) Connectors of Result:

Eg: As a result, Consequently, therefore, this further means, that is why

### e) Connectors of Purpose:

→ to show finality, intent

Eg: in order to, so as to, to, in order that, for that

### f) Connectors of Time and Sequence:

Eg: in the beginning, at first, first of all, then, next, later, after that, afterwards, meanwhile, soon, finally, in the end, subsequently, at last

(Comma is important):

when, while, as, before, after, until, as soon as, by the time, before, until, during

### g) Connectors of Similarity:

Eg: Similarly, Likewise, In the same way

### h) Connectors of Opinion:

Eg: Personally, in my opinion, as I see it, In my view, I (strongly) believe (that), I feel, I think, It seems to me, It is clear that.

### i) Connectors Introducing General Statements:

Eg: In general, On the whole, Generally, As a rule.

### j) Connectors expressing a reality:

Eg: In fact, As a matter of fact, Actually, The truth is.

### k) Connectors for Examples:

Eg: Such as, like, particularly, in particular, especially, specifically, for example, for instance.

### l) Connectors to List Points:

Eg: To begin with, in the first place, first of all, Firstly, Secondly, thirdly, finally, lastly.

### m) Connectors expressing a Conclusion:

Eg: In Conclusion, In Short, To sum up, To conclude.

### • Error Analysis:

It is 'The first approach to the study of SLA (Second Language Acquisition) which includes an internal focus on learners' creative ability to construct the language.'

In Science the word "error" does not mean "mistake" but rather the inevitable uncertainty of all measurements. Because they cannot be avoided, errors in this context are not, strictly speaking, "mistakes".

### Sources of Error:

- Interlingual Transfer.
- Intra-lingual Transfer.
- Context of learning (False Concept).
- Communication Strategy.

### a) Interlingual Transfer:

The sources of error can be caused by interference of the learners' mother tongue to the second language that is learned.

### b) Intra-lingual Transfer:

It is caused by negative intra-lingual transfer (overgeneralization) in target language. Error made in the same language.

### c) Context of learning (False Concept):

Context refers to the classroom with its teacher and its materials in the case of school learning, or the social situation in the case of untaught second language learning.

There is a possibility that errors are caused because they are learnt in the wrong context or given a wrong explanation by the teachers and books.

### d) Communication Strategy:

Conscious employment of verbal or non-verbal mechanism for communicating an idea when precise linguistic forms are not readily available. They involve avoidance, prefabricated patterns, cognitive and

personality style, appeal to authority (native speaker) and language switch

### Error Classification:

#### a) The Linguistics Category.

#### b) The Surface Strategy

i) Omission

ii) Addition

iii) Misformation Error

iv) Misdeleting

#### c) Comparative Taxonomy

#### d) Communicative Effect.

#### a) The Linguistics Category:

Its taxonomies classify errors according to either the language Component or the particular linguistic Constituent the error affects.

Linguistic Components include phonology, Syntax and morphology, semantic and lexicon, and discourse while linguistic Constituents include the elements that comprise each language. While linguistic Constituents include the elements that comprise each language Component.

#### b) Surface Strategy:

A classification system based on the ways in which the learners' erroneous version is different from the presumed target Version!

The error classification can give a clear description about cognitive processes that underlie the learners' reconstruction of the language being learned.

They are classified into four types, namely,

#### i) Omission Errors:

They are characterized by the absence of an item that must appear in a well-formed utterance. It may be the omission of nouns, verbs, adjectives, or adverbs in a sentence.

#### ii) Addition Errors:

It is characterized by the presence of an item which must not appear in a well-formed utterance.

Addition Errors are of three types

#### • Double Marking:

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction but not in others.

Eg: The girl does not dresses up appropriately.  
(dresses)

#### • Regularization:

It refers to an error having exceptional items of the given class that do not take a marker.

Eg: (Incorrect - Correct)

man: men

boy: bought

child: children

#### • Simple Addition:

Errors of simple addition refer to the addition of one element to the correct utterance.

Eg: I am a student

#### iii) Misformation Error:

It is characterized by the use of the wrong form of the morpheme or structure. The learner supplies something although it is incorrect.

It is of 3 types

#### • Regularization Errors

They are errors in which regular markers are used instead of irregular ones.

Eg: fun is not turned, but won is past tense

### • Archi-forms:

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

The form selected by the learner is called archi-form.

Eg: 'That' should be followed by singular form, while 'these' should be followed by plural.

### • Alternating Form:

As learners vocabulary and grammar grow, the use of archi-form often gives way to the apparently free alternative of various members of class with each other.

Eg: I see her yesterday.  
(saw).

### iv) Misordering Errors:

It is an incorrect placement of a morpheme or group of morphemes in an utterance.

Eg: He is all the time late.  
(He is late all the time).

### • Extended Definition:

A good definition should be precise and it should identify the item you are defining beyond any doubt.

Extended definition usually gives the following information,

- A class or group to which it belongs.
- Uses
- Characteristics
- Main parts
- One or more examples.

Eg: A (term) is (as) (class) which or that (specific term).

Eg: Computer : A computer is an electronic machine that can store, organize and find information, do calculations and control other machines. With the <sup>internet</sup> connection, computers help create an international network. It is a versatile machine to have.

### • Idioms:

They are phrases which people use in everyday long ago which do not make sense literally but we understand what they mean.

→ Why do we have them?

No one really knows why they exist or where they all began, but every culture seems to have their own idioms or expressions.

→ The origin of Idioms

Most idioms come from ancient literature or even classic films. Many idioms originated as quotations from well known writers such as Shakespeare. Learning the backgrounds of idioms can help you remember them.

Idioms should be used in proper situations. They should enrich our

Speech and increase our vocabulary. The grammar and the vocabulary of the idioms are fixed, and if we change them, we lose the meaning of the idiom.

Eg:

From time to time - Something that happens occasionally.

When pigs fly - Something impossible.

Jump at your own shadow - To be overtly frightened

### Simple, Compound, Complex and Compound-Complex Sentences

#### Simple Sentence

- It contains a subject and a verb.
- It expresses a single complete thought.
- It is a single independent clause.

Eg: The cat crept through the dark house!

#### Compound Sentences

- It contains two independent clauses. (FANBOYS)
  - Conjunctions (for, and, nor, but, or, and, yet, so etc) join these independent clauses.
  - The conjunction used can impact the meaning of the sentence.
- Eg: The dog had watched all of this, but he had refused to become involved.

#### Complex Sentences

- It is an independent clause joined by one or more dependent clauses.
- A Subordinating Conjunction begins the dependent clauses.
- A dependent clause that begins a sentence must be followed by comma.
- A dependent clause has a subject and a verb, but does not make sense on its own.

#### Subordinating Conjunctions

After, how, when, as long as, at least, whatever, as though, since, while, even if, that, even though, etc.

Eg: After he gave it some thought, the mouse decided to wait until later for his tick.

#### Compound-Complex Sentences

- It is a sentence that has at least two independent clauses and at least one dependent clause.
- The same Subordinating Conjunctions are used to introduce the dependent clauses.
- The same coordinating conjunctions (FANBOYS) are used for joining the independent clauses.

Eg: This game was begun thousands of years ago, and it will continue far into the future as other cats and mice reveal in hide-and-seek.

#### Parallelism:

It is nothing but balancing the items in a sentence, to make the sentence clearer and easier to read.

#### Uses of Parallelism:

- To coordinate elements in a series.
- To pair ideas.
- To enhance coherence.
- To organize lists.

#### Using:

- All items listing two or more words, phrases, or clauses, need to be written in the same grammatical structure.
- When two ideas are included, they must be parallel.
- Put words linked by Coordinating Conjunctions in parallel form.

#### Checking for Parallelism:

- Check items listed in a series.
- Check places where Coordinating Conjunctions are used.

#### Eg:

1. In the 18th Century, Franz Mesmer treated patients by using iron magnets and hypnosis. (correct, parallel - by using).
2. People accused him of being a magician and that he was a fraud. (Wrong, parallel, being & that he, remove, that he was).

### Abbreviations: Initialism & Acronym:

Abbreviations are one of the other popular ways of forming words. It is a shortened or contracted form of a word or phrase that represents the whole word.

Abbreviations are grouped based on two, orthographic and phonological properties, initialism and acronyms.

#### Initialism:

Initialism is made from the first letter or letters of a string of words, but can't be pronounced as words themselves!

Eg: BBC (British Broadcasting Corporation)

#### Acronym:

It is an initialism pronounced according to ordinary orthographic conventions. It is also a combination of initial letters of word sequence that is pronounced as a word, rather than as a combination of letters.

Eg: NATO (North Atlantic Treaty Organization)

#### Tag Question or Question Tags:

→ They are mini-questions that we often put at the end of a sentence in spoken English

→ We use auxiliary verbs here, was, will, do, does, did.

Eg: You didn't lock the door, did you?

#### Structure:

Normally we use a negative question with / after a positive sentence.  
Eg: Mary will be here soon, won't she?

And a positive question after a negative sentence,

Eg: Mary won't be late, will she?

Meaning of the question tag depends on the voice of how it is said

If the voice goes down, it is not really asking a question, it is simply inviting the listener to agree with you.

If the voice goes up, it is a real question.

→ Question tag = Shall.

Eg: Let's go out shall we?

→ Question tag = Will you?

It becomes imperative.

Eg: Open the door, will you?

→ Question tag = Aren't I?

It is the first person in the simple present of to be.

Eg: I'm good in Coding, aren't I?

#### Topic Sentences:

→ What is a paragraph?

A paragraph is a group of sentences about one main idea. It can be short or long, depending on the topic or idea you have been covering has been fully explored in that paragraph.

#### Paragraph Structure:

It has three parts,

- The topic sentence, it is the main idea of the paragraph.
- The supporting sentence, adds the details of the main idea.
- The concluding sentence, it summarizes the main points or reinforces the topic sentence.

#### a) Topic Sentence:

The topic of a paragraph is generally introduced by a key sentence. This is called a topic sentence because it contains the central idea of the paragraph. It often, but not always, comes at the beginning of the paragraph.

It has two parts: Topic + Controlling idea.

The topic is the subject of the paragraph and the controlling idea tells what the paragraph will tell about the topic.

Eg: Pollution in ABC Town is the worst in the world.

Topic                      Controlling Idea

### b) The Supporting Sentences:

- They come after the topic sentence, making up the body of a paragraph.
- They give details to develop and support the main idea of the paragraph.
- You should give supporting facts, details and examples.

### c) The Concluding Sentence:

It closes or finishes the paragraph and should be related to the topic sentence.

- It should repeat the topic sentence in a different way.
- Summarize the information.

### • Direct Indirect Speech:

A speaker's words can be reported in two ways:

#### → Direct Speech: Exact words of speaker.

Eg: The teacher said to Rajesh, "You have a bright future."

#### → Indirect Speech: What the speaker has said without using the exact words.

Eg: The teacher told Rajesh that he had a bright future.

### → Change of Tense:

- If the reporting verb in the direct speech statement is in present tense or future tense, then it remains same in indirect speech as well.

Eg: My friend says, "He is very handsome."

My friend says that he is very handsome.

- If the reporting verb is in the past tense in the direct speech statement, then the verbs within the inverted commas will undergo corresponding changes in the indirect speech statements.

Eg: The girl said, "The flower is pretty."

The girl said that the flower was pretty.

### • Present Continuous becomes Past Continuous:

Eg: The old man said, "The rain is falling very heavily."

The old man said that the rain was falling very heavily.

### → Personal pronouns change according to S.O.N

Subject = 1st Person

Object = 2nd Person

No change = 3rd Person

- If Subject of the quoted words is in 1st person then it will change according to the subject of the reported verb.

Eg: He said to me, "I like coffee."

He told that he likes coffee.

- If Subject of the quoted words is in 2nd person then it will change according to the object of reporting verb.

Eg: He said to me, "You look happy."

He told that I looked happy.

- If the Subject of the quoted words is in 3rd person then there will be no change.

Eg: He said to me, "She has already left."

He told to me that she has already left.

### → Change of Adverbs:

This - That

Today - That day

These - Those

Now - Then

Here - There

Tomorrow - The following / next day

Yesterday - The previous day / the day before

Tonight - That night

Ex: He said, "I shall discuss this matter next week."

He said that he would discuss that matter the following week.

#### • Interrogative Sentences:

In a direct, yes/no question, reporting verb is changed into ask/inquire and, if/whether is used.

Ex: She said, "Are you writing a poem?"

She asked me whether I was writing a poem.

In case of question words like who, how, where, etc - same word is used.

Eg: "Where do you live?" she asked me.

She asked me where I live.

#### • Imperative Sentences:

Reporting verb is changed into ask/advice/request

Tense remains the same

Ex: I said, "Take your seat."

I asked him to take his seat.

#### • Exclamatory Sentences:

Reporting verb is changed into exclaimed with joy/excitement/anger/surprise etc.

Ex: He said, "How beautiful a place!"

He exclaimed with joy that it was a very beautiful place.

#### • Degrees of Comparison:

|                    | Adjectives                                                                                      | Adverbs                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Positive Degree    | <ul style="list-style-type: none"><li>angry</li><li>Calm</li><li>wonderful</li></ul>            | <ul style="list-style-type: none"><li>angrily</li><li>calmly</li><li>wonderfully</li></ul>                |
| Comparative degree | <ul style="list-style-type: none"><li>angrier</li><li>calmer</li><li>more wonderful</li></ul>   | <ul style="list-style-type: none"><li>more angrily</li><li>more calmly</li><li>more wonderfully</li></ul> |
| Superlative degree | <ul style="list-style-type: none"><li>Angriest</li><li>Calmest</li><li>most wonderful</li></ul> | <ul style="list-style-type: none"><li>most angrily</li><li>most calmly</li><li>most wonderfully</li></ul> |

Every adjective and adverb can be written in one of three degrees.

1. Positive Degree: This offers no comparison. It just tells us about the existence of a quality.

Ex: Slow, happy.

2. Comparative Degree: This compares two things to show which has the lesser or greater degree of the quality.

Ex: Slower, happier.

3. Superlative Degree: This compares more than two things to show which has the least or greatest degree of the quality.

Ex: slowest, happiest.

#### • Examples:

- Lee is hungry. (PD)
- Lee is hungrier than Mark. (CD)
- Lee is the hungriest of all. (SD)

## UNIT - II

03.06.2021

# ORGANISATIONAL COMMUNICATION

### • Notice, Agenda and Minutes:

31.05.2021

#### English - Assignment.

##### Question:

Imagine that you are the Secretary of RMS Cotton Mills and conduct a meeting with board of directors discussing various issues.

#### Notice without Agenda:

RMS Cotton Mills  
12/7, Adhine Street, Chennai, TN  
600123

NOTICE      31st May 2021

Notice is hereby given that the third meeting of the Board of Directors will be held at the registered office of the Company at 11 a.m. on Thursday, June 3rd 2021.

The agenda is enclosed.

S Kunal Keshan  
Secretary

Cc:  
Members of Board of Directors.

### Notice with Agenda:

RMS Cotton Mills  
12/7, Adhine Street, Chennai  
Tamil Nadu 600123

NOTICE      31st May 2021

Notice is hereby given that the third meeting of the Board of Directors will be held at the registered office of the Company at 11 a.m. on Thursday, June 3rd 2021.

S Kunal Keshan  
Secretary

Agenda:

1. Confirmation of the minutes of the last meeting.
2. Matters arising from the minutes
3. Expansion plans for the Company
4. Improvements in the Company marketing department
5. Date of next meeting.

Cc:  
Members of Board of Directors.

### Minutes of Meeting:

RMS Cotton Mills  
12/7, Adhine Street, Chennai  
Tamil Nadu - 600123

Minutes

Minutes of the third meeting of the Board of Directors held on 3rd June 2021 at the registered office of the Company.

The following members were present:

|                     |                                     |
|---------------------|-------------------------------------|
| Mr. G. Thina        | Managing Director.                  |
| Mr. A. Anilchand    | Director, Planning and Development. |
| Mr. P. Sathish      | Director, Purchase.                 |
| Mr. A. Iswaran      | Director, Human Resources.          |
| Mr. S. Kumar        | Director, Finance.                  |
| Mr. S. Kunal Keshan | Secretary.                          |

### 1. Confirmation for Expansion plans:

The directors were in formal agreement for the new expansion plans put forth by the Director of Planning and Development. It was signed by all members and is now ready to be executed.

### 2. Improvement in the Marketing Department:

Improvements in Sales have been significant in the past quarters due to the unyielding efforts and hard-work of the Marketing Department. The Committee members agreed to increase the funds to the marketing Department.

### 3. Dividend Payout:

Increase in profits have been substantial in the past and in agreement, the Company will pay a dividend of £ 5 to all of its shareholders on the 1st Apr 2022.

### 4. Next meeting:

The next meeting of the Board was fixed to be held on Monday, July 5 2021 at 11 AM.

With this the meeting ended at 3:00 PM while the Directors thanked each other.

S. Kunal Keshan  
Secretary.

### Cover Letter and Resume:

#### English - Assignment

##### Question:

Write a Job Application to Zero Tech Info Private Ltd, requesting the General Manager of the Concern to consider you for the position of Zone Manager for their newly established branch in New Delhi. Send the Cover letter along with the Resume.

##### Cover Letter:

Kunal Keshan  
12, Nehru Street  
Aashok Nagar  
Chennai.

6th June 2021

The General Manager,  
Zero Tech Info Private  
17/18, Vastu Residency  
Mumbai  
Mumbai - 400003.

Dear Sir/ Madam,

Subject: Applying for the post of Zone manager for the newly established branch in Delhi with reference with LinkedIn post, dated 31st May 2021

I would like to apply for the post of Zone Manager for the newly established branch in Delhi as advertised in the Companies LinkedIn Post. After carefully reviewing the requirements in the job description, I feel that I am a suitable candidate for the job.

I have a Bachelor's degree in Electronics and Communication Engineering from SRMIST, Chennai. I have taken part in various leadership related events both in and out of College and also participated in and won various debates.

I believe with the skills I have acquired and my critical thinking, that I am capable of managing a team and providing the right instructions. I am approachable to my peers and bring about professionalism. I feel that I am capable of bringing more than satisfactory results under my supervision.

If you think that I am a capable candidate, I would welcome the opportunity to meet you to know more about the Company, and whether my qualifications and skills would meet your expectations.

Thank you in advance for your time and consideration. I look forward to hearing from you soon.

Yours faithfully,  
Kunal Keshari

Enclosure: Resume

### Resume

### Resume

Kunal Keshari

12, Nehru Street, Ashok Nagar  
Chennai - 600009, 9876543210

kunalk@gmail.com

#### Position Sought Zonal Manager

#### Objective:

To work as the Zonal Manager in the newly established branch in Delhi where I will have opportunities to use my experience in Communication, decision-making, technical, Conceptual and interpersonal leadership.

#### Academic Qualifications

| Degree/Cert.Facilitate                              | Institute                                        | Board/University | Year | GPA |
|-----------------------------------------------------|--------------------------------------------------|------------------|------|-----|
| B.Tech in Electronics and Communication Engineering | SRM Institute of Science and Technology, Chennai | SRMIST           | 2021 | 5.5 |
| 12th                                                | St. John's Residential School, Chennai           | CBSE             | 2017 | 8.4 |
| 10th                                                | St. John's Residential School, Chennai           | CBSE             | 2015 | 8.6 |

#### Experience: Team Leader for an award winning project on Circuits held at IIT, Madras

- Coordinated and brought together the cooperation of the team
- Planned and executed the required components
- Communicated and expressed the project to the crowd in a easy to understand manner.

#### Participated in MUN

- Exposed to people of various background and improved communication skills
- Decision making to counter in various debates held
- Team work to present new amendments and such.

### Special Skills

- Communication and Interpersonal Skills
- Quick Decision Making
- Ability to work in multi-cultural environment and easily adapt to any change.
- Team worker and work towards producing best results.

### Activities and Interests:

- Member, Think Digital, SRMIST
- Member, IEEE
- Coding, Video editing and photo editing and finance.
- Reading books.

### Achievements:

- First Place in Circuits Competition held at JNT, Muttom
- Participated in MUN
- First place in College Debate Competitions.

### References:

Prof. AJ Kumar,  
Professor of Communication,  
SRMIST, Chennai  
Tel (041) 9876113101  
Email: kumaraj@gmail.com

Dr. K. Anand  
Professor, Psychology  
Coordinator of MUN  
Tel (041) 7243741101  
Email: Anandka@gmail.com

I hereby affirm that the above provided details are true to the best of my knowledge and belief.

Place: Chennai

Date: 6th June 2021.

### Work Ethics:

A Collection of Values and behaviours which people feel are "right". "Ethics" is a name given to our values of good behavior.

A positive work ethic is the collection of all the values and actions that people feel are appropriate in the work place.

#### → Moral:

Relates to right and wrong. Values are beliefs that a person feels very important. Our behaviour and actions are most often a reflection of our values.

Today's workplace is demanding and competitive.

#### → Characteristics of Work Ethics:

1. Attendance: attend workplace, arrive and leave on time, make advance notice for planned absences, punctuality.

2 Character: Display Loyalty, honesty, trustworthiness, reliability, Openability, initiative, self discipline and self-responsibility.

3. Teamwork: Cooperative, assertive, customer service attitude. Continuous learning, mannerly behaviour.

4. Appearance: Display appropriate dress, grooming, hygiene and etiquette.

5. Attitude: Positive, confident, realistic expectations of self.

6. Productivity: Safety practices, conserve materials, keep work area neat and clean, follow directions and procedures.

7. Organizational Skills: Personal and time management, prioritizing, flexibility, dealing with change and stress management.

8. Communication: Appropriate verbal and non-verbal skills.

a) Cooperation: Display leadership, tackles criticism and complaints, demonstrate problem solving capacity, follow chain of command.

b) Respect: Respects the rights of others, deal appropriately with cultural / racial diversity and not engaged in harassment of any kind.

#### → Core Values:

Essential for individuals in acquiring a high quality of life, a successful career and to be a good citizen.

i) Honesty: Being truthful and non deceptive or fraudulent.

ii) Respect: Having a genuine regard for others and a sharing of consideration.

iii) Compassion: Understanding the feelings of others and recognizing the effects of one's actions will have on others.

iv) Fairness: Practicing actions that are just and impartial along with treating people in a consistent manner.

v) Responsibilities: Assuming ownership for personal actions and to be accountable for one's action and behavior, assigned task, duties and functions.

Taking action against wrongdoing and dishonesty, misconduct or such inappropriate behaviour.

#### → Benefit of Good Work Ethics:

i) Positive work ethics skills make for more employable and valuable employees.

ii) Employers like those workers with desirable work habits.

iii) More motivated and attentive workers.

#### • WorkPlace Etiquette:

Workplace etiquette means the socially acceptable ways that we interact with one another and behave in our workplace.

What behaviours does workplace etiquette include?

- The way you relate to your co-workers.
- The way you relate to customers.
- Your behaviour while at work.
- What you wear.
- How you speak / communicate to / with people.

#### → Workplace Do's and Don'ts:

What are some of the most common, and time wasting don'ts?

i) Loudness.

ii) Intruding on Personal Space

iii) Making poor personal hygiene a public affair

iv) Lunchtime Don'ts

v) Complaining

vi) Others.

In detail,

#### i) Loudness:

a) Loud telephone conversations.

b) Loud talking in general

c) Loud music

d) Listening to offensive music

e) Not getting co-workers consent before playing something.

#### ii) Intruding on Personal Space:

i) Constantly coming in to your space to chat about non-work things.

ii) Seems to always need help with something from others.

iii) Always coming into your space to complain.

### iii) Making your personal hygiene a public affair:

- a) Grooming yourself in public
- b) Too much perfume
- c) Lack of Grooming
- d) Bare feet.
- e) Scruffed, worn, torn or dirty shoes, clothes etc

### iv) Lunchtime Don'ts:

- a) Smelly leftovers.
- b) Burning Potatos.
- c) Taking other peoples food.
- d) Clean up after yourself.

### v) Complaining:

What do people complain about?

- a) workload
- b) Things they perceive as unfair.
- c) other employees
- d) Their pay check
- e) Boss.

### vi) Others:

- a) Multi tasking isn't always more productive.
- b) Taking cell phone calls or texting while in meetings or involved in a conversation with customers or co-workers.

### → Complaining:

If you don't like something, try and change it. If you can't change it, either accept it or move on. But Stop Complaining!

### → Telephone Etiquette:

- i) Be pleasant and smile when you answer the phone
- ii) Never transfer someone without letting them know what you are doing.
- iii) Don't be a call center robot.
- iv) When making a call, identify yourself by first and last name and where you are calling from.

### → Email Etiquette:

- i) Do not send an email when a phone call or personal conversation is more appropriate.
- ii) Business emails should be treated like business correspondence.
- iii) Include a greeting and closing.
- iv) Formality.
- v) Spell and grammar check.
- vi) Include all necessary details and information.
- vii) Don't use all caps.
- viii) Don't use distracting fonts or font colors.

## Email Writing:

1. Use neutral Email address.
2. Use a short and accurate Subject header.
3. Use a proper Salutation.
4. Introduce yourself in the first paragraph (if necessary)
5. Write the actual message in a formal theme and avoid abbreviations.
6. Use the correct form of leave taking;
7. Action
  - a) Any action requested should be clearly described, using polite phrases.
  - b) Subordinates should use - "Could you..." or "I would be grateful if..."
8. Attachment:
  - a) Make sure to refer, in the main message to any attachments you are adding.  
Eg: Please see the attached files for quotation details.
9. Sign with your full name.
10. Proofread your message for Content, Spelling and grammar.
11. Reply/Forward/Acknowledge/Auto reply/Vacation:
  - a) Thank you for contacting ABC Company.
  - b) Thank you for your prompt reply.
  - c) Thanks for getting back to me.

## Advertisement:

The advertising is any paid form of non personal presentation of Ideas, Goods, Services by an identified sponsor.

→ What is a brand?

It is a product whose producer has made every effort to make it uniquely desirable to potential buyers.

→ Why do Companies advertise?

If done well, it makes the brand difficult to compete against. If develops an aura making it appear better than its competition.

## Marketing mix:

A range of tools and techniques that allows businesses to provide customers with what they want. It acts as a conduit for consumer demand to reach businesses. Thusly, turning this demand into profitable sales.

Its Components are:

1. Net Sales value • Gross margin, Materials, packaging, manufacturing.
2. Costs and Contribution: Sales, distribution, research, communication.
3. The marketing mix: Direct Marketing, Exhibitions, Promotions, etc.

## Role of Advertising:

1. Advertising exists to help to sell things. It is mainly about brands.
2. It is mainly designed to create and strengthen consumer impressions of the brand.
3. Exceptions is public service advertising.

## → The Advertising Plan:

Targeting the Audience: Whom are you trying to sell/teach?

Message Strategy: What do you say to them?

Media Strategy: When and where will you teach them?

## → Role of Advertising:

1. Marketing: The process a business uses to satisfy consumer needs by providing goods and services.

2. Communication: Can teach a mass audience. Influences: Habits. Important changes. Reminds and reinforces. Persuades.

3. Economic: Moves from being informational to creating demand. Advertising is an objective means for providing price-value info, thereby creating a more rational economy.

4. Societal: Informs consumers about innovations and issues. Teaches consumers about a new product. Helps shape consumer self-image.

## → Types of Advertising:

1. Product Advertising: Tries to sell a specific product to final users or channel members.

2. Corporate / Institutional advertising: Tries to promote an organization's image, reputation or ideas rather than a specific product.

## → Major Advertising Media:

Magazine, word of mouth, television, Newspaper, Yellow pages, Radio, outdoors, Cinema, internet, YouTube Ads.

## → The Key Players:

1. Advertiser: Uses advertising to send out a message about its products. Approves audience, plan and budget. Hires the advertising Agency.

2. Agency: Has strategic and creative expertise, media knowledge, workforce, talent and negotiating abilities.

3. Media: The channels of communication that carry the message to the audience.

4. Supplier: Assists advertisers, agencies, and the media in creating and placing the ads.

5. Audience: The desired audience for the advertising message.

## → Components of Advertising:

1. Strategy: It is the logic and planning behind the ad that gives it direction. Advertisers develop ads to meet objectives and create a message that speaks to the audience's needs.

2. Creative Idea: The central idea grabs the consumer's attention and sticks in memory. Research involves creativity. Buying and placing ads require creative thinking.

3. Execution: Effective ads are well executed reflecting the highest production values in the industry.

4. Media: The channels of communication that carry the message of the product/brand to the audience. Deciding how to deliver the message requires creativity.