

Block

**2****PROFESSIONAL SKILLS NEEDED AT THE  
WORKPLACE-II****UNIT 6**

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## BLOCK INTRODUCTION

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In the previous Block we introduced you to basic Communicative and Business English skills that are essential whenever you are doing business. In this Block these skills will be further practiced and expanded in different business contexts.

In fact, in this Block we have provided you with a wide range of business settings and situations in which you can practice and improve your communication skills in English, so that you can become more confident, more fluent and more accurate.

The units in this Block are as follows:

Unit 6: Meetings

Unit 7: Presentation Skills 1

Unit 8: Presentation Skills II

Unit 9: Developing Interpersonal Skills for a Successful Life at Work Place

Unit 10: Work Ethics and Social Media Etiquette

Unit 11: Copyright and Plagiarism

Each unit consists of integrated activities which include reading, writing, speaking and listening tasks, as well as study skills and grammar activities to inculcate accuracy. Please listen to the tape wherever indicated and practice the correct pronunciation, intonation and stress patterns.

We have given you a detailed Answer Key. Some of the answers are suggestive in nature – this means that variations are possible which are equally correct. Please do the exercises before you turn to the Answer Key.

Where the Speaking and Listening tasks are concerned which call for discussion, role play and simulation, it would be a good idea to practice with some friend who is good at English or at the Study Centre with fellow students.

We hope you find this course enjoyable and useful.

# **UNIT 6 MEETINGS**

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## **Structure**

- 6.0 Objectives
- 6.1 Warm up
- 6.2 Reading: A Successful Meeting
- 6.3 Speaking: One to One Meetings
- 6.4 Language Focus: Opening, Middle and Close
- 6.5 Study Skills : Editing
- 6.6 Listening: Criteria for Successful Meetings
- 6.7 Vocabulary
- 6.8 Grammar: Reporting Verbs
- 6.9 Writing: Memos
- 6.10 Pronunciation: Stress According to Part of Speech
- 6.11 Summary
- 6.12 Suggested Readings
- 6.13 Answers to Check Your Progress

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## **6.0 OBJECTIVES**

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Conducting or participating in meetings is an important business skill. In this Unit you will learn

- about formal and informal meetings
- about the process of business meetings
- the role of the chairperson and participants
- how to express your ideas and views
- how to make suggestions,
- how to express agreement and disagreement
- how to write agendas, and follow up memos
- to practice the language of meetings

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## **6.1 WARM UP**

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Have a look at these pictures which suggest two kinds of meetings. What do you think are the major differences between the two kinds of meetings? Write down at least three possible differences.



### Check Your Progress 1

Match your points on the differences in the two kinds of meetings with the one's given below:

- Group meetings are generally more formal than one to one meetings.
- Group meetings are more structured and planned and generally last longer.
- They involve a large number of people and must be chaired by somebody.
- They also follow the procedure of agenda and minutes, which may not be the case with one to one meetings.
- However, one to one meetings are not chance conversations but meetings with a purpose where certain objectives need to be achieved. Hence some kind of planning also needs to be done for such meetings to ensure the desired outcome.
- The language of group meetings is also more formal than one to one meetings.

## **6.2 READING: A SUCCESSFUL MEETING**

**The passage that follows tells you how to have meetings that are both effective and fruitful.**

Read the following passage and discuss the questions that follow.

**How can you make Meetings work for you?**

Meetings are central to most organizations for people need to take decisions based on shared information and opinions. How well you present yourself and your ideas, and how well you work with other people is crucial to your career.

### **Conducting a Meeting**

Call a meeting only when it is essential and be very clear about its purpose. Meetings called on a routine basis tend to lose their point. If you are sure you need to call a meeting, circulate a memo several days in advance, specifying the time, place and objectives, issues to be discussed, other participants and preparation expected.

Meetings should be short, not more than an hour. Six is the optimum number of participants for a good working meeting. Larger meetings can be productive as brainstorming sessions for ideas, provided participants can speak freely without feeling they will be judged.

A successful meeting always leads to action. Decisions should take up the bulk of the minutes of the meeting, including the name of the person delegated to each task, and a deadline for its completion. Make sure you circulate the minutes after the meeting and then again before the next one.

Draw out quieter members of the group. Encouragement helps create a relaxed and productive atmosphere.

### **Attending the Meeting**

Even if the meeting is informal, it is always advisable to prepare a few key points in note form to put across or discuss. Don't memorize notes or read them out like a sermon. This inhibits your natural gestures: the eye contact and body language is essential for effective communication. If you cannot answer a question don't be afraid to say you don't know.

Phrase your criticisms and proposals positively. Try to offer solutions rather than to complain.

### **Check Your Progress 2**

1) Answer these questions on the basis of what you read in the passage. Write out your answers in your own words as far as possible. Check your answers with the Answer key.

i) Why are meetings necessary?

.....

ii) What should you do when you decide that a meeting is necessary?

.....

iii) Name five things that should be taken care of by the person who chairs the meeting.

.....

- iv) What should be done once a decision is taken?

.....  
.....

- v.) Name three things that participants should keep in mind.

.....  
.....

- 2) Here are some terms associated with formal meetings. You were introduced to most of these in the above passage. Complete the sentences that follow by inserting them.

Minutes	arrangements	agenda	conduct	participants
circulate	items	consensus	memo	venue

- i) The chairperson or his/her secretary sends a \_\_\_\_\_ to invite participants to a meeting.
- ii) The \_\_\_\_\_ for the meeting is also mentioned in the memo.
- iii) The \_\_\_\_\_ of the previous meeting are circulated to participants
- iv) The organizer or his/her staff makes all the \_\_\_\_\_ for the meeting.
- v) The chairperson \_\_\_\_\_ the meeting.
- vi) \_\_\_\_\_ take part in the meeting.
- vii) The \_\_\_\_\_ is discussed \_\_\_\_\_ by item.
- viii) \_\_\_\_\_ is arrived at on issues under discussion
- ix) \_\_\_\_\_ of the meeting are jotted down during the meeting and then sent to all participants and concerned persons.

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## **6.3 SPEAKING: ONE TO ONE MEETINGS**

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### **Arranging to Meet**

Listen to this conversation where two persons are making an arrangement for a meeting. Pay special attention to the underlined expressions which highlight the language used in such situations. Say them aloud for practice.

- A. How about meeting at The Moti Mahal?  
B. That should be fine. What time?

- A. What about after the conference?
- B. Would you like to meet for dinner?
- A. That would be great. I suggest that I come and pick you up from Pragati Maidan.
- B. Let's say 7 pm.
- A. Good idea. See you at 7 then. Bye.
- B. Bye.

### Check Your Progress 3

- 1) Here are prompts for 5 pairs of suggestions and responses. Write them out and then check your answers with the audio cassette. The tape script is given in the Answer Key.

- A How about / meeting / lunch / today?
- B Not convenient / tomorrow?

.....  
.....  
.....  
.....  
.....

- A Would you / go / the electronics exhibition / Saturday?
- B Ok / 4 pm.

.....  
.....  
.....  
.....  
.....

- A Could we / meet / a restaurant / Friday evening?
- B Yes / Mc Donald's, C P.

.....  
.....  
.....  
.....  
.....

- A Would you / watch / the cricket match / on Sunday?
- B Yes / great.

.....  
.....  
.....  
.....  
.....

- A Should we / a movie / this weekend?
- B Not possible / next weekend.

.....  
.....

.....  
.....Write out the following jumbled conversation in the right order. Listen to the audio cassette and check if you got the sequence right. Practice saying it with a friend. The tape script is given in the Answer key.

- i) Mr. Bakshi : 6<sup>th</sup> November, 7 o'clock then..
- ii) Ms. Jain : Hello Mr Bakshi, this is Sunidhi Jain from Bhopal. How are you?
- iii) Ms.Jain : Fine, thank you. I'm coming over to Delhi in the first week of November for the Trade Fair at Pragati Maidan. Will you be in Delhi at that time?
- iv) Mr.Bakshi: Yes sure. In fact we are participating in the Trade Fair this year.
- v) Mr.Bakshi : Just a minute, let me check my diary. ....OK, That should be fine.
- vi) Ms.Jain : That's great. I suggest 7 o'clock in the restaurant.
- vii) Mr.Bakshi : Gautam Bakshi speaking.
- viii) Ms.Jain : Oh good! How about a meeting on 6<sup>th</sup> evening at The Village?
- ix) Ms.Jain: Thanks a lot. See you then.
- x) Mr.Bakshi : Yes, looking forward to meeting you. Bye then.
- xi) Ms.Jain : Goodbye.
- xii) Mr.Bakshi : Ms Jain! It is good to hear from you. I'm fine thanks, how are you?

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## 6.4 LANGUAGE FOCUS: OPENING, MIDDLE AND CLOSING

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Here is a commonly used method of opening meetings along with some standard / formulaic language:

### Opening a Meeting: The 4 step method

Step 1 : Open the meeting. Tell everybody that you are going to begin

Thank you for coming. It's ten o'clock. Let's start.

OK, shall we begin?

Step 2 : Explain the objectives. Tell them why you are having the meeting

We're here today to discuss.....

What we want to do today is reach a decision..

Our aim is to.....

Step 3 : Present the agenda. Tell them in order what you are going to discuss.

On the agenda you'll see there are three items.

Have you all seen a copy of the agenda?

Step 4 : Get initial contributions. Ask someone to begin the discussion.

I'd like to ask Sunidhi to.....

Can we hear from MrBakshi.....

#### Check Your Progress 4

Practice the expressions in the speech balloons by applying them to these situations. Assume the role of the chairperson.

You are meeting to discuss / decide about

- i) a welcome party for a new colleague

.....  
.....  
.....

- ii) a new product that your company is launching

.....  
.....  
.....

- iii) an important business visitor

.....  
.....

- iv) a trade fair in which your company is participating

Now listen to one possible way of how a chairperson could open the meetings in these situations. You may refer to the tape script in the Answer Key.

Middle and close of a meeting

Here is a language checklist which you can use in a meeting:

### **Stating an opinion**

It seems to me.....  
In my view.....  
I tend to think.....  
Its obvious that.....

### **Asking for an opinion**

Could we hear from.....  
What do you think about.....  
What's your view?

### **interrupting**

Excuse me, may I ask for a  
clarification on this.....  
If I may interrupt.....  
Sorry to interrupt but.....

Yes, go ahead.....

Sorry, please let him finish.....

Can I come to that later, please.....

That's not really relevant at this

## Moving the discussion on

Can we go on to think about.....

Let's move on to the next point.....

## Closing the Meeting

I think we've covered everything.....

So we've decided.....

I think we can close the meeting now.

## Check Your Progress 5

Which of the above expressions would you use in these situations?

- i) Preventing someone from interrupting

.....

- ii) Stating your opinion

.....

- iii) Asking to interrupt

.....

- iv) Closing the meeting

.....

- v) Asking for a clarification  
.....
- vi) Inviting someone's opinion  
.....
- vii) Asking for comments  
.....
- viii) Moving on to the next point on the agenda  
.....

### **Expressing Agreement/Disagreement**

During meetings you often express Agreement or **Disagreement**. Here is language that could help you do so more appropriately.

<b>Agreement</b>	
<b>STRONG</b>	<b>NEUTRAL</b>
<i>I'm in complete agreement</i>	<i>I agree</i>
<i>I quite agree</i>	<i>You're right there</i>
<i>I couldn't agree more</i>	<i>I think you're right</i>
<i>Yes definitely</i>	<i>Yes and.....</i>
<i>Exactly</i>	<i>That's true....</i>
<i>Precisely</i>	<i>That's right.....</i>

<b>Disagreement</b>	
<b>STRONG</b>	<b>NEUTRAL</b>
<i>I disagree completely.</i>	<i>I don't agree.</i>
<i>That's out of the question.</i>	<i>That's not how I see it.</i>
<i>I wouldn't say that at all.</i>	<i>I wouldn't say that.</i>
<i>Of course not.</i>	<i>I think you are wrong.</i>
<i>That's ridiculous.</i>	<i>I disagree.</i>

### **Check Your Progress 6**

#### **Role Play**

Work with a friend or by yourself to complete these short dialogues. Take it in turns to read the first statement and to reply according to the instructions.

- i) I think the report is too long. (*disagree strongly*).
- ii) It's too late to make any changes. (*agree*).
- iii) I feel we all need to work together. (*agree strongly*)
- iv) In my opinion, we need to cut down expenses on entertainment. (*disagree*)
- v) We must wait till next year to start this project. (*disagree, state the opposite opinion*)

**Listen to the tape script for model answers.**

## 6.5 STUDY SKILLS: EDITING

Whenever you write a piece of text, it is always important to edit what you read. You may say of course we do that. But what do you think we must be careful about? We must be careful about mistakes of grammar, spelling, punctuation and so on. In the text below we have extrapolated some extra words in the text. Your knowledge of grammaticality should help you spot them.

The text below is about Meetings. There are 9 lines out of which six contain mistakes: an extra word in the line. Find the extra words. Cross them out and write them in the column on the right. Put a tick mark for the lines that have no extra words. The first two lines have been done for you as examples.

### Check Your Progress 7

- i) Let's look at the diary for today. I see we've got a teleconference \_\_\_\_\_. \_\_\_\_\_
- ii) this morning. What's happened to good old fashioned meetings, with \_\_\_\_\_
- iii) everyone in the same room only discussing things. With all the hot-desking \_\_\_\_\_
- iv) that goes on in offices these days, not to be mention companies outsourcing \_\_\_\_\_
- v) work out, soon we'll never meet our colleagues at all! I can't imagine though \_\_\_\_\_
- vi) that we'll be able to do without business lunches, however well e-commerce \_\_\_\_\_
- vii) takes off. I see we're lunching along with some clients today. That shouldn't \_\_\_\_\_
- viii) be too bad. The boss may be a tough guy, but he is also a bit of a foodie lover, \_\_\_\_\_
- ix) so we'll probably go to a nice restaurant. \_\_\_\_\_

- 2) Find the meanings of these words in the dictionary. Some of these words are new and you might find them more easily on the web. If you still have problems, have a look at the answer key but only after you have been unsuccessful with the other resources.
- i) teleconference
  - ii) hot-desking
  - iii) outsourcing

## 6.6 LISTENING CRITERIA FOR SUCCESSFUL MEETINGS

You were taught to **read** and **write** in school. But did you ever have a listening comprehension class? Most of you would say ‘no’. **Listening comprehension** has indeed been a neglected area in English language teaching. Teachers have imagined that we just pick up ‘listening’ in the course of our student life. But don’t you think that you would have been better off if you had been trained? It is never too late! Let us practice the skill of listening. This would help us in our overall proficiency in the language.

Read the questions given below. Listen to the tape carefully and make notes as you read. Listen to it again and complete your notes. Spend some time completing your answers. Do they match with those given at the end of the unit?

### Check Your Progress 8

Listen to this recording on Meetings and answer the following questions:

- i) Why does the speaker find meetings bothersome?

.....  
.....

- ii) Why is it necessary to look at meetings as a means rather than an end?

.....  
.....  
.....

- iii) How can a meeting achieve its desired result?

.....  
.....  
.....

iv) What do you understand by

v) *Pet peeves*

.....

*In the driver's seat*

.....

*To map possible routes*

.....

You may now check your answers by comparing them with sample answers given in the key.

## 6.7 VOCABULARY

Confidence in a language is often a result of having a large vocabulary. And confidence leads to fluency. In each unit, we have given you several exercises in vocabulary development. Do complete them carefully, and use these words in real life.

### Check Your Progress 9

- 1) Insert suitable words from the box to complete the following text on **Decision Making Meetings**. Check your answers with the Answer key.

Needs	organization	ideas	effective	support	
decision	facilitate	participants	team effort	design	
	discuss		key issues		

### Secrets of Better Decision Making Meetings

While \_\_\_\_\_ meetings are essential to any \_\_\_\_\_ and to getting work done, most meetings leave us still looking for a \_\_\_\_\_ and tired. A good meeting should \_\_\_\_\_ decision-making, assist people in taking responsibility, energize the \_\_\_\_\_, and contribute to building \_\_\_\_\_ within the organization.

Successful meetings are ones where attention is paid to three areas; content, \_\_\_\_\_ and process. Selection of content is crucial. All too often meetings are called to \_\_\_\_\_ issues which would be better resolved with a couple of phone calls while at the same time core issues remain unmentioned. The key is to focus meetings around \_\_\_\_\_.

Secondly, the design of the meeting can hinder or \_\_\_\_\_ the decision making, problem solving or the informational task at hand. In designing, attention needs to be given to idea generation methods, decision processes, agenda, time frames, problem-solving steps, etc.

Third, and most often ignored, is making sure the individual and group \_\_\_\_\_ of the participants are met. Are people participating, included, feel that there is room for their \_\_\_\_\_? Are dysfunctional behaviors openly dealt with, is there positive energy in the group, are people committed to the task at hand and enthused about the way the group is working to complete the task?

- 2) Here is the beginning of a meeting. Can you complete the text by using suitable words from the box?

<i>improve</i>	<i>comments</i>	<i>begin</i>	<i>agenda</i>	<i>discuss</i>
<i>decline</i>	<i>meeting</i>	<i>remarks</i>	<i>clear</i>	

Chairperson: 'Right then, I think we should \_\_\_\_\_ now, it's ten o'clock. We're here today to \_\_\_\_\_ some of the reasons for the \_\_\_\_\_ in profits which has affected the company. At the end of the \_\_\_\_\_ we should have a \_\_\_\_\_ idea of what measures we should take to \_\_\_\_\_ the situation. You've all seen the \_\_\_\_\_. I'd like to ask if anyone has any \_\_\_\_\_ on it before we start.'

Voices: 'No / its fine / etc.'

Chairperson: Can I ask Ms. Anand to start with his \_\_\_\_\_.

## 6.8 GRAMMAR : REPORTING VERBS

### 1) Reporting Verbs

#### ***Reporting what was said***

When you write minutes of a meeting, it is useful to report the ideas, rather than every sentence. To do this, you need to use a variety of reporting verbs.

Here is a list that you might find useful:

C A : 'I think we should raise the budget.'

CA **suggested** raising the budget.

M B : 'I assure you I will find out more.'

MB **promised** to find out more.

RJ : ‘It might be possible to arrange extra funds.’

R J **mentioned** the possibility of extra funds.

D M : ‘I am not so sure if there will be extra funding’.

DM **wondered** if there would be extra funding.

Here are some more examples of the use of reporting verbs while writing or speaking about a meeting.

Three issues were **discussed**.

It was **decided** to delay action until the next meeting.

Everyone **agreed** to the proposal.

The issue of salary was **brought up**.

The Sales Manager **reported** on the results of the trade fair.

Five strategies were **recommended**.

SB **explained** the reason for the delay.

### **Check Your Progress 10**

Can you report the following statements? You may invent the names of the speakers. The first one is done for you as an example.

i) “The report will definitely be in by tomorrow.”

Ans: *MrSinghal assured us that the report would be in by the next day.*

ii) “What are the sales figures of last week?”

iii) “You still haven’t gathered the feedback from your department. Please do so by the end of the week.”

iv) “The delegation is expected to arrive next week.”

v) “Is it necessary to make the scheme compulsory for all employees?”

vi) “I don’t think the new flexi-timings are acceptable to all our employees.”

vii) “Why don’t we ask an advertising agency to design our campaign?”

viii) “Can someone give me an update on the progress of construction work at our new site?”

ix) “I am not happy with the people coming late for the meeting.”

x) “Can I see the absentee record of the Sales department?”

xi) “It is absolutely essential to dispatch the goods this weekend.”

xii) “We have gained two important clients through the Trade Fair.”

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## **6.9 WRITING: MEMOS**

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A very important customer is going to visit your city for a weekend. You need to prepare for his visit. He is visiting your city for the first time. Imagine that a meeting has been held to discuss the issue on the basis of the agenda given below.

## AGENDA

### 1 Hotels

- Which hotel should you reserve? Why? Who should make the reservation? How can you make sure that his stay is comfortable?

### 2 Airport

- Who should meet the visitor at the airport?

### 3 Lunches and dinners

- Where should you take your visitor for lunch and dinner? Should you check first to see what kind of food he likes?

### 4 Entertainment

- Where should you take him in the evenings?

### 5 Gift

- What kind of gift should you buy him? When should you give it to him?

### 6 Welcome letter

- What advice would you give him about your city and visit by way of helping him to prepare for his visit.

### 7 AOB – Any Other Business

**Minutes of the Meeting held on 20 June 2003 to plan for Mr. Sampath's visit to the city**

The Following members were present:

Mr. Dinesh Mehra

Mr. Vikas Puri

Ms. Deepti Sinha

Ms. Harvinder Kaur

Mr. Joseph Stephen

Ms. Salma Sheikh

Ms. Shilpa Gupta

Mr. Sunil Rawat could not attend the meeting as he was on leave.

Mr. Sampath's visit was discussed in detail and the following decisions were taken.

**Hotel Reservation:** Mr. Vikas Puri will book accommodation for Mr. Sampath at the Park Royal hotel in Nehru Place.

**Airport:** Vikas will also receive the guest at the airport and bring him over to the hotel personally.

**Meals:** On 1<sup>st</sup> July he will have lunch with the MD at 1 pm at Park Royal and on 2<sup>nd</sup> July the GMs will have lunch with him at the Taj. We will fix up dinner for the two days of his visit according to his preference and convenience. Ms. Deepti Sinha will take care of this.

**Entertainment:** Since this is Mr. Sampath's first visit to Delhi, it was presumed that he might be interested in sightseeing and shopping. Deepti and Vikas will arrange for the tour and accompany him.

**Gift:** It was also decided that the visitor would be given a traditional painting by our MD as a gift.

**Welcome Letter:** To start on a warm welcoming note, Vikas will write out the welcome letter and get it approved by Mr. Rakesh Menon before dispatching it to Mr. Sampath.

### Check Your Progress 11

Now write a memo to your boss with your suggestions. After you have written the memo, compare it with the one provided as a sample memo in the Answer key.

## Writing Memo

Before you write the Memo, we will show you the format of the Memo, its functions and chief characteristics.

As the dictionary definition states, a memo is a message in writing sent by one person or department to another ‘within the same business organization’. This is the reason why a memo is sometimes also described as an **inter-office memo**: a message sent from one office to another (of the same company).

Memos are used for a variety of purposes: from making a brief announcement to submitting or circulating an in-house (=within the organization) report. Among the main uses of the memo as a carrier of internal messages are the following:

- Making announcements, requests, policy statements, notices, reminders, suggestions, acknowledgements, congratulations, informal invitations, thank you, etc.
- Confirming decisions arrived at (or points settled) face to face meetings or telephone conversations with colleagues, workers, etc.
- For submitting or circulating in-house reports, e.g., preliminary survey reports, progress reports, recommendation reports, investigation reports, evaluative reports, and so on. Such memos may run to several pages and use the convention of formal reports like headings, graphics, tables, appendices, etc.

These purposes, for which memos are mainly used, can be seen as falling into the following functional categories:

- 1) **To inform:** Announcements, policy statements, notices and reports fall in the category. No immediate response is required, but the receivers are expected to note the information and conform to its requirements in their future behaviour, wherever applicable.
- 2) **To elicit a quick and definite response:** Suitably drafted memos can help elicit quick and definite responses where requests or notices are involved.
- 3) **To confirm the decisions/conclusions** arrived at a face to face meeting, or in a telephone conversation, and to create a permanent record of the decisions/conclusions.

## Style of Memos

As one of the main instruments of communication at the workplace, workaday memos have gradually evolved a distinctive style. They are written by persons in a hurry for persons who are probably in a greater hurry. Hence, an ideal memo should reveal its message to the reader at one quick glance. What is even more important is that the **memo should have an**

**appearance** which will tell the receiver that it can be read quickly. If, for example, the memo looks like several paragraphs of closely typed English prose, it is likely to be put aside to be read later or not read at all. So, if your memo is not a report, **make it brief** and **make it look brief**. Given below is the format of a memo.

<b>MEMORANDUM</b>	<b>Date: 19/5</b>
<b>From:</b> MD	
<b>TO:</b> Managers (Sales, Prod, Fin, Exp., Q.C.)	
<b>SUBJECT:</b> Export batch No. DO-9951 (To Indonesia)	
Matra Importers, Jakarta, have informed us that the last batch of scooters exported to them has the following problems:	
<ul style="list-style-type: none"><li>• No rear-view mirrors have been supplied though they were included in the order</li><li>• Base plates of 32 scooters were found to be loose</li><li>• 32 scooters have been supplied in sports grey colour though this colour was not included in the order</li><li>• 16 scooters had no tool kits.</li></ul>	
Please come to my office at 11 am tomorrow to discuss the matter. I will expect the concerned managers to bring with them explanations as well as remedies.	

#### To Sum Up:

- 1) Get to your main message directly.
- 2) Cut out every sentence, in fact every word, that does not contribute to your message.
- 3) Make your sentences short and simple.
- 4) Always think of the reader's time
- 5) State your 'subject' very precisely
- 6) Itemize the points
- 7) Pay attention to the Layout

**Now write the memo on the basis of the agenda given above—the answer is given in the answer key.**

## 6.10 PRONUNCIATION: STRESS ACCORDING TO PART OF SPEECH

Look at the following words which can be used both as nouns and verbs. The stress falls on the first syllable if it is a noun and the second if it is a verb. Now listen to the audio cassette and countercheck your pronunciation.

For example

Noun	Verb
Increase	increase

Can you mark the stresses in the following words and read them out aloud:

Noun	Verb
Present	present
Export	export
Record	record
Import	import
Desert	desert
Decrease	decrease
Progress	progress
Refund	refund
Process	process

## 6.11 SUMMARY

In this unit, through various activities and exercises, we have guided you through the following aspects of meetings:

- the difference between formal and informal meetings
- the format of meetings
- the formulaic language which is required for opening, middle and closing of meetings
- criteria for a successful meeting (a listening activity)

In the Grammar section, we give you practice in **reporting verbs** which are required when you write minutes of meeting.

As a follow up to a meeting, we may have to write a memo to the staff. We have given you the format and style of a memo. We have also given you practice in writing a memo.

## 6.12 SUGGESTED READINGS

Jones, L and Alexander R, Comfort, J. 1996. *Effective Meetings*. Oxford: Oxford University Press. New *International Business English*. Cambridge: Cambridge University Press.

Meetings

Sweeney, S. *Communicating in Business*. Cambridge: Cambridge University Press.

## 6.13 ANSWERS TO CHECK YOUR PROGRESS

### Check Your Progress 2

*Note: Answers to questions iii & v provide more points than the questions ask for. This is for the learner's benefit.*

1) i) Why are meetings necessary?

Meetings provide you with a platform where you can share your views and ideas with other people in the department / company and take decisions based on these shared ideas and opinions. Hence they are a necessary tool for communication and decision making.

ii) What should you do when you decide that a meeting is necessary?

Once you decide to call a meeting, you must circulate a memo to all those who are expected to be present for the meeting, well in advance. The memo must state the time, place and venue of the meeting. It must also have information on the issues to be discussed, what will be expected by way of participation from those who are to attend the meeting as well as which members have been called for the meeting.

iii) Name five things that should be taken care of by the person who chairs the meeting.

- call a meeting only when absolutely necessary
- set clear objectives for the meeting
- circulate a memo with necessary information well in advance
- do not call more than six people unless necessary
- keep the meeting short – not more than an hour
- encourage all members to participate, especially the quieter ones
- ensure that decisions are taken
- circulate minutes of the meeting

iv) What should be done once a decision is taken?

Once the chairperson of the meeting has taken a decision, s/he should assign responsibilities to the members and then set deadlines for the completion of the assigned work.

v) Name three things that participants should keep in mind.

- prepare a few key points before the meeting and take them along to the meeting
- don't memorize information – speak as naturally as possible

- don't be afraid to admit if you do not know something that you are asked
- be positive in your criticism
- offer solutions

2)

- i) The chairperson or his/her secretary sends a memo to invite participants to a meeting.
- ii) The venue for the meeting is also mentioned in the memo.
- iii) The minutes of the previous meeting are circulated to participants
- iv) The organizer or his/her staff make all the arrangements for the meeting.
- v) The chairperson conducts the meeting.
- vi) Participants take part in the meeting.
- vii) The agenda is discussed item by item.
- viii) Consensus is arrived at on issues under discussion
- ix) Minutes of the meeting are jotted down during the meeting and then sent to all participants and concerned persons.

Tape script

- A How about meeting at The Moti Mahal?
- B That should be fine. What time?
- A What about after the conference?
- B Would you like to meet for dinner?
- A That would be great. I suggest that I come and pick you up from Pragati Maidan.
- B Let's say 7 pm.
- A Good idea. See you at 7 then. Bye.
- B Bye.

### Check Your Progress 3

Tape script

- 
- A How about meeting for lunch today?
- B I'm afraid it is not convenient for me today. Can we fix it for tomorrow, please?
- 
- A Would you like to go to the electronics exhibition on Saturday?
- B That'll be OK with me. Should we say 4 pm?
- 
- A Could we meet at a restaurant on Friday evening?
- B Yes, that would suit me. Shall we say Mc Donald's at C P?

- 
- A Would you like to watch the cricket match on Sunday?
- B Yes, that would be great.
- 
- A Should we go for a movie this weekend?
- B I'm afraid it won't be possible. Can we keep it for next weekend?
- 

2) Tape script (The correct order)

Mr.Bakshi : Gautam Bakshi speaking.

Ms Jain : Hello Mr Bakshi, this is Sunidhi Jain from Bhopal. How are you?

Mr.Bakshi : Ms Jain! It is good to hear from you. I'm fine thanks, how are you?

Ms.Jain : Fine, thank you. I'm coming over to Delhi in the first week of November for the Trade Fair at Pragati Maidan. Will you be in Delhi at that time?

Mr.Bakshi: Yes sure. In fact we are participating in the Trade Fair this year.

Ms.Jain : Oh good! How about a meeting on 6<sup>th</sup> evening at The Village?

Mr.Bakshi : Just a minute, let me check my diary. ....OK, That should be fine.

Ms.Jain : That's great. I suggest 7 o'clock in the restaurant.

Mr.Bakshi : 6<sup>th</sup> November 7 o'clock then.

Ms.Jain: Thanks a lot. See you then.

Mr.Bakshi : Yes, looking forward to meeting you. Bye then.

Ms.Jain : Goodbye.

#### Check Your Progress 4

##### Tape script

- i) OK, shall we begin? We're here today to discuss about the arrangements for the welcome party for our new colleague Ms Sunanda Varma. I'd like to ask Sunil to begin by telling us what planning he has already done so far.
- ii) Thank you for coming. It is ten o'clock. Let's start. What we want to do today is reach a decision on the deadline for launching our new product. Have you all seen a copy of the agenda? Can we hear from Mr.Bakshi about what he thinks would be the suitable date for launching the product?
- iii) Right then, can we get started? The purpose of this meeting is to plan in detail for the visit of our very important customer from Holland, Mr Tillman. Can we have Harvinder tell us what planning he has done so far?
- iv) Thank you for coming. It is two o'clock. Let's begin. Our aim is to ensure that we make proper arrangements for our participation in the Trade fair to be held next month in Delhi. On the agenda you will see there are three items. I'd like to ask Sunaina to say something about

the first item that deals with the products that we will be displaying at the Fair this year.

### Check Your Progress 5

- i) **Preventing someone from interrupting** – Sorry, please let him finish.
- ii) **Stating your opinion** – In my view.....I believe.....
- iii) **Asking to interrupt** – If I may interrupt..... Sorry to interrupt, but.....
- iv) **Closing the meeting** – I think we've covered everything. .... That's it then. The next meeting will be held on Friday the 20<sup>th</sup> of June.
- v) **Asking for a clarification** – Excuse me, may I ask for a clarification on this?
- vi) **Inviting someone's opinion** – Could we hear from Puneet? ... What do you think about .....
- vii) **Asking for comments** – Any comments?
- viii) **Moving on to the next point on the agenda** – Let's move on to the next point..... Now we come to the question of.....

### Check Your Progress 6

- 3) I think the report is too long. *(disagree strongly).*  
*I wouldn't say that at all.*
- 4) It's too late to make any changes. *(agree).*  
*I think you're right.*
- 5) I feel we all need to work together. *(agree strongly)*  
*I couldn't agree more.*
- 6) In my opinion, we need to cut down expenses on entertainment. *(disagree)*  
*That's not how I see it.*

- 7) We must wait till next year to start this project. *(disagree, state the opposite opinion)*  
*That's out of the question. On the contrary, we should begin working on it as soon as we can.*

### Check Your Progress 7

- i) Let's look at the diary for today. I see we've got a teleconference meeting *meeting*
- ii) this morning. What's happened to good old fashioned meetings, with √
- iii) everyone in the same room only discussing things. With all the hot-desking *only*
- iv) that goes on in offices these days, not to be mention companies outsourcing *be*

- v) work out, soon we'll never meet our colleagues at all! I can't imagine though, *out*
  - vi) that we'll be able to do without business lunches, however well e-commerce √
  - vii) takes off. I see we're lunching along with some clients today. That shouldn't *along*
  - viii) be too bad. The boss may be a tough guy, but he is also a bit of a great food lover, *great*
  - ix) so we'll probably go to a nice restaurant. √
- 2) teleconference - A conference held among people in different locations by means of telecommunications equipment, such as closed-circuit television.
- hot-desking - is a way of saving office space in which workers do not have their own desk and are only given a desk when they need it.
- outsourcing – subcontracting work to outside companies

## Listening

### Tape script

My two pet peeves are being stuck in mismanaged meetings and in traffic jams. Traffic jams are often unavoidable but ineffective meetings are particularly irksome since it is simple to plan and manage successful meetings. Using the tools for creating dynamic and inspirational meetings doesn't require a Ph.D. or months of training. Why then are these simple ideas and tools so often ignored?

Meetings are too often seen as an end unto themselves. I've attended more than my share of meetings where the object was to get to the meeting. Once there, we dutifully filled the time allotted while producing only a minimum of new ideas, plans and action.

Using meetings effectively starts with the understanding that meetings are not the destination but a vehicle for reaching strategic objectives or organizational destinations. With this in mind we can move meetings forward.

Thinking of meetings as vehicles, as the means to an end, clarifies objectives and itineraries. It enables us to get in the driver's seat and focus our attention on the results we want to achieve and the means of achieving them. This requires selecting the appropriate type and structure of meeting, picking a competent meeting leader and facilitator, determining the key participants, and identifying critical steps in order to make the best use of peoples' time and energy.

With a clear destination in mind and key waypoints noted, it is possible to map possible routes and determine when a bike, a bus, a plane, chariot or truck is the appropriate vehicle to get you there quickly. With clear

objectives, we can determine how each part of the meeting should be structured and managed to achieve the desired results.

The success of meetings is limited only by our understanding of their purpose and our ability to plan and manage them.

### Check Your Progress 8

Possible answers

- 1) Why does the speaker find meetings bothersome?

Meetings are often mismanaged & ineffective, although you don't need any special qualifications to be able to conduct successful and effective meetings.

- 2) Why is it necessary to look at meetings as a means rather than an end?

This will enable participants to achieve the objectives of the meeting better.

- 3) How can a meeting achieve its desired result?

- by selecting the appropriate type and structure of meeting
- picking a competent meeting leader and facilitator
- determining the key participants
- identifying critical steps in order to make the best use of peoples' time and
- energy

- 1) What do you understand by

*Pet peeves – what bothers, irritates or annoys me most*

*In the driver's seat – in a position of authority or command*

*To map possible routes – to find out possible ways of doing something*

### Check Your Progress 9

- 1) The missing words from the text are in bold.

#### Secrets of Better Decision Making Meetings

While **effective** meetings are essential to any **organization** and to getting work done, most meetings leave us still looking for a **decision** and tired. A good meeting should **facilitate** decision-making, assist people in taking responsibility, energize the **participants**, and contribute to building **team effort** within the organization.

Successful meetings are ones where attention is paid to three areas; content, **design** and process. Selection of content is crucial. All too often meetings are called to **discuss** issues which would be better resolved with a couple of phone calls while at the same time core issues remain unmentioned. The key is to focus meetings around **key issues**.

Secondly, the design of the meeting can hinder or **support** the decision-making, problem solving or the informational task at hand. In designing,

attention needs to be given to idea generation methods, decision processes, agenda, time frames, problem-solving steps, etc.

Meetings

Third, and most often ignored, is making sure the individual and group **needs** of the participants are met. Are people participating, included, feel that there is room for their **ideas**? Are dysfunctional behaviors openly dealt with, is there positive energy in the group, are people committed to the task at hand and enthused about the way the group is working to complete the task?

- 2) Chairperson: ‘Right then, I think we should begin now, it’s ten o’clock. We’re here today to discuss some of the reasons for the decline in profits which has affected the company. At the end of the meeting we should have a clear idea of what measures we should take to improve the situation. You’ve all seen the agenda. I’d like to ask if anyone has any comments on it before we start.’

Voces: ‘No / its fine / etc.’

Chairperson: Can I ask Mr.Anand to start with his remarks.

### Check Your Progress 10

#### Reporting Verbs

Possible answers:

- i) He/she assured the members that the report would be in by the next day.
- ii) He enquired about the sales figures of the previous week.
- iii) She was reminded to gather the feedback from her department positively by the end of the week.
- iv) He informed the members that the delegation would arrive the next week.
- v) She questioned the necessity of making the scheme compulsory for all the employees.
- vi) She expressed her doubts about the acceptability of flexi-time.
- vii) He suggested that they should ask an advertising agency to design their campaign.
- viii) She asked for an update on the progress of construction work at their new site.
- ix) He expressed his unhappiness with latecomers.
- x) He asked to see the absentee record of the Sales department
- xi) She stressed/emphasized the need to dispatch the goods by the weekend.
- xii) She informed the members that they had gained two important clients through the Trade Fair

## Check Your Progress 11

Here is a sample of the Memo you could write to your boss:

### Memo

To : Rakesh Menon (GM –Marketing)

From : Shilpa Gupta (HR Department)

Date :21 June 2003

Subject: Details of Mr Sampath's visit to Delhi

At the meeting held on 20<sup>th</sup> June 2003 we took these decisions regarding the arrangements for Mr Sampath's visit:

- Vikas will book a room for him at the Park Royal Hotel and also receive him at the airport
- We have made the following lunch arrangements for him and will fix up dinner for the two days of his visit according to his preference and convenience
- On 1<sup>st</sup> July he will have lunch with the MD at 1 pm at Park Royal
- On 2<sup>nd</sup> July the GMs will have lunch with him at The Taj.
- Since this is his first visit to Delhi, the G M Marketing will take him on a sightseeing tour of Delhi on Saturday, 1<sup>st</sup> July. Vikas will take him out for shopping on Sunday if he wishes to shop.
- We have decided to gift him a traditional painting from Cottage Emporium.
- Vikas will also be drafting the welcome letter. He will get the letter approved by you before mailing it to him.

Please let us know whether you are satisfied with these arrangements. We look forward to your suggestions.

S/d

## Pronunciation

Meetings

Noun	Verb
present	present
export	export
record	record
import	import
desert	desert
decrease	decrease
progress	progress
refund	refund
process	process



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## **UNIT 7 PRESENTATION SKILLS-I**

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### **Structure**

- 7.0 Introduction
  - 7.1 Warm Up
  - 7.2 Reading: Presentation Skills
  - 7.3 Grammar: Verbs often Required in Presentations
  - 7.4 Language Focus
  - 7.5 Listening: Importance of Body Language in Presentations
  - 7.6 Speaking: Preparing an Outline of a Presentation
  - 7.7 Pronunciation
  - 7.8 Summary
  - 7.9 Answers to Check Your Progress
- 

### **7.0 INTRODUCTION**

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Presentations are frequently used in business organizations and educational institutions for communicating ideas and information to a group. In this Unit you will learn how to make effective presentations. You will learn

- how to prepare for presentations
- hints on effective delivery
- preparing outlines of presentations
- use of a variety of presentation verbs
- use of signaling, signposting and listing techniques
- the importance of body language in presentations

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### **7.1 WARM UP**

---

When you give a presentation, **how** you deliver the information is just as important as **what** you say. Knowing your **subject** well and knowing your **audience** are both very important. But there are other considerations. Here are some of them. What is your opinion on these? Can you add some more to the list?



Body language visual aids	notes humour	language length	confidence voice speed
------------------------------	-----------------	--------------------	---------------------------

## 7.2 READING: PRESENTATION SKILLS

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

### Check Your Progress 1

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

- i) If you are not enthusiastic about what you say you cannot expect to generate interest amongst the audience; Adapt to response – don't stick to your plan necessarily. If you find that it is not working, alter it to adapt to the audience
- ii) Check room, seating, acoustics, OHT or Computer (depending on what you decide to use).
- iii) Vary your tone and pitch. Ensure proper modulation. Everything should not be said with equal amount of stress. Certain things need to be emphasized more than others.
- iv) Memorize your introduction. This will help you to sound confident and in control.
- v) Try to involve the audience and respond to their reactions
- vi) Keep your sentences short and simple. Use deliberate pauses to punctuate your speech
- vii) Never talk down or up to your audience. Treat them as equals, no matter who they are.
- viii) Whenever you make a really important point, pause and let the full significance of what you have said sink in.....before you move on.
- ix) Don't put boring tables of figures and long lines of text on the overhead projector and read them out.
- x) When showing a visual, keep quiet and give people time to take it in.
- xi) Welcome questions from your audience. When members of your audience ask you a question, it is usually because they have a genuine interest in what you are saying and want to know more. Treat questions as an opportunity to get your message across better.
- xii) Know the size and the knowledge level of your audience. You must not tell them what they already know.

- xiii) Be clear about the purpose of your presentation – is it to inform or to persuade.
- xiv) Key ideas should be emphasized – you must ensure that the importance of your key points is not lost because of over emphasis on sub points
- xv) Don't cram – if you have a lot of information to give you could consider giving some of it through handouts rather than cram all of it into your presentation.
- xvi) You must present an outline in the beginning of your presentation so that your audience knows how your presentation is structured. This should be well prepared in advance.
- xvii) Rehearse your presentation in order to time it, and to become familiar with names and figures as well as any complex information you need to give to the audience.
- xviii) Pay attention to your body language: eye contact; gestures; posture; movement.

Preparation	Delivery
ii) Check room, seating etc.	i) Be enthusiastic

Now check your chart with the Answer key.

### 7.3 GRAMMAR: VERBS OFTEN REQUIRED IN PRESENTATIONS

#### Outlining Your Presentation

It is important to present an outline of your presentation at the very beginning. This helps the audience to understand how you have structured your presentation. A presentation will be much clearer to the audience if the structure is clearly signaled.

The use of a variety of **presentation verbs** can help you to present the outline clearly, specifically and effectively.

#### Check Your Progress 2

Here are some verbs often required in presentations. Can you complete the outlines of the presentations below by inserting suitable verbs from the box? You may need to use some of these twice.

talking	discuss	outline	filling	sharing	bring
highlight		tell		report	start

- i) Good morning everyone. I am Aditya Sen. This morning I am going to be \_\_\_\_\_ to you about the Adult Education project taken up by our Institution. So I'll begin by \_\_\_\_\_ you in on the background of the project and then \_\_\_\_\_ you up to date on the progress of the project. I'll go on to \_\_\_\_\_ what I see as the main achievements of the project.

Next I will \_\_\_\_\_ our plans for further extension of the project. In the end I will \_\_\_\_\_ you how you can become a part of this project. Please feel free to interrupt me anytime with any questions you might want to ask.

- ii) Good afternoon ladies and gentlemen. I am here to \_\_\_\_\_ on the results of the market study of our new product in the western zone. I will begin with Mumbai which is our main domestic market in the west. I will then go on to Jaipur and Ahmedabad in that order.

After \_\_\_\_\_ with you information on the data collected from these cities, I will \_\_\_\_\_ in depth the implications of this report. My presentation will be followed by an open discussion on our performance in the western zone.

**Here are some more ways of signaling the structure of your presentation. Pay particular attention to the verbs in bold.**

### **Introduction**

**Greeting**      Good morning ladies & gentlemen / everyone.....

**Topic**      I'd like to **talk** to you about.....

I'd like to **say** a few words about.....

I'm here to **make** a presentation on.....

This morning I'm going to be **talking** to you about / telling you about / **showing** you / **reporting** / taking a look at.....

**Outline**      I'll be **dealing** with three areas.

I've divided my talk into.....

So I'll start off by **filling** you in on the background to / **bringing** you up-to-date on / **giving** you an overview of/ **making** a few observations about / **outlining**..... And then I'll go on to **discuss** in more depth / **highlight** what I see as the main / **make** detailed recommendations regarding.....

**I will conclude** with..... / **I will end** my presentation with..... / At the end of my presentation **I will invite** you to ask me any questions that you may have.

### **Check Your Progress 3**

**Join the words in A with the phrases in B to make complete sense:**

- | <b>A</b>           | <b>B</b>               |
|--------------------|------------------------|
| i. reporting       | a. you in              |
| ii. filling        | b. you up to date      |
| iii. bringing      | c. in more depth       |
| iv. discuss        | d. the implications of |
| v. talking         | e. a look at           |
| vi. taking         | f. on the results of   |
| vii. understanding | g. you through         |

## **7.4 LANGUAGE FOCUS**

### **Signposting**

Signposts help to guide the audience through a presentation. Look at the phrases given below. These will help you to guide your audience through a presentation.

*to move on*  
*to expand on*  
*to digress*  
*to illustrate*

*to go back*  
*to recap*  
*to conclude*

*to summarize*  
*to turn to*  
*to elaborate on*

### **Check Your Progress 4**

Choose one of the **signpost** expressions from above for the following situations:

- i) When you want to make your next point
- ii) When you want to change direction
- iii) When you want to refer to an earlier point
- iv) When you want to repeat the main points
- v) When you want to give a wider perspective
- vi) When you want to give an example
- vii) When you want to do a deeper analysis
- viii) When you just want to give the basic points
- ix) When you want to deviate from your plan
- x) When you want to finish your talk

To.....  
To.....  
To.....  
To.....  
To.....  
To.....  
To.....  
To.....  
To.....  
To.....

### **More Signposting**

**Here are some more helpful signposts which you could use in the middle stage of your presentations.**

- |                      |                                 |
|----------------------|---------------------------------|
| <b>Showing steps</b> | First of all let's look at..... |
|                      | Then.....                       |
|                      | Next.....                       |

**Visuals too are included in the middle of a presentation. In the next section we discuss ways to present them:**

### Using Visuals

Visuals like bar graphs, line graphs, pie charts, pictograms, maps, photographs, charts, PowerPoint slides are commonly used in presentations to present statistical information or to make comparisons. These will be dealt with in more detail in the next chapter.

#### Introducing a visual

I'd like to show you.....

Have a look at this.....

This graph shows / represents.....

Here we can see.....

Let's look at this.....

As you can see in this graph / table.....

#### Comparisons

This compares *x* with *y*

Let's compare the.....

Here you see a comparison between.....

#### Conclusion

And here is some language input for the end of your presentation.

#### Closing

Finally, to sum up.....

I'd like to sum up now.....

That concludes my presentation.

To conclude.....

#### Questions / Discussion

At the end of a presentation you are required to invite the audience to ask any questions that they may like to ask. Alternatively you could also permit them to ask questions whenever they want in the course of your presentation. This has to be told to them in the very beginning.

#### Inviting questions

Are there any questions?

If there are any questions I'll be glad to try to answer them.

I'll be glad to answer any questions you may have.

Now we could have a discussion on.....

#### Check Your Progress 5

Cross out the words in italics which are not suitable in these extracts from presentations:

- i) I would like to begin with *a preview / an introduction / an outline* of the main points of my talk.
- ii) The first thing I'll be *saying / telling / talking* about is why we need to change our pay policy.
- iii) I will then go on to *inform / share / confide* with you some of the viewpoints of our senior executives.
- iv) If we could just *draw / focus / attract* our attention on the major benefits of the scheme.
- v) I would like to *inform / state / assure* at the very beginning that this is just a proposal and not a decision.
- vi) But we do need to seriously *ask / address / answer* the question of how we are going to deal with the problem.
- vii) I will be glad to *call / answer / invite* any questions that you may have at the end of the presentation.
- viii) Please feel free to *interrupt / ask / enquire* me with any questions you may have in the course of the presentation.

## 7.5 LISTENING: IMPORTANCE OF BODY LANGUAGE IN PRESENTATIONS

You will now hear some tips on the importance of Body Language in Presentations. Listen to the audio and match the two columns:

### Check Your Progress 6

Slouching	shows that you are friendly & approachable
eye contact	helps you to be more clear and effective
Smile	make for better understanding
Gestures	shows disinterest
Posture	enhances the comfort level of the audience
Proximity	helps counter boredom
variation in voice	signals interest in others

Can you explain what the speaker means by:

- i) smiling is contagious
- ii) invading other's space.

Consult the Answer Key and compare your answer.

- A. Listen to the beginning of a presentation on the introduction of a new course in Cinematics. Do you think it is a good introduction?
- B. Now listen to the beginning of another presentation on the same topic. Which one is better and why?

Compare your analysis with the one given in the Answer key.

## **7.6 SPEAKING: PREPARING AN OUTLINE OF A PRESENTATION**

Now prepare an outline of a presentation on any one of these topics and present it before the mirror or before your friends. If possible you can record the presentation and then listen to it. You can now listen to the tape script and compare your outline with the sample tape script.

- 1) Your town / city
- 2) Television as a source of information and entertainment
- 3) Your favourite book / magazine

Now have a look at two sample outlines given in the Answer key.

## **7.7 PRONUNCIATION**

Here are some words that are commonly used for presentations. Mark the stressed syllable in these words and speak them out aloud. The first is done for you as example. Now listen to the tape and check your pronunciation. You may also refer to a good dictionary for the correct stressed syllable.

- 1) presen'tation
- 2) recommendation
- 3) expansion
- 4) supervision
- 5) efficient
- 6) sufficient
- 7) strategic
- 8) systematic
- 9) analytical
- 10) economical
- 11) typical
- 12) experience
- 13) inconvenience
- 14) potential
- 15) commercial

- 16) individual
- 17) essential
- 18) gradual
- 19) actual
- 20) responsibility
- 21) incredible
- 22) impossible
- 23) diversify
- 24) obvious
- 25) spontaneous

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## **7.8 SUMMARY**

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In this unit we have introduced you to Presentation Skills in terms of -

- how to prepare for presentations
- how to deliver effective presentations
- some linguistic skills for introducing a presentation, signposting, using visuals and concluding.

We have also dwelt on Body language, which is very important when making a Presentation. All these skills are discussed in greater detail in the next unit.

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## **7.9 ANSWER TO CHECK YOUR PROGRESS**

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### **Check Your Progress 1**

#### **Preparation**

ii), iv), ix), xii), xiii), xv), xvi), xvii).

#### **Delivery**

i), iii), v), vi), vii), viii), x), xi), xiv), xviii)

### **Check Your Progress 2**

**The answers are given in bold print.**

- 1) Good morning everyone. I am Aditya Sen. This morning I am going to be **talking** to you about the Adult Education project taken up by our Institution. So I'll begin by **filling** you in on the background of the project and then I'll **bring** you up to date on the progress of the project. I'll go on to **highlight** what I see as the main achievements of the project.

Next I will **outline** our plans for further extension of the project. In the end I will **tell** you how you can become a part of this project. Please feel free to interrupt me anytime with any questions you might want to ask.

2) Good afternoon ladies and gentlemen. I am here to **report** on the results of the market study of our new product in the western zone. I will **begin** with Mumbai which is our main domestic market in the west. I will then go on to Jaipur and Ahmedabad in that order.

After **sharing** with you information on the data collected from these cities, I will **discuss** in depth the implications of this report. My presentation will be followed by an open discussion on our performance in the western zone.

### Check Your Progress 3

- |                    |                        |
|--------------------|------------------------|
| i) reporting       | f. on the results of   |
| ii) filling        | a. you in              |
| iii) bringing      | b. you up to date      |
| iv) discuss        | c. in more depth       |
| v) talking         | g. you through         |
| vi) taking         | e. a look at           |
| vii) understanding | d. the implications of |

### Check Your Progress 4

#### Signpost expressions:

- |   |                         |
|---|-------------------------|
| i) When you want to make your next point          | To move on to.          |
| ii) When you want to change direction             | To turn to              |
| iii) When you want to refer to an earlier point   | To go back to           |
| iv) When you want to recall the main points       | To recap                |
| v) When you want to give a wider perspective      | To expand on            |
| vi) When you want to give an example              | To illustrate           |
| vii) When you want to do a deeper analysis        | To elaborate on         |
| viii) When you just want to give the basic points | To summarize once again |
| ix) When you want to deviate from your plan       | To digress              |
| x) When you want to finish your talk              | To conclude             |

### Check Your Progress 5

The suitable options are underlined for you.

- i) I would like to begin with a preview / an introduction / **an outline** of the main points of my talk.
- ii) The first thing I'll be saying / telling / **talking** about is why we need to change our pay policy.
- iii) I will then go on to inform /**share** / confide with you some of the viewpoints of our senior executives.

- iv) If we could just draw / **focus** / attract our attention on the major benefits of the scheme.
- v) I would like to inform / **state** / assure at the very beginning that this is just a proposal and not a decision.
- vi) But we do need to seriously ask /**address** / answer the question of how we are going to deal with the problem.
- vii) I will be glad to call / answer / **invite** any questions that you may have at the end of the presentation.
- viii) Please feel free to **interrupt** / ask / enquire me with any questions you may have in the course of the presentation.

### Listening

#### Tape script

##### The Body

Your body communicates different impressions to the audience. People not only listen to you, they also watch you. Slouching tells them you are indifferent or you do not care...even though you might care a great deal! On the other hand, displaying good posture tells your audience that you know what you are doing and you care deeply about it. Also, a good posture helps you to speak more clearly and effectively.

Now let us turn to eye contact. This helps to regulate the flow of communication. It signals interest in others and increases the speaker's credibility. Speakers who make eye contact open the flow of communication and convey interest, concern, warmth, and credibility.

Facial expressions are equally important. Smiling is a powerful cue that transmits happiness, friendliness, warmth, and liking. So, if you smile frequently you will be perceived as more likable, friendly, warm, and approachable. Smiling is often contagious and others will react favorably. They will be more comfortable around you and will want to listen to you more.

If you fail to gesture while speaking, you may be perceived as boring and stiff. A lively speaking style captures attention, makes the material more interesting, and facilitates understanding.

Attention to posture and body orientation are essential. You communicate numerous messages by the way you talk and move. Standing erect and leaning forward communicates that you are approachable, receptive, and friendly. Interpersonal closeness results when you and your audience face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided as it communicates disinterest.

Now what about the space we keep from the audience? Notions of proximity vary with cultures. Cultural norms dictate a comfortable distance for interaction with others. You should look for signals of discomfort caused by invading other's space. Some of these are: rocking, leg swinging, tapping, and gaze aversion. Typically, in large rooms, space invasion is not a problem. In most instances there is too much distance. To counteract this, move around the room to increase interaction with your audience. Increasing the proximity enables you to make better eye contact and increases the opportunities for others to speak.

One of the major criticisms of speakers is that they speak in a monotone voice. Listeners perceive this type of speaker as boring and dull. People report that they learn less and lose interest more quickly when listening to those who have not learned to modulate their voices.

Adopted from Source: [www.nwlink.com](http://www.nwlink.com)

### **Check Your Progress 6**

slouching	shows disinterest
eye contact	interest in others
smile	shows that you are friendly & approachable
gestures	make for better understanding
posture	helps you to be more clear and effective
the right proximity	enhances the comfort level of the audience
variation in voice	helps counter boredom

#### **i) smiling is contagious**

When you smile at somebody, chances are that he / she will smile back at you. A smile spreads happiness around you as it makes others smile in response.

#### **ii) invading other's space**

Getting so close to somebody that he /she becomes uncomfortable because of your nearness and feels that his / her privacy is being invaded.

### **Tape scripts**

A) Good morning ladies and gentlemen. I'm glad you are here to listen to me. I'd like to talk to you about our new course in Cinematics. I'm sure you will find the course relevant and interesting. It is very much in demand these days and I'm here to tell you all about it – who can join it and what you can do after a course like this. There are lots of places you can work in after learning Cinematics, but of course I won't have time

enough to tell you about all of them. You can also ask me questions about the course if you want.

- B) Good morning ladies and gentlemen. Thanks for being here. This morning I'm going to be talking to you about a new course we have launched in Cinematics.

I'll begin by explaining what Cinematics is. I will then go on to highlight the relevance and scope of Cinematics. Next I will outline the kind of skills that the course could help you to develop. I will conclude by filling you in on information about eligibility and requirements for the course.

You are free to ask me any questions you may have at the end of my presentation.

### Answer

The second outline is better because it has a clear structure. The speaker states exactly the order in which he / she will be dealing with the topic, making appropriate use of presentation verbs and connectives. He/she also states his/her policy on questions – the speaker would not like to be disturbed with questions during the course of the presentation and this is made clear at the very beginning.

### Speaking

#### Television as a source of information and entertainment

Good morning ladies and gentlemen. This morning I'm here to talk about the importance of television as a source of information and entertainment. I will begin my talk with giving an overview of the popularity of television as a means of communication.

I will then go on to outline the areas in which it provides invaluable information. Next I will emphasize upon the importance of television as a popular and affordable source of entertainment for all age groups.

My presentation will last for 10 minutes. I will be glad to answer any questions that you may have at the end of my presentation.

#### My Favourite Magazine

Hello friends. I'd like to say a few words about My Favourite Magazine. I've divided my talk into three parts. Firstly, I will begin by telling you which is my favourite magazine. Secondly, I will highlight the main features of the magazine. In the end I will tell you why I prefer this magazine to other magazines. I will invite you to ask me any questions you may have at the end of my talk.

*Note: The second outline is more informal than the first one. This may be used when you make a presentation before an audience where you do not need to be too formal.*

- 1) presen'tation
- 2) recommen'dation
- 3) ex'pansion
- 4) super'vesion
- 5) e'fficient
- 6) su'fficient
- 7) stra'tegic
- 8) syste'matic
- 9) ana'lytical
- 10) eco'nomical
- 11) 'typical
- 12) ex'perience
- 13) incon'venience
- 14) po'tential
- 15) co'mmercial
- 16) indi'vidual
- 17) 'essential
- 18) 'gradual
- 19) 'actual
- 20) responsi'bility
- 21) in'credible
- 22) im'possible
- 23) di'versify
- 24) 'obvious
- 25) spon'taneous

---

## **UNIT 8 PRESENTATION SKILLS-II**

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### **Structure**

- 8.0 Objectives
- 8.1 Warm up
- 8.2 Reading: Structure of Presentation
- 8.3 Study Skills: Visual Aids
- 8.4 Ending the Presentation
- 8.5 Language Focus: Talking about Increase and Decrease
- 8.6 Grammar: Prepositions
- 8.7 Listening: Podium Panic
- 8.8 Speaking
- 8.9 Pronunciation: Emphasizing the Important Words in Context
- 8.10 Summary
- 8.11 Suggested Readings
- 8.12 Answer to Check Your Progress

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### **8.0 OBJECTIVES**

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In the previous Unit the focus was on introductions and outlines. This unit takes you forward and introduces you to

- commonly used structures of presentations
- using visual aids
- language associated with visual aids
- summaries and conclusions
- question/answer sessions at the end of the presentations
- practicing presentations

---

### **8.1 WARM UP**

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**Engaging the interest of the audience is central to the success of a presentation. Read these statements about the audience. To what extent do you agree with them? Discuss with a friend or a colleague at the Study Centre.**

- Effective presenters recognize that communication is both intellectual and emotional. Organizing your ideas is part of the task. The other is to gain and maintain attention.



- Listeners listen only 25 to 50% of the time.
- The audience will forgive a lot if the speaker is enthusiastic. But don't confuse enthusiasm with loudness.
- Compose for the Ear, not for the Eye.

## 8.2 READING: STRUCTURE OF PRESENTATION

### Structures of Presentations

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

The commonly used structures in presentations are:

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

### Check Your Progress 1

The structure of a presentation is outlined at the outset. Here are three such outlines. Match them with the appropriate structures listed above. Check your answers with the Answer key.

- A) Good afternoon ladies and gentlemen. I'm here to talk to you about lack of efficiency in the Marketing division. Firstly, I will spell out specific

areas where there has been laxity. Secondly, I will share with you what I believe to be the reasons for low performance in this division. Thirdly, I will suggest solutions for tackling this problem. At the end of my presentation we will have a discussion where you can express your views about the problem.

- B) This morning I am going to talk to you about our new policy on personal loans. I will begin my presentation by outlining the main features of this policy. I will then go on to highlight the major employee benefits of this new policy. Next I will talk you through the new procedure for availing these loans. Please feel free to ask any questions you may have in the course of the presentation.
- C) I'm here to make a presentation on Netlinks Worldwide. I shall begin with a brief history of the company, after which I will present a brief profile of its present status. Next I'll go on to talk to you about our major products and services. I will then focus on specific products and services which could meet your needs and enhance your output. I will conclude my presentation with a 10 minute film on useful packages for your company. In all, my presentation will take 30 minutes.

### **8.3 STUDY SKILLS: VISUAL AIDS**

#### **Using Visual Aids**



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

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

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

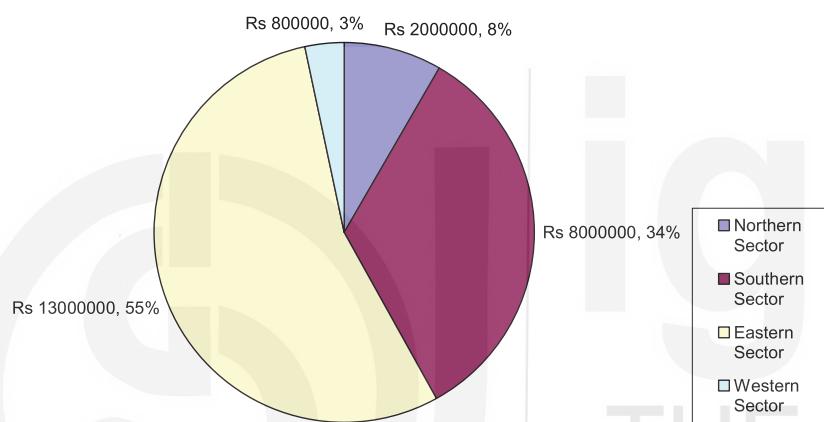
Use visuals to reinforce and clarify, and not to overwhelm the audience.

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

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

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

Sectorwise Sales



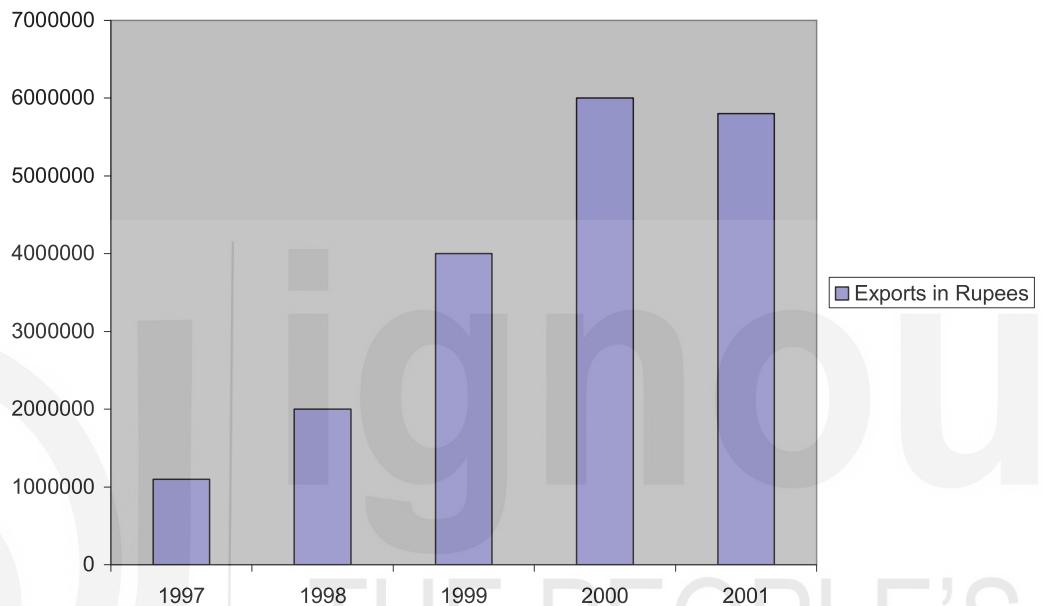
- 2) **Have a look at** this table. It shows the number of students enrolled for our different courses in the last five years. **As you will notice** the demand for our.....

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

English for the Hotel Industry	40	45	35	45	50
--------------------------------	----	----	----	----	----

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

Exports in Rupees



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

### Check Your Progress 2

How would you talk about the visuals given in exercises I, II and III? Practice and record your presentation. Now listen to the three sample tape scripts.

Listen to the tape scripts again and write down the terms used to describe trends in the graph. Check these with the tape script given in the key where these have been underlined for you.

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## 8.4 ENDING THE PRESENTATION

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### Summaries and Conclusions

Make sure you summarize.

A summary restates the main points and emphasizes what the audience must remember. It should be brief and must not contain any new information.

Create an Effective Conclusion.

Don't just present data or summarized results and leave the audience to draw its own conclusions.

You need to state the logical consequences of what you have said. The conclusion may often contain recommendations. However, the conclusion must also be brief.

Read the two texts that follow: 1 is the summary, and 2 is the conclusion. In the summary we highlight the salient points, while in the conclusions we give recommendations.

1) I'd like to end by emphasizing the main points <ul style="list-style-type: none"><li>• Contrary to our expectations our exports have not risen</li><li>• This is mainly due to our inability to handle foreign buyers</li><li>• Our Marketing and Sales division has faced various difficulties in overcoming cultural and communication barriers</li></ul>	2) So what do we conclude from this? <ul style="list-style-type: none"><li>• We must have specific training in communication skills for those who are dealing with our foreign customers</li><li>• We must also give them exposure to the culture of our foreign buyers by sending them to International Trade Fairs</li><li>• Encourage overseas visits for those who deal directly with the foreigners</li></ul>
--	--

### Questions? Discussion



During a presentation you are required to give the audience a chance to ask questions. Your policy on questions must be stated right at the outset. While presenting the outline you should let the audience know whether they can interrupt you with questions in the course of the presentations or you would like them to ask questions at the end of your presentation.

Alternatively you can invite the audience to a discussion.

Remember that when members of the audience ask you questions, it means that they have a genuine interest in what you are saying and want to know more. Treat this as an opportunity to get your message across better.

Here are some helpful clues for handling questions:

- try to anticipate questions and prepare responses in advance
- rehearse answers to difficult questions

- listen very carefully – avoid the temptation to interrupt
- make sure you understand the question - paraphrase it if necessary; repeat it if needed
- give yourself time to think
- **be Honest:** if you can't answer the question, say so
- keep control over the audience and don't allow any chaos
- ensure that you entertain only relevant questions
- keep a lookout for time – don't allow the question /discussion session to linger interminably
- **be polite**
- don't forget to thank the audience at the end

### Check Your Progress 3

Here are possible ways of dealing with some of the situations mentioned in the clues above. Can you match these with the appropriate clues? Confirm your answers by looking at the Key.

- i) If I understood you correctly, you want to know whether this method of working has been used by any other organization. Is that correct?

.....  
...

- ii) I'm afraid I don't see the connection.

.....  
...

- iii) To be honest, I don't have that information with me.

.....  
...

- iv) Can we ensure that we speak one at a time please?

.....  
...

- v) I'm afraid that's all we have time for today.

.....  
...

- vi) Thank you for coming and for being such enthusiastic participants.

.....  
...

---

## 8.5 LANGUAGE FOCUS: TALKING ABOUT INCREASE AND DECREASE

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

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

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

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

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

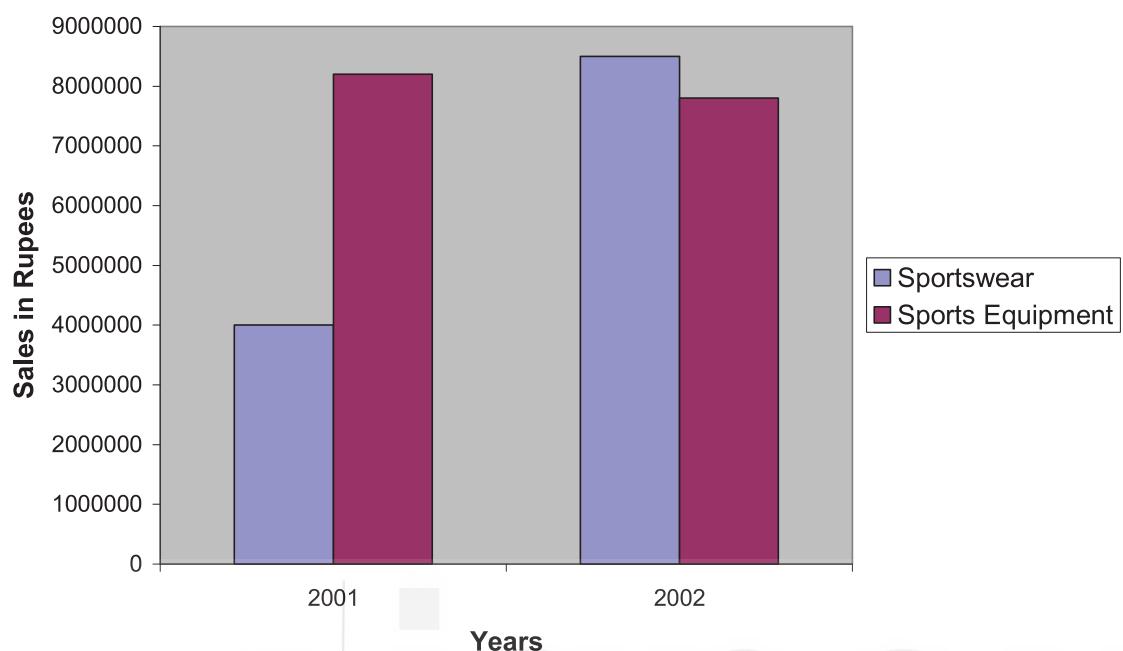
The speed of increase / decrease can be talked about with the help of these expressions:

- 1) There was a **slow increase** in the sale of televisions or  
The sale of televisions **increased slowly**.
- 2) There was a **gradual improvement** in the interest rates or  
The interest rates **improved gradually**.
- 3) There has been a **steady improvement** in the skilled labour situation over the last five years or  
The labour situation has **improved steadily** over the last five years.
- 4) There has been a **rapid rise** in the cell phone market or  
The cell phone market has **risen rapidly**.
- 5) There was a **quick decline** in the share market.  
The share market **declined / deteriorated / went down quickly**.

#### **Check Your Progress 4**

Here is a visual on sales figures of sportswear and sports equipment in the last two years. Complete this write up on the visual making use of suitable words from above:

### Sales Figures of Sportswear & Sports Equipment



The bar graph shows the comparative sales figures of Sportswear and sports equipment in the years 2001 and 2002. In the year 2001 our income from sale of sportswear was \_\_\_\_\_ of the income from sale of sports equipment. However, there was a \_\_\_\_\_ of more than 40000000 in the sale of sportswear in the year 2002. On the other hand, the sale of sports equipment \_\_\_\_\_ in 2002.

Check your answers with the key. Remember that a variety of expressions can be used to describe this graph. What is given in the key is one possible way of doing this.

## 8.6 GRAMMAR: PREPOSITIONS

Prepositions play an extremely important role in talking about visuals. If you say '*The sales rose to Rs. 300000*' instead of saying '*The sales rose by Rs 300000*', the entire meaning of your text will be changed. So it is very important to use the right prepositions.

### Check Your Progress 5

Complete this text by inserting the appropriate prepositions from the box. You may use some of the prepositions more than once:

to	on	from
at	by	of

I'd like us to look \_\_\_\_\_ this part of the graph in more detail. As you will notice, we started this year \_\_\_\_\_ a weak note with sales at the Rs. 51000 mark. However, as you can see, sales rose dramatically by the end of the first quarter \_\_\_\_\_ Rs. 51000 \_\_\_\_\_ Rs. 100000, which means they rose \_\_\_\_\_ Rs. 490000 – an increase \_\_\_\_\_ almost 100%. I would also like to draw your attention \_\_\_\_\_ our performance in the second quarter where the sales have dropped marginally \_\_\_\_\_ Rs. 700000. If we don't focus our attention \_\_\_\_\_ the northern sector, chances are that we may have a further decline in our sales.

## **8.7 LISTENING: PODIUM PANIC**

Before doing a listening task, you must take care of the following:

- See that your equipment is in order
- Read through the questions quickly
- Listen to the tape and answer the questions-as much as you can.
- Listen again, to complete answering as well as to check any mistakes.

### **Check Your Progress 6**

Listen to this audio on podium panic and answer the questions that follow. Remember to choose your answers on the basis of the logic used by the speaker.

- i) The speaker suggests that
  - a) almost all speakers suffer from fright
  - b) few speakers suffer from fright
  - c) fright can be totally overcome
- ii) The audience is forgiving when your mistakes are
  - a) because of inadequate preparation
  - b) out of nervousness
  - c) few
- iii) Sharing your fears with friends helps you to
  - a) speak better
  - b) relax and overcome your anxiety
  - c) find solutions to your problems
- iv) Learning your introduction helps you to
  - a) make a good first impression
  - b) to control the audience better
  - c) to feel more confident

## 8.8 SPEAKING

Plan a complete presentation with outline, introduction, the body - which must include at least one visual, and the conclusion. Also don't forget the question /answer session. The topic could be one that is relevant to your company or interests. In case you can't decide about a topic on your own you may choose one of these:

- 1) Your Favourite sport
- 2) Holidays
- 3) Tourism
- 4) The Structure of your Company / Department
- 5) Training facilities in your company
- 6) Customer service
- 7) Overcoming job stress

Make the presentation before your friends / study partners and ask them to give you a feedback in the following areas:

- 1) Content
- 2) Structure
- 3) Rapport with audience
- 4) Body language
- 5) The quality and use of visual aids
- 6) Language – grammar & vocabulary

Alternatively, record your presentation. Listen to it and assess yourself on the basis of the above mentioned criteria. Take it to the Study Centre, play it to your colleagues for their comments.

## 8.9 PRONUNCIATION : EMPHASIZING THE IMPORTANT WORDS IN CONTEXT

Stressing the right words is an important aspect of Presentation Skills.

Can you underline the words that you think should be stressed more in the given sentences?

- 1) Sales have increased from last year. But the profits have hardly moved at all.
- 2) It's hard to enter the Middle East market. But its harder still to break into the European market.
- 3) There are three points I'd like to make. And all three are about our recent advertising campaign.

- 4) We haven't made big gains yet. But what we've achieved is quite significant.
- 5) We've made inroads into the East zone. But the North zone is still lagging behind.
- 6) Tourist facilities in the region have improved considerably. But we still have a long way to go.
- 7) Better training facilities are not just important. They are an absolute must.
- 8) Customers have a right to expect follow up. We are the ones who have failed them
- 9) The market may be growing. But our market share certainly isn't.
- 10) We need to give more paid leave to our employees. That's the only way to ensure they have adequate time to distress.

## **8.10 SUMMARY**

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In this unit, we further developed the ideas we had introduced in the previous unit on Presentations. In the Reading Section we introduced you to the most commonly used structure of Presentations.

In the middle of a Presentation, we often need to use visual aids, especially when the information is complex or statistical in nature. In the section on Study Skills, we give you language which helps you in introducing and talking through pie charts, tables and bar graphs. We also show you ways of ending a Presentation. This would include a recap of the salient points, some recommendations on given situations and the fielding of questions with politeness and honesty.

In the section: Language Focus and Grammar, we have again emphasized on language used in visual aids.

In the Listening section, we have turned to the psychological frame of mind of the Presenter. In the Speaking section, we encourage you to write and practice your own Presentation.

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## **8.11 SUGGESTED READINGS**

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- 1) Goodale, M. *Professional Presentations*. Cambridge: Cambridge University Press.
- 2) Hollett, V. *Business Opportunities*. Cambridge: Cambridge University Press.

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## **8.12 ANSWER TO CHECK YOUR PROGRESS**

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### **Reading: Structure of Presentation**

### **Check Your Progress 1**

- A) 4 Problem - solution

- B) 1 Topical
- C) 2 Chronological

### **Study Skills: Visual Aids**

#### **Using Visual Aids**

#### **Check Your Progress 2**

Tape scripts

- I) As you can see, the Eastern sector registered the highest sales amounting to Rs 13000000, which was followed by the Southern sector at Rs 8000000. These two alone account for 89% of our sales. The sales figures of the Western and Northern regions are extremely worrying. The western sector's sales figures were disappointing at Rs.2000000 while the Northern sector performed dismally with just 3% of total sales in the last quarter. This is a matter of serious concern and we.....(fade out).
- II) As you will notice the demand for our Business English courses has seen a quick and phenomenal rise in the five years. On the other hand, the registration for our General English course which was the most popular in 1999, has declined dramatically to 1/4<sup>th</sup> by 2003. The English for Information Technology which peaked at 140 in 2001, has declined surprisingly. This is amazing because the number of students enrolling for the IT courses is on the rise. We must see how we can promote this course more aggressively. The number of candidates for the Hotel Industry course has been fluctuating between 40 and 50 in the last five years. In keeping with these trends .....(fade out).
- III) As you can see in this bar graph, we've had a steady and fairly dramatic rise in our exports from just Rs 1100000 in 1997 to Rs 6000000 in 2000. However, there was a slight drop in 2001. We now need to ensure that.....(fade out)

#### **Questions / Discussion**

#### **Check Your Progress 3**

- i) If I understood you correctly, you want to know whether this method of working has been used by any other organization. Is that correct?

Answer: make sure you understand the question - paraphrase it if necessary; repeat it if needed

- ii) I'm afraid I don't see the connection.

Answer: Ensure that you entertain only relevant questions

- iii) To be honest, I don't have that information with me.

Answer: Be Honest: if you can't answer the question, say so

- iv) Can we ensure that we speak one at a time please?

Answer: Keep control over the audience and don't allow any chaos

- v) I'm afraid that's all we have time for today.

Answer: Keep a lookout for time – don't allow the question /discussion session to linger interminably

- vi) Thank you for coming and for being such enthusiastic participants.

Answer : Don't forget to thank the audience at the end

### **Language Focus: Talking about Increase or Decrease**

#### **Check Your Progress 4**

The bar graph shows the comparative sales figures of Sportwear and sports equipment in the years 2001 and 2002. In the year 2001 our income from sale of sportswear was **half** of the income from sale of sports equipment. However, there was a **dramatic increase** of more than 40000000 in the sale of sportswear in the year 2002. On the other hand, the sale of sports equipment **fell marginally** in 2002.

#### **Grammar: Prepositions**

#### **Check Your Progress 5**

**Complete this text by inserting the appropriate prepositions:**

I'd like us to look **at** this part of the graph in more detail. As you will notice, we started this year **on** a weak note with sales at the Rs 51000 mark. However, as you can see, sales rose dramatically by the end of the first quarter **from** Rs 51000 **to** Rs 100000, which means they rose **by** Rs 490000 – an increase **of** almost 100%. I would also like to draw your attention **to** our performance in the second quarter where the sales have dropped marginally **to** Rs 700000. If we don't focus our attention **on** the northern sector, chances are that we may have a further decline in our sales.

#### **Listening: Podium Panic**

#### **Tape script**

Everyone experiences stage fright, speech anxiety, or talking terror. Surveys show that fear of speaking in front of groups is one of the greatest fears people have. Some surveys find people actually claiming that the thought of giving a speech is more frightening than falling off a cliff, financial difficulties, snakes, and even death.

I'd like to share with you some techniques people use for coping with fright.

Remember that your audience understands your nervousness; they know what you are feeling and will forgive it; similarly they will forgive honest mistakes.

Also nervousness is usually invisible; most will not notice the small changes in your voice or occasional mistakes; most speakers who describe themselves as nervous appear confident and calm to the audience.

All you need to do is be yourself; let the real you come through. Don't be afraid to hesitate when you speak, but just make sure you pause at the right places. A certain amount of hesitation is quite natural.

You can help yourself further by beginning in your comfort zone; practice with friends; share your fears with them.

Another way to counter fright is to begin with a slow, well-prepared introduction. Memorize your introduction, so that when you begin you will feel confident and in control. Also ensure that you have a confident and clear conclusion.

However, the most important thing is to be well prepared and practice.

**Check Your Progress - 6**

- i) a
- ii) b
- iii) b
- iv) c



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## **UNIT 9 DEVELOPING INTERPERSONAL SKILLS FOR A SUCCESSFUL LIFE AT THE WORKPLACE**

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### **Structure**

- 9.0 Objectives
- 9.1 Introduction
- 9.2 The Changing Scenario in the Twenty-first Century
- 9.3 What Employers Want
- 9.4 Qualities of a Star Performer
  - 9.4.1 Personal Competence
  - 9.4.2 Social Competence
- 9.5 Neuro linguistic Programming (NLP)
- 9.6 Implementing the Change
  - 9.6.1 Knowing Who and What Triggers You
  - 9.6.2 Becoming Aware of Our ‘Blind Spots’ and Learning to Overcome Them
  - 9.6.3 Building Your Self-Confidence
- 9.7 Collaboration and Cooperation
- 9.8 Summary
- 9.9 Suggested Readings
- 9.10 Answers to Check Your Progress

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### **9.0 OBJECTIVES**

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The objective of this unit is to help you

- understand that the twenty first century has brought about and will further bring about drastic changes in our lives. In the midst of this quickly changing scenario, you have to find positivity and emotional equilibrium.
- realize that mere subject expertise is not enough for success in your professional life. You need to be life-long learners, ever ready to be flexible and change your ways of working whenever the situation demands it.

- develop certain personal and social qualities that will enable you to be a star performer and a potential leader at the workplace

## 9.1 INTRODUCTION

The workplace is rapidly changing. While it is important to have our degrees and diplomas in place, it is equally important to remember that for our upward mobility in our professional lives, it is no longer just about our education and expertise but on how well we can **handle ourselves and others**. This is crucial when we are hired and even more so when it is our time to get promoted.

So what are the qualities that matter? Of course, your academic and intellectual qualities, but along with that – personal qualities such as “initiative and empathy, adaptability and persuasiveness” (Goleman,2013:3)

Please remember that this is not afad which will fade away in time, but a seriously researched phenomenon based on detailed studies. These studies clearly differentiate which employee is likely to be a “star performer” and a leader and who is going to be left behind in the race. As people who are soon to enter the job market or who are already working, we need to cultivate some of those qualities, which are now broadly called “emotional intelligence” if we want to have a successful professional and personal life.

### Check your progress 1

- 1) Think of your own personal qualities. Do you have the qualities of initiative, empathy, adaptability and persuasiveness? Give examples of each of these qualities from your personal, academic and professional life.

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## 9.2 THE CHANGING SCENARIO IN THE TWENTY-FIRST CENTURY

We are in the age of the Fourth Industrial Revolution. Unlike the first three revolutions (dictated by the inventions of steam engines, electricity and digital technologies – leading to mass production), the Fourth Industrial Revolution which is triggered by Artificial Intelligence and other disruptive technologies is making the world volatile, unpredictable, chaotic, and ambiguous. Nobody, even IT experts like you, can be certain about their jobs or their future professional trajectory. So, you need to be prepared for this (to put it positively) “dynamic” future. You need to be lifelong learners, ever ready to innovate and adapt to the future events. You need to also develop the

prime qualities which will keep you always employable: critical and reflective thinking and emotional intelligence.

### Check your progress 2

- 1) Why is the 21<sup>st</sup> century different from the other centuries?

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- 2) How do you expect to be always employable?

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## 9.3 WHAT EMPLOYERS WANT?

More and more employers are complaining both in the developed and the developing countries that half the people working for them lack communication skills as well as social skills. Many of them also lack the motivation to keep learning and updating themselves continuously at their job. These people are familiar with the era of their parents who lived in the world of the 70ies and the 80ies where people got ahead by going to the right schools and colleges and doing well there. Now the world is full of well-trained people with expertise in their respective fields but who have either plateaued in their jobs, or worse, have been derailed because they have not developed certain essential personal qualities. These qualities can be listed as follows:

- Communication skills – especially listening and oral communication
- Adaptability and creative responses to setbacks and obstacles.
- Personal management, confidence, motivation to work toward goals, a sense of wanting to develop one's professional life and take pride in one's accomplishment.
- Group and interpersonal effectiveness, cooperativeness and teamwork, skills at negotiating disagreements.
- Wanting to contribute for the well-being of the organization, showing potential for a leadership role.

(Ideas adapted from Goleman 2013)

### Check your progress 3

- 1) What are the employees deficient in? Why?

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- 2) What according to you are the qualities that the employees must develop?

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## 9.4 QUALITIES OF A STAR PERFORMER

In this section we will look for the capacities and capabilities that will enable you to be successful at the workplace.

It must be realized that earlier it was intelligence quotient(IQ) which was the apparent measure of a successful leader. It is now been found that people have multiple intelligences (Howard Gardner,1995)--- and emotional intelligence counts more than IQ and expertise in one's field for determining who excels at their job. Research has found that there is a “common core of personal and social abilities” which are required for a person’s success at the workplace.

This is not to suggest that technical expertise is not important. Of course it is – but one must remember that it is a “**threshold requirement**” which is imperative for all of us working in that particular area. What distinguishes outstanding employees and managers from others is not only their technical expertise, but how well they can work with and manage their respective teams.

As Goleman (2013) says Emotional Intelligence skills are “synergistic with cognitive ones” and top performers have both. The more complex the job, the more emotional intelligence matters – because a deficiency in these abilities can hinder the use of whatever technical expertise or intellect a person may have” (p-22). In other words, out-of-control emotions make even the intelligent people look stupid. Therefore, in order to access the potential of your talent, you need to be emotionally intelligent.

Of course, just being emotionally intelligent does not guarantee personal competencies required for a job but it does suggest that one has the means to acquire them. Goleman (2013) has clustered the emotional competencies into two broad groups. One group primarily looks inwards into one’s *personal qualities*, while the other group leverages the *social qualities*.

### Check your progress 4

- 1) What is a “threshold requirement”?

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- 2) Does emotional intelligence always guarantees success? Discuss with regard to your own life.

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### **9.4.1 Personal Competence**

These competences are about ourselves and are patterns of behavior. Here we have to understand how we have to manage our own emotions. These have been divided into three states with their respective sub-states. These are *Self-awareness*, *Self-regulation* and *Motivation*.

Let us look at *Self-awareness*. This is about knowing one's internal states, preferences, resources and intuitions. Under this we have three clusters: - *Emotional awareness* which is primarily recognizing one's emotions and their effects on oneself and others; *Self-assessment*-this is about knowing one's strengths and weaknesses; *Self-confidence* here we recognize our self-worth and capabilities. As you can see that all the three sub-categories are related to each other.

The next major competence is *Self-regulation*. Here we need to learn to manage our internal states, impulses and resources. Under this, we have five sub-categories. The first is *Self-control*— we need to keep our emotions and impulses in check; *Trustworthiness* – this refers to maintaining an ethical lifestyle; *Conscientiousness*— you need to take personal responsibility for your performance or lack of it. *Adaptability* – this has reference to your flexibility to handle different situations that you may encounter. Lastly, we have *Innovation* – it refers to your ability to accept novel ideas and practices and be ready to implement them.

The final personal competence is *Motivation*. Under this we have four sub-categories which are self-explanatory: *Achievement drive*, *Commitment*, *Initiative* and *Optimism*.

## Check your progress 5

- 1) List the major Personal competences and their sub categories.

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#### 9.4.2 Social Competence

These competencies deal with how we handle our relationships with others. For good relationships we need to have **empathy** and **social skills**. **Empathy** makes us aware of others' feelings, needs and concerns; while **social skills** reveal our adeptness at inducing desirable responses in others. First, let us discuss **Empathy**. Goleman (-2013) includes five sub-categories under this. These include *understanding others* in terms of being sensitive to their feelings and perspectives and taking an active interest in their concerns. We also need to be *developing others*, i.e. being sensitive to their need to progress and helping them by bolstering their abilities; we need to be *service oriented*— always anticipating and meeting customer needs. *Leveraging diversity* is about accepting different kinds of people and getting along with them. Finally, there is a need to have *political awareness* – which is primarily the ability to read “a group’s emotional currents and power relationships”.

**Social skills:** As mentioned before, these relate to inducing desirable responses in the people around us. The sub-categories include *Influence*: this is the ability to persuade others to our point of view; *Communication*: the ability to listen with an open mind and in turn send convincing messages; *Conflict management*: this involves the ability to negotiate and resolve disagreements; *Leadership*: these are the qualities we must cultivate so that we can inspire and guide individuals and groups. *Change catalyst*: the capability of initiating and managing change without hurting the feelings and interests of others; *Building bonds*: it means the ability to nurture relationships in office spaces; *Collaboration and Cooperation*: working with others toward shared goals and finally, *Team capabilities* which involve creating group synergy in pursuing the collective goals of the organization. Therefore, to be a success at the workplace, you need to work on your personal qualities constantly as well as keep fine-tuning the social skills.

##### Check your progress 6

- 1) How do you bring about a feeling of empathy at the workplace?

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- 2) Which are the social skills you particularly need to develop at your level of career. Discuss with examples from your life.

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## **9.5 NEUROLINGUISTIC PROGRAMMING (NLP)**

Developing Interpersonal Skills for a Successful Life at the Workplace

There are other ways as well that will help you be successful in the organization where you work as well as in your personal life. As we have already discussed, making a success of your working life and achieving your professional goals and dreams depends on more than your qualifications, experience, and job-related skills. These days, getting on at work relies on exceptional communication skills and the ability to be flexible and change continually. Understanding the principles and tools of neuro-linguistic programming, or NLP, can help you become an excellent influencer, as well as acquire the self-awareness and techniques to adapt and change to achieve your aspirations.

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

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

### **What is NLP?**

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

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

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

**Outcomes:** NLP is extremely **goal-oriented** and is based on the beliefs that if you are clear about what you want; you are more likely to achieve it. For example, do you have a vision of yourself? Do you have a clear picture of who you want to be one year from now? Five years from now? Or are you just going to let life go by? Begin with the End in mind i.e. decide what your

values are and set clear goals. Of course, these goals are dynamic but the values are not.

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

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

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

#### Check your progress 7

- 1) How do you think an understanding of NLP would help you in your professional life?

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## 9.6 IMPLEMENTING THE CHANGE

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We have discussed certain theoretical models with you which will help you at your workplace. Now let us look at ways in which you can, at a very practical level, bring about a change which will impact your professional life for the better.

People are generally courageous, innovative and resilient when they are forced to deal with the truly challenging problems. What actually disturbs us and ruins our happiness are the basic day-to-day hassles and little problems. Just ask yourself "how much energy is expended being stress-out, frustrated and angry over relatively minor things" (Carlson,1998). If we used the same energy on being "more productive, creative and solution-oriented" our life will take quite a different turn. We often treat the daily irritants as huge problems. If we learn to treat the small hassles with more perspective, wisdom, patience and humour, we would be able to bring out the best in ourselves and others. It is in a calm and peaceful state of mind that solutions are found.

So, it is important to make incremental improvements in the quality of our lives by making small daily changes in our attitude and behavior. These positive changes will make us happier people and also encourage us not to be played by little issues at the workplace.

For example, if you develop the skill of *emotional awareness*, i.e., recognizing your emotions and their effects, you will develop more empathy for your clients and be better able to build long-term, trusting relationships with them. This would, of course, lead to high sales per customer.

What is the way to build emotional awareness you may ask? Well, it means that you must be totally conscious of:

- What emotions you are feeling and why
- Realize how these feelings are linked to what you think, do and speak.
- Recognize how these feelings affect your performance at the workplace – and of course, in your day-to-day life.

From this awareness comes another important realization – how our feelings affect those we deal with. The important thing is to recognize the physical manifests of our feelings and then show social appropriateness in expressing them.

Most of the time we are unable to even recognize our emotions. The pace of our modern life gives us too little time to assimilate, reflect and respond appropriately. Our bodies work at a lower rhythm. We need time to be introspective, but we don't have the time or don't want to have it, which leads to an impasse. People who are unable to know their feelings are also at a tremendous disadvantage – they particularly lack the ability to express positive moods like satisfaction, joy, etc., ending up feeling always disgruntled and unhappy.

This self-awareness can be cultivated. It can be created by the daily practice of mediation or taking time to do things that interest us. For instance, some corporate say that they go for long walks, someone rides his Harley, someone else paints and someone else plays golf. This is the way of retreating from the hustle bustle of your job in order “to get down to reality again.” As Goleman (2013)says self-awareness serves as an inner barometer, gauging whether what we are doing (or are about to do) is, indeed worthwhile.

The difference between star performers and average performers is that star performers made career choices that allow them to work with their sense of meaning intact or enhanced. These performers find the project they worked to be invigorating and stimulating—something to be enjoyed, while the average performer is merely content to complete the project adequately.

### Check your progress 8

- 1) What is emotional awareness?

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- 2) How can you cultivate emotional awareness?

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### 9.6.1 Knowing Who and What Triggers You

We all have our triggers points, i.e things that really irritate and irk us. Sometimes it is an over-competitive colleague or a demanding boss. Both these entities leave us forever stressed and even revengeful. There are two ways of dealing with such people. We can complain about them, talk about them behind their backs, wish them ill or secretly plot against them in our minds. Or we can take an absolutely different path and try, however hard it may be, to focus on the positive aspects of the person or situation.

Remember that such people are pushing us out of our comfort zone and helping us to rise to a new level of competence. For instance, where the boss is concerned, we can learn from her/his skills rather than focusing on the flaws. Remember, there are always two sides to all people, even demanding, unpleasant ones – both positive and negative. So, focusing on what they may teach you, and not taking their behavior personally, may be one way of coping with the situation. Often our over-reaction to demanding people has a lot to do with how difficult they are to deal with. Learn to take them in your stride and see it as “small stuff” (Carlson, 1998)

#### Check Your Progress 9

- 1) What is it that triggers you? In the light of this unit, how will you overcome your situation?

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### 9.6.2 Becoming Aware of Our ‘Blind Spots’ and Learning to Overcome Them

Robert Kaplan of the Centre for Creative Leadership after researching on forty-two successful executives found that certain aspects of their character led to difficulties and challenges in their lives. We list some of them so that you may work on yourself and eliminate these qualities from your life:

- Blind ambition: the desire to win at all costs. Always competing instead of cooperating.
- Setting unrealistic goals: setting goals which are impossible to achieve for yourself and others.
- Compulsively working: always working at your job at the cost of other aspects of your life. In effect, becoming a one-dimensional, closed person.
- Pushing others: pushing others too hard and micromanaging them. Becoming abrasive, ruthless and insensitive to others.
- Becoming power hungry: always thinking of your goals rather than the organization's.
- Great need for recognition: When you are so addicted to glory that you take credit for the achievements of your juniors and blame them if there are any mistakes. When you want to look “good” at all costs.

How do you overcome all these negativities? Because remember, these are your “blind spots” which will prevent you from being a “star performer” and sustaining your position there.

- 1) Probably the first thing that needs to be done is to **“ease off your ego”**. This is the part of us which “brags, exaggerates, criticizes and judges others...” Because of our ego we get so self-centered and preoccupied in ourselves that we forget to be sensitive to and show compassion to our colleagues and juniors. Needless to say, we also stress ourselves in the process.

You may ask how should we do that? You must have the *intent* to “shrink your ego” with the realization of its destructive qualities. If you do that you will find yourself being a kinder and more generous person and a better listener.

- 2) **Also avoid being a “corporate bragger”**. Such people not only talk about their achievements, but also how busy they are and so devoted to their jobs. Remember nobody is really interested in the conversation about you, so you merely end up being a really boring person.
- 3) **Take regular breaks from your work**. Failure to take regular breaks is a big mistake. It not only wears you down over time, increases your expectations of others, but also makes you less productive. Before you know it, your creativity and insight will fade away and your frustration will grow.
- 4) **Listen to your colleagues and juniors**: Do you listen to your colleagues? Do you let them articulate their ideas before you take your turn? In meetings, are you patient and responsive – or just impatient or reactive? People who listen well are highly respected and sought after. If you become a good listener you are likely to be a good team player and later on an effective leader. So, it is worth cultivating this skill.
- 5) **Remember to appreciate the people you work with**: Whether we work in junior or senior positions, it is important to appreciate your colleagues

for the good work that they do. People who are appreciated are generally happier and more loyal than those who feel that they have been taken for granted. They work better and harder and are less likely to quit. Conversely, people who feel unappreciated feel resentful and lose their enthusiasm for work.

### Check your progress 10

- 1) List the blind spots that most people have. Do you possess any of them in your character?

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- 2) Do you use any of the strategies mentioned in the unit to deal with them? Elaborate with examples.

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### 9.6.3 Building Your Self-Confidence

People who have self-confidence have a strong sense of their self-worth and capabilities. They present themselves with assurance, have the courage to voice unpopular opinions and can take decisions despite being accosted with uncertainties and pressures.

How do you build up genuine self-confidence? Remember, if you are too self-confident, you will merely end up being cocky and arrogant. So do not confuse confidence with brashness which has a negative impact on other people. On the other hand, lack of self-confidence manifests itself in a feeling of self-doubt which leads to powerlessness, helplessness and eventually poor performance. In order to cultivate self-confidence, you need to follow self-discipline where you keep challenging yourself moment to moment. Some of the steps that successful people like Oprah Winfrey (who came up literally from the bottom of the heap) advise us to take are:

- 1) Believe in yourself and have dreams
- 2) Figure out your good qualities and strive for excellence in them – and striving constantly in an act of self-discipline. It is about running the race as hard as you can.
- 3) Realize that everyone makes mistakes. Don't go under because of them – but challenge to do better next time.

- 4) Seize the opportunity when it arises – for this you need to be always prepared. So never let up on your self-discipline and working for excellence. In other words, be a life-long learner.
- 5) Stay grounded – no matter what level of success you achieve, continue being compassionate and willing to listen to your colleagues.
- 6) In every situation, no matter how banal and ordinary it may be, give your best to it.
- 7) Eventually, have fun and enjoy whatever you are doing.

All these qualities will build an indestructible self-confidence and give you an enormous amount of courage and confidence to face your professional and personal life with a sense of well-being.

### Check your progress 11

- 1) Who is the most courageous colleague that you have come across? Why do you think he/she is courageous? Give reasons.

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- 2) What are the three qualities listed that will build self-confidence in you? Why are they the most important for you?

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## 9.7 COLLABORATION AND COOPERATION

Humans have probably arrived this far because they have been primarily social beings, getting into teams whenever required, which gave them a "crucial survival advantage". When you look back into the ancient past, the human species survived because of complex social coordination while hunting and gathering. Darwin's idea of the survival of the fittest is not measured merely by toughness of individuals but by the group's ability to work together, nurture their children and fend off predators (Goldman 2017). This legacy has allowed us to progress tremendously and it is this ancient skill that organizations and individuals need to leverage in order to be successful.

A great deal of social competence which we spoke about earlier is required for skill of cooperation and collaboration. In fact, many successful people

will tell you that most of the knowledge and wisdom that they have acquired is from the people around them, not through books/internet or any great cognitive ability. Indeed, there are very few “Lone geniuses” – everything requires collaboration. Research has proven beyond doubt that the “group mind” is much more intelligent than an individual brain; no matter how brilliant s/he may be.

What does collaboration and cooperation entail? It of course means working with others towards shared goals. What kind of competence does one need for this? Some of these factors have been listed below:

- 1) Finding a balance between our focus on the task and at the same time not losing sight of our relationship with the team.
- 2) It is also imperative not to ‘hide’ our brilliant ideas from the group to win “brownie” points with the boss. We need to share plans, information and resources. In other words, always keep your colleagues in the loop.
- 3) We need to build rapport with our team mates. This would help in establishing a trusting long-term relationship which is based on mutual honesty and integrity. It also helps us to be better negotiators and overall smarter and wiser business persons. Rapport would also assist us in bringing out the best in ourselves and in others – as there would not be a need for pretensions between our teammates. But you must remember that rapport is not something that you establish at one time and it lasts forever. In fact, it is important to reconnect with people on an ongoing basis. Once genuine rapport is built in a team, the rest of the interaction carries on fairly smoothly.
- 4) Along with rapport it is important for the team to build a team identity. This happens when everyone on the team love what they are doing together, when they have a “shared competitive drive, strong social bonds, and confidence in each other’s’ abilities.” Those on this team share a “common motivational pattern” and a commitment to the group goal.

### **Check your progress12**

- 1) List the four essentials of collaboration and cooperation.

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- 2) Reflect on your life and say which aspects of this collaborative framework which you need to challenge yourself on.

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## 9.8 SUMMARY

In this Unit, we have looked at important aspects of corporate success. It is apparent in the 21st century that upward mobility in the professional sphere cannot only be by subject competency and expertise. Much more is required if one is to be a “star performer” in a world of disruptive technology. It appears that the threshold requirement is one’s academic excellence and area expertise. More important is developing “people skills” which will help you cooperate healthily to build understanding and rapport with your colleagues. The unit also discusses at length the theory of ‘Emotional Intelligence’ espoused by Daniel Goleman. It has been well-researched that the most successful people are those who have worked on themselves to be positive people who are sensitive to the concerns of their team members and colleagues and honed their emotional and social intelligence.

## 9.9 SUGGESTED READINGS

Goleman,D 2013. Working with Emotional Intelligence. Bloomsbury, New Delhi

Carlson,R 1998. Don’t Sweat the Small Stuff. Hodder and Stoughton, London

## 9.10 ANSWERS TO CHECK YOUR PROGRESS

### Check your progress 2

- 1) The fourth industrial revolution in the 21st century is triggered by Artificial Intelligence and other disruptive technologies such as the Internet of Things (IoT), robotics, virtual reality which is changing the way we live and work. It is making the world volatile, unpredictable, chaotic, and ambiguous.

The third industrial revolution, sometimes called the digital revolution, involved merely the development of computers and IT (information technology) since the middle of the 20th century. The fourth industrial revolution is growing out of the third but is considered a new era rather than a continuation because of the explosiveness of its development and the disruptiveness of its technologies.

- 2) We need to be lifelong learners, ever ready to innovate and adapt to future events. We need to also develop the prime qualities which will keep us always employable: critical and reflective thinking and emotional intelligence.

### Check your progress 3

- 1) Half the people working for them lack communication skills as well as social skills.

They lack the motivation to keep learning and updating themselves continuously at their job.

Communication skills – especially listening and oral communication

- Adaptability and creative responses to setbacks and obstacles.
- Personal management, confidence, motivation to work toward goals, a sense of wanting to develop one's professional life and take pride in one's accomplishment.
- Group and interpersonal effectiveness, cooperativeness and teamwork, skills at negotiating disagreements.
- Wanting to contribute for the well-being of the organisation, showing potential for a leadership role.

#### **Check your progress 4**

- 1) Educational and technical expertise in one's area of work

#### **Check your progress 5**

- 1) Personal competences are: Self-awareness, Self-regulation and Motivation

Self-awareness: emotional awareness, self-assessment and self-confidence

Self-regulation: Self-control, Trustworthiness, Conscientiousness; Adaptability; Innovation

Motivation: Achievement drive, Commitment, Initiative and Optimism

#### **Check your progress 6**

- 1) We can bring about empathy at the workplace by understanding others, by having a sense of service which will not only make the customers happy but where we show our colleagues that we are ready to assist them as well in any challenges that they may face. We also need to accept with respect the diverse people that we come across. However, it is wise to have political awareness – which is primarily the ability to read “a group’s emotional currents and power relations.

#### **Check your progress 8**

- 1) Answer: Emotional awareness is recognizing our emotions and their effects. It means that we must be totally conscious of:
  - What emotions we are feeling and why
  - Realize how these feelings are linked to what we think, do and say.
  - Recognize how these feelings affect our performance at the workplace – and of course, in our day-to-day life.
- 2) This self-awareness can be cultivated. It can be created by the daily practice of mediation or taking time to do things that interest us.

### Check your progress 10

- 1) i) an enormous ego, ii) brag how hard wording and over-worked they are,  
iii) constantly works without a break iv) does not listen to colleagues v)  
does not appreciate others

### Check your progress 12

- 1) Finding a balance between our focus on the task and at the same time not losing sight of our relationship with the team.
- 2) We need to share plans, information and resources. In other words, always keep your colleagues in the loop.
- 3) We need to build rapport with our team mates
- 4) Along with rapport it is important for the team to build a team identity



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## **UNIT 10 WORK ETHICS AND SOCIAL MEDIA ETIQUETTE**

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### **Structure**

- 10.0 Objectives
- 10.1 Introduction
- 10.2 Ethics at the workplace
- 10.3 A Talk on Ethics
- 10.4 Vocabulary: Positive Qualities
- 10.5 Ethics and Etiquette on Social Media
- 10.6 Talking about Ethical and Unethical Practices
- 10.7 Improving Our Ethics
- 10.8 Summary
- 10.9 Answers to Check Your Progress

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### **10.0 OBJECTIVES**

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This Unit will focus on the importance of ethics at the workplace. Here you will:

- Understand what work ethics are
- Understand the importance of following the Code of Conduct at your workplace
- Develop the right attitude towards your work
- Discuss examples of undesirable work ethics so as to avoid them

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### **10.1 INTRODUCTION**

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Ethics has become an essential workplace function. In this unit, we shall explore the main reasons why ethics is important for companies, new business professionals as well as your personal life. By definition, business ethics refers to the standards for morally right and wrong conduct in business. Legally of course, all organisations have a code of conduct, but “legal” and “ethical” aren’t necessarily the same. Ethics goes beyond the law by outlining acceptable behaviors beyond government/ organisations’ control.

Today’s business professionals understand the link between business ethics and business success. Therefore, companies these days are insisting on high integrity and honesty for both employees and leaders. Another reason why business ethics is important is that it can improve profitability. Research has shown that business ethics is linked to customer loyalty. It cultivates trust, which strengthens branding and sales and hence profits. As there is also a

growing scrutiny of business practices, it's more important than ever for companies to carry out their work in the right way.

## 10.2 ETHICS AT THE WORKPLACE

### Definition

A simple definition of 'ethic' would be a set of moral principles. The word derives from the Greek concept of 'ethos', which means 'the characteristic spirit or attitudes of a community, people or system'. Work ethics would thus mean morality at work.

When you think of it, ethics at work should actually be no different from ethics in your private life. Ethics are thought of by many people as something that is related to the private side of life only. In some businesses, having ethics is frowned upon as a hurdle. This is because they believe that in business the focus needs to be on achieving success, not on what's really the right thing to do. This is a short-sighted view, and success, in these cases, is transitory. For any business to sustain its credibility in the long run, practicing good business ethics is essential.

So how do we go about defining our ethics at work?

In business organizations work ethics are set by establishing a Code of Conduct. A Code of Conduct is a written collection of the rules, principles, values, behavior expectations, and inter-personal relations that an organization believes in as being fundamental to its successful operation. A Code of Conduct enumerates those standards and values that form an organization's ethos and that enable it to stand out from similar organizations.

The Code of Conduct serves as a framework for ethical decision-making within an organization. It serves as a communication tool that informs internal and external stakeholders about what is valued by the organization and its employees. In essence, it is the heart and soul of a company. It is a mirror of an organization's beliefs and how its employees view themselves and their relationship with each other and the rest of the world. The Code of Conduct paints a picture of how employees, customers, partners, and other stakeholders can expect to be treated as a result.

### How is ethics put into practice at the workplace?

Work ethics is a universal norm which makes us feel personally accountable and responsible for the work that we do. Basically, work ethics is usually associated with people who work hard and do a good job.

We can summarize the characteristics of work ethics under three major heads -- interpersonal skills, initiative, and being dependable.

#### Interpersonal Skills

Interpersonal skills include our habits, attitudes, manners, appearance, and behaviour which informs our dealings with other people. This affects how we

get along with other people. Our interpersonal skills begin to develop early in our lives. Our family, friends and our observation of our immediate world influence our attitudes and interpersonal skills. Television and movies also have a role to play in shaping our interpersonal skills. Some of the interpersonal skills are also inherited. For instance, our appearance and our personalities are largely influenced by our genes.

In order to improve our interpersonal skills, we need to know how people look at us. We may have habits or actions that we are unaware of and which may affect our interpersonal skills. Once we become aware of them, we can make a conscious effort to change and this would positively influence our relationship with people.

As adults we have the responsibility of improving our own interpersonal skills because these greatly influence our opportunities and success. This is because people make judgments about one another based on their relationships and interpersonal skills.

### **Initiative**

Initiative is a very important characteristic in modern times. Direct supervision is often not a feature of the modern workplace. Without initiative, we may delay things and miss opportunities which can cause problems for us. And if our performance is poor, we may lose our job and may not get another chance to prove our worth.

This is most important for those who work out of a home office or have a small business. If they do not exercise initiative, there is no one to check it. This will lead to losses or reduced success.

Drive and effort are both components of initiative. Even if we are gifted, unless we work harder, longer and more efficiently than others we will never be the best. The amount of drive and effort we put forth in any of our professional or even leisure activities like sports would make the difference between average performance and high performance. In order to excel we need to have the right attitude, skill and the initiative to perform better than the others or better than before.

### **Being dependable**

Being dependable is a highly valued quality in the modern workplace. This concept includes honesty, reliability, and being on time. People who are not dependable can cause extra expenditure, emergencies and wastage of time and resources. Sometimes lack of dependability can have serious consequences like losses of different kinds, even loss of life.

When asked to list the most important skills and characteristics they look for while hiring new employees, many employers have listed good communication skills, positive attitude, and the ability to be dependable, punctual, and responsible. In addition to these characteristics, we also need some personal characteristics which include dressing properly, being polite, and displaying self-confidence.

### Check your progress 1

- 1) Mark these statements true or false based on your understanding of the reading passage:
- i) There is really no difference between ethics at work or in office.
  - ii) Some people believe that ethics are not important as they slow down their work.
  - iii) A Code of Conduct is a written document that can tell you what moral standards the organization adheres to.
  - iv) A Code of Conduct helps to establish work ethics in an organization.
  - v) A Code of Conduct basically just helps only its employees to understand how the organization expects to treat them.

### Check your progress 2

Now answer these questions:

- 2) I) How would you describe ‘work ethics’?

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- ii) Which kind of worker would you say has good work ethics?

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- iii) Which are the three major characteristics of work ethics?

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- iv) Does our family or environment influence our interpersonal skills?  
How?

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- v) Why do you think interpersonal skills are important at the place of work?

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vi) How can we improve our interpersonal skills?  
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## 10.3 A TALK ON ETHICS

### Check your progress 3

You will now hear a talk on work ethics from an expert on the subject. Listen again to the talk and fill up the gaps in the text provided to you.

**Honesty and integrity:** The first principle of good behavior, at work and in personal life, is (i)\_\_\_\_\_. Be honest with yourself, your co-workers and your superiors. Even customers feel comfortable doing business with a company they can (ii)\_\_\_\_\_, that adheres to moral and ethical principles.

- 2) **Keep an open mind:** Be ready to listen to (iii)\_\_\_\_\_, criticism, (iv)\_\_\_\_\_ and new ideas that can help you to perform better. This is very important for (v)\_\_\_\_\_ improvement of any organization and its employees. Seeking opinions and feedback from both team members and superiors ensures continuous (vi)\_\_\_\_\_ and (vii)\_\_\_\_\_ and teaches you to value opinions other than your own.
- 3) **Honor commitments:** Be sure to honor all commitments and obligations, regardless of adverse circumstances. This is a certain way of (viii)\_\_\_\_\_ and (xi)\_\_\_\_\_ the trust of colleagues and customers. Remember that everyone's (x)\_\_\_\_\_ is as (xi)\_\_\_\_\_ as yours. By not honoring commitments, you may be hampering others from doing their work on time.
- 4) **Be Accountable:** To stay focused and committed, it is important to be accountable. Accountability helps you stay on your toes and put in your (xii)\_\_\_\_\_ (xiii)\_\_\_\_\_ at discharging your duties. Accept responsibility when things go wrong with work you have been involved in. Never shirk responsibility and lay the (xiv)\_\_\_\_\_ on (xv)\_\_\_\_\_.

- 5) **Be Respectful:** Treat others with respect. Regardless of differences in position, age, or opinion, always treat others with professional (xvi)\_\_\_\_\_ and (xvii)\_\_\_\_\_.
- 6) **Be a team player:** Remember that in order to achieve overall success, an organization must have high performance at every level, and by every employee. Be (xviii)\_\_\_\_\_ with what your colleagues are doing, without being (xix)\_\_\_\_\_. Help whenever help is needed. Everybody can have a bad day at work. Extend a helping hand to colleagues when needed.
- 7) **Be punctual:** Punctuality speaks volumes about your (xx)\_\_\_\_\_. Being punctual does not only mean that you need to reach office on time. This is a habit that must continue throughout your working day. Be sure to never be late for meetings, appointments, making calls at promised time, delivering material. Remember if you are late to a meeting you are not only wasting your own time but somebody else's too. If you are delayed unavoidably, be (xxi)\_\_\_\_\_ with your (xxii)\_\_\_\_\_.

**Let us understand how you can be ethical at the workplace. Tape script given at the end of the Unit.**

#### **Check your progress 4**

- 1) Complete the web chart about 'Work Ethics' on the basis of the passage that you have read.

THE PEOPLE'S  
UNIVERSITY

## 10.4 VOCABULARY: POSITIVE QUALITIES

### Check your progress 5

Given below are some good work habits of some people. Match them with the words in the box.

self-confidence	hard work and effort
punctuality and regularity	suitable appearance
good interpersonal skills	dependable

- i) Rama gets on well with the others in her office. ....
- ii) You can give Tamanna any work and you can rest assured that it will be done. ....
- iii) Sameer takes a lot of interest to take on interesting projects and work on them. No one needs to tell him what to do next. ....
- iv) Sally always comes on time. She is never missing from office.  
.....
- v) Bipin always tries to listen to the other person's point of view. Then he gently makes his point. ....
- vi) Pavan may not be very bright but he works hard and sincerely at whatever job he has at hand. ....
- vii) Mike comes very decently and smartly dressed to office. He looks so prim and proper. ....
- viii) We all like the way Tasleen carries herself and interacts with people. She surely makes an impression. ....

## 10.5 ETHICS AND ETIQUETTE ON SOCIAL MEDIA

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

Many individuals will use social media to stay in touch and interact with friends and family, while others use it to communicate with different

communities. Many businesses will use social media as a way to market and promote their products. In addition, business to consumer (B2C) websites includes social components, such as comment fields for users.

## Types of Social Media

Here are some examples of popular social media:

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

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

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

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

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

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

## Social Media Etiquette

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

guidelines to follow. Some of them are listed below which suits for all kind of social media tools:

- **Post the relevant content keeping in mind, your audience:** The number one reason why most users find trouble in social media is because they fail to keep their audience in mind. By considering your audience, you should be able to identify what's worth sharing or posting and what's not.
- **Don't need to share everything in social media:** You don't have to post everything about your personal life and your day-to-day activities.
- **Build a reputable image:** It's a good practice to examine your profile and identify what image you are portraying through your posts and shares.
- **Don't be overly promotional:** Try not to message all your customers asking them to buy your products and avoid sharing constant advertisements on your page. Make your social profiles a blend of promotional and valuable content.
- **Avoid over-automation:** While scheduling your posts in advance and automating analytics is helpful, don't automate everything. Some things still need a human touch.
- **Handle your hashtags carefully:** Avoid using too many hashtags at once. Even on Instagram, where you can use 30 hashtags in a single caption, it's important not to overdo it.
- **Don't bad-mouth your competition:** Don't be petty. Saying negative things about your competitors online will harm your reputation more than it hurts theirs.
- **Be authentic and genuine:** Don't try to be something you're not. Remember that your customers can learn whatever they need to know about your brand online today and things like authenticity can definitely go a long way.
- **Different Account for Business/personal use:** Business and pleasure do not mix in this medium.
- **Don't force to be Friends:** Don't approach strangers and ask them to be friends with you.
- **Take care of grammar and semantic aspects:** Compose your posts, updates or tweets in a word processing document so you can check grammar and spelling before you send them.
- **Don't show hatred / post hatred message:** Social media should be a platform to initiate meaningful discussion and promote better communication. It's not the place to vent out your anger on something or someone. Don't add to its toxicity by trolling and spreading negativity.
- **Respect the opinions of others:** Accept the fact that not everyone has the same opinion as you do. However reasonable you believe your arguments to be, you won't be able to convince everyone. Keep this in mind when you comment, post, or share anything on social media.

- **Don't spread / share fake news:** While there is a lot of content online, it is your moral and social responsibility not to mislead others by spreading fake news. Always check your sources and be critical with what you read. Don't be easily fooled with unreliable information.
- **Say NO to cyber-bullying:** Every social media user should be responsible and mature enough to oppose and not be part of cyber-bullying. Always be sensitive when interacting with others in social media. Treat them as you would like to be treated.
- **Copyright Issues:** Give due credit to your sources. Social media is a wonderful place to share your work but be sure to ask permission and cite your sources when you use material or content from others. Always give credit wherever it's due. Take care of the copyright and plagiarism issues.
- **Value Privacy:** Part of building a good reputation online is to keep anything personal private. Keeping your personal information safe will help protect you from online fraud and identity theft. Make use of the privacy settings of the social media channels you use. These settings are now more versatile and help keep your content secure.

## 10.6 TALKING ABOUT ETHICAL AND UNETHICAL PRACTICES

### Check your progress 6

Listed below are some activities employees indulge in at work. Decide which of them are unethical. Discuss them with your friends and try to find a solution to these issues.

- An employee receives a gift from a company that his organization is negotiating a contract with.
- An employee is lagging behind with some urgent work. He takes the help of a colleague to finish it.
- An employee asks a fellow worker to punch his time card as he is running late.
- Using an organization's toll-free number, copier and office supplies for personal use.
- An employee is concerned about the wastage of electricity in office. He notices, for example, that co-workers leave the air conditioning on when they go out to lunch. He decides to talk about this to the management.
- Wasting company time.
- Not being honest with coworkers and managers.

## 10.7 IMPROVING OUR ETHICS

### Check your progress 7

Here are some examples of bad work ethics that we encounter regularly in organizations everywhere. Now think of and list at least four more such examples. You can also search your memory for examples from your experiences in dealing with people from other organizations or even your own, where you think ethics have been compromised.

- An employee carries home stationery items such as pencils, erasers, and writing pads from office for his school-going children.
- An employee surfs the Internet, shopping for personal items on company time.
- A plant manager decides to ship a product to a customer even though he knows some parts have a quality problem, hoping that the customer probably won't notice.
- An employee spends several hours a week on her phone talking with her children, their caregivers, and friends.

## 10.8 SUMMARY

In this unit we have shown you the importance of ethics at the workplace and in your personal life. Most offices have a code of conduct for employees to follow and employees should adhere to this diligently. We have given you several activities which will help you become a person who is aware of ethical practices at the workplace. Towards the end we had seen the social media, types of social media and etiquette to be followed while using them.

## 10.9 ANSWERS TO CHECK YOUR PROGRESS

### Check your progress 1

- 1) True or false:
  - i) There is really no difference between ethics at work or in office. **True**
  - ii) Some people believe that ethics are not important as they slow down their work. **True**
  - iii) A Code of Conduct is a written document that can tell you what moral standards the organization adheres to. **True**
  - iv) A Code of Conduct helps to establish work ethics in an organization. **True**
  - v) A Code of Conduct basically just helps only its employees to understand how the organization expects to treat them. **False – This holds true not only for employee, but also customers, partners and other stakeholders.**

## **Check your progress 2**

- i) Work ethic is an attitude of determination and dedication toward one's job. It is the ability to maintain proper moral values within the workplace. This is an inherent attitude that an individual possesses which allows him/her to make decisions and perform their duties with positive moral values that include elements like integrity, responsibility, high quality, discipline, humility and teamwork.
- ii) A worker who has moral values, is punctual, hardworking, dependable, cooperative, looks for improvement in him/herself, takes initiative, is productive, and can work in a team, etc.
- iii) Having good interpersonal skills, being dependable and taking initiative for the good of the company.
- iv) Both play an equal part. A child's learning and socialization are most influenced by their family, since the family is the child's primary social group. Also, our genes effect our personality and appearance. Likewise, an individual's self-worth or self-image stems from their interaction with others. Mass and social media now play a great role as well.
- v) Interpersonal skills are the skills we use every day when we communicate and interact with other people, both individually and in groups. They include a wide range of skills, such building empathy, rapport and effective communication skills such as listening and speaking. Regardless of your industry, interpersonal skills are important because they: help employees develop and foster strong working relationships with each other and with their colleagues and clients, Contribute to increasing team and organizational productivity
- vi) Interpersonal communication involves exchanging ideas with others using various communication tools, such as words, gestures, voice tone, facial expression and body posture. Most of all, smile when interacting with others. Teach yourself to be positive by reminding yourself every day of the good things about your life and your job. Work isn't the place to be overly emotional but it is the place to build rapport. Be confident in expressing yourself. Always express yourself in a calm, patient manner. Appreciate team workers/colleagues and develop empathy for others.

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### **Listening tape script: A Talk on Work Ethics**

It is important to recognize the significance of work ethics as a tool for maintaining a favorable atmosphere at work and for achieving success. An organization that instills sound work ethics in its employees and keeps a keen eye on adherence to them can avoid many of the problems that ail inefficient, badly-run offices. Here are some key principles to keep in mind when establishing a Code of Conduct for your organization.

- 1) **Honesty and integrity:** the first principle of good behavior, at work and in personal life, is honesty. Be honest with yourself, your co-workers and your superiors. Even customers feel comfortable doing business with a company they can trust, that adheres to moral and ethical principles.
- 2) **Keep an open mind:** Be ready to listen to suggestions, criticism, advice and new ideas that can help you to perform better. This is very important for continuous improvement of any organization and its employees. Seeking opinions and feedback from both team members and superiors ensures continuous growth and improvement and teaches you to value opinions other than your own.
- 3) **Honor commitments:** Be sure to honor all commitments and obligations, regardless of adverse circumstances. This is a certain way of building and keeping the trust of colleagues and customers. Remember that everyone's time is as precious as yours. By not honoring commitments, you may be hampering others from doing their work on time.
- 4) **Be Accountable:** To stay focused and committed, it is important to be accountable. Accountability helps you stay on your toes and put in your best efforts at discharging your duties. Accept responsibility when things go wrong with work you have been involved in. Never shirk responsibility and lay the blame on others.
- 5) **Be Respectful:** Treat others with respect. Regardless of differences in position, age, or opinion, always treat others with professional respect and courtesy.
- 6) **Be a team player:** Remember that in order to achieve overall success, an organization must have high performance at every level, and by every employee. Be involved with what your colleagues are doing, without being interfering. Help whenever help is needed. Everybody can have a bad day at work. Extend a helping hand to colleagues when needed.
- 7) **Be punctual:** Punctuality speaks volumes about your self-discipline. Being punctual does not only mean that you need to reach office on time. This is a habit that must continue throughout your working day. Be sure to never be late for meetings, appointments, making calls at promised time, delivering material. Remember if you are late to a meeting you are not only wasting your own time but somebody else's too. If you are delayed unavoidably, be sincere with your apology.

### Check your progress 3

- 1) **Honesty and integrity:** The first principle of good behavior, at work and in personal life, is **honesty**. Be honest with yourself, your co-workers and your superiors. Even customers feel comfortable doing business with a company they can **trust**, that adheres to moral and ethical principles.
- 2) **Keep an open mind:** Be ready to listen to **suggestions**, criticism, **advice** and new ideas that can help you to perform better. This is very important for **continuous** improvement of any organization and its employees. Seeking opinions and feedback from both team members and superiors

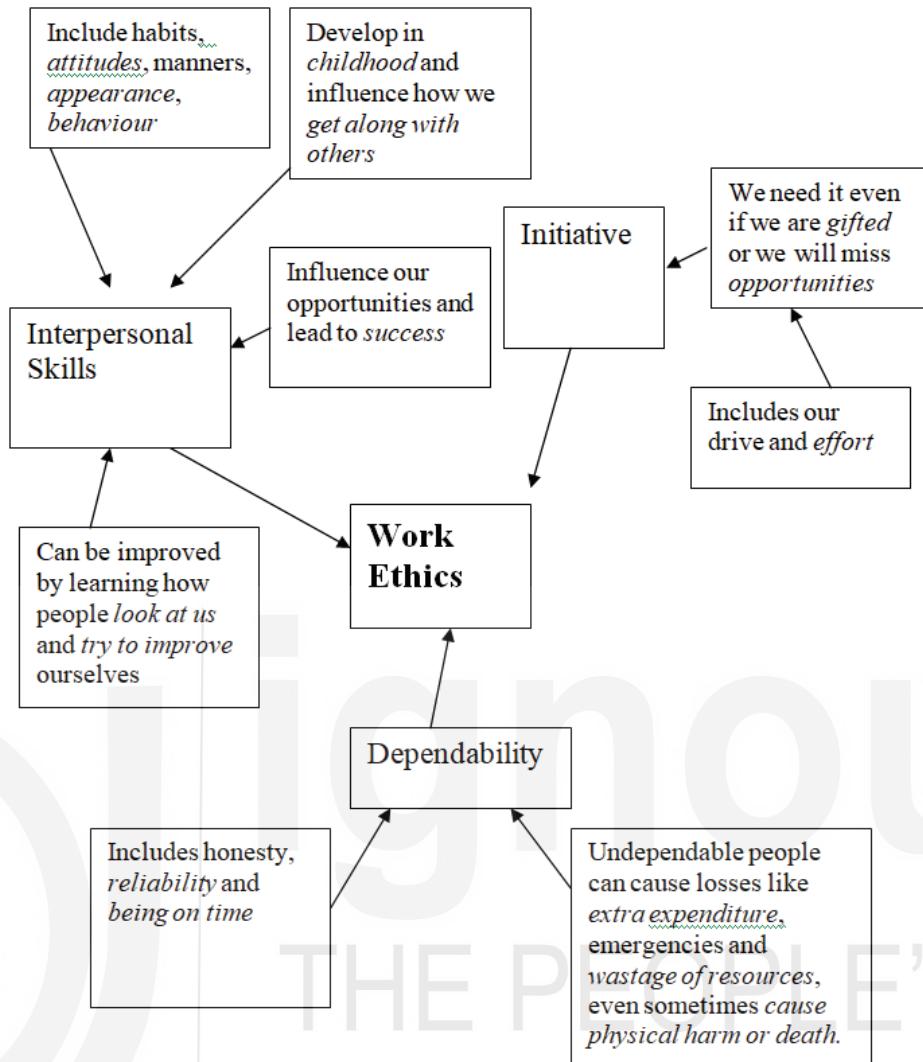
ensures continuous **growth** and **improvement** and teaches you to value opinions other than your own.

- 3) **Honor commitments:** Be sure to honor all commitments and obligations, regardless of adverse circumstances. This is a certain way of **building** and **keeping** the trust of colleagues and customers. Remember that everyone's **time** is as **precious** as yours. By not honoring commitments, you may be hampering others from doing their work on time.
- 4) **Be Accountable:** To stay focused and committed, it is important to be accountable. Accountability helps you stay on your toes and put in your **bestefforts** at discharging your duties. Accept responsibility when things go wrong with work you have been involved in. Never shirk responsibility and lay the **blame on others**.
- 5) **Be Respectful:** Treat others with respect. Regardless of differences in position, age, or opinion, always treat others with professional **respect** and **courtesy**.
- 6) **Be a team player:** Remember that in order to achieve overall success, an organization must have high performance at every level, and by every employee. Be **involved** with what your colleagues are doing, without being **interfering**. Help whenever help is needed. Everybody can have a bad day at work. Extend a helping hand to colleagues when needed.
- 7) **Be punctual:** Punctuality speaks volumes about your **self-discipline**. Being punctual does not only mean that you need to reach office on time. This is a habit that must continue throughout your working day. Be sure to never be late for meetings, appointments, making calls at promised time, delivering material. Remember if you are late to a meeting you are not only wasting your own time but somebody else's too. If you are delayed unavoidably, be **sincere** with your **apology**.

#### Check your progress 4

Completed web chart about 'Work Ethics'.

**Professional Skills  
Needed at the  
Workplace-II**



**Check your progress 5**

- i) Rama gets on well with the others in her office. *Good interpersonal skills*
- ii) You can give Tamanna any work and you can rest assured that it will be done. *Dependable*
- iii) Sameer takes a lot of interest to take on interesting projects and work on them. No one needs to tell him what to do next. *Initiative*
- iv) Sally always comes on time. She is never missing from office. *Punctuality and regularity*
- v) Bipin always tries to listen to the other person's point of view. Then he gently makes his point. *Right attitude*
- vi) Pavan may not be very bright but he works hard and sincerely at whatever job he has at hand. *Hard work and effort*
- vii) Mike comes very decently and smartly dressed to office. He looks so prim and proper. *Suitable appearance*
- viii) We all like the way Tasleen carries herself and interacts with people. She surely makes an impression. *Self-confidence*

## **Check your progress 6**

Do it yourself

## **Check your progress 7**

**Here are some more such examples of bad work ethics:**

- 1) A salesman gives false data on the number of sales calls he has made, while filling in his reimbursement form.
- 2) A manager shares important company information with a competitor for his potential gain.
- 3) A store misrepresents to its customers the quality or functionality of products it stocks.
- 4) An accountant tells a supplier that their "check is in the mail" when he knows he hasn't written the check.
- 5) The supplies manager tells the customer his supplies have been dispatched when, in fact, they haven't.



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## **UNIT 11 COPYRIGHT AND PLAGIARISM**

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- 11.0 Objectives
- 11.1 Introduction
- 11.2 A Brief History of Copyright
- 11.3 Evolution of Copyright Law in India
- 11.4 Who Owns a Copyright?
- 11.5 Economic, Moral and Other Such Rights
- 11.6 Plagiarism
- 11.7 What Needs to be Acknowledged?
- 11.8 Summary
- 11.9 Suggested Readings
- 11.9 Answers to Check Your Progress

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### **11.0 OBJECTIVES**

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The objective of this unit is to:

- Explain basic principles of copyright
- Trace the history of copyright
- Explain the reasons why it is necessary to have copyright laws
- Define plagiarism
- Suggest ways of avoiding plagiarism

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### **11.1 INTRODUCTION**

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Why do you think we have laws that prevent us from copying and sharing creative work? What would you consider as a creative work? How do these laws impact our daily life? What are the rules of copyright in the context of the internet which allows us such easy access to knowledge? Before we answer these questions let us give you a brief definition of copyright.

Copyright is a form of intellectual property law which protects original works of creators/authors. These works include literary, musical and other artistic works (painting, drawing and sculptor), advertisements, computer software.“Not all types of work can be copyrighted. A copyright does not protect ideas, discoveries, concepts, or theories. Brand names, logos, slogans, domain names, and titles also cannot be protected under copyright law. For an original work to be copyrighted, it has to be in tangible form. This means that any speech, discoveries, musical scores, or ideas have to be written down in physical form in order to be protected by copyright” (Kenton,2020).

The Copyright law bears into nearly every facet of our lives, and as teachers it is our duty to inform you of these laws so that you are made aware of them

and hence do not unwittingly violate them in your academic life. As students when we do our assignments, term papers or projects, we need to consult books, articles or the internet. Whatever ideas or language you pick up, you must acknowledge these and, in that sense, copyright is a regular feature in our lives.

### **Why do we need to have copyright laws?**

We list two reasons, though you could of course add some more:

**Author's rights:** Copyright protection serves to recognize and protect the rather intense connection authors have with the original work that they create. This rationale is founded upon ethical principles, which ensure recognition for authors and at the same time respects the integrity of creative works.

**Utilitarian:** Copyright laws provide some kind of inducement to authors/creators. The aim is to encourage the creation and publication of new works for social benefits. Otherwise, many people may not put out their work in society if they got no acknowledgement for it or accrue no monetary benefit from it.

Interestingly, the Copyright law does not give creators of original material or their estate the exclusive right for eternity. This privilege is given to them for a certain amount of time after which the copyrighted item comes into public domain. Here one may not require permission to use their work, but we do require to acknowledge the authors. For example, when you quote a few lines from Wordsworth or Shakespeare, you need to say that you have done so.

### **Check your progress 1**

- 1) If there were no copyright laws would you like to publish your original ideas. Give a reasoned answer.

.....  
 .....  
 .....

- 2) We have given you two reasons for the necessity of copyright laws? Can you suggest some more?

.....  
 .....  
 .....

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## **11.2 A BRIEF HISTORY OF COPYRIGHT**

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The history of copyright protection actually emerged with the invention of the printing machine by Johannes Gutenberg in Germany around 1440 which made duplication of literary works possible by a mechanical process,

therefore enabling with ease the copying of others' work. Earlier everything was written by hand, making any kind of duplication a very tedious process. Also, the handwriting would be different so it would be easy to catch the pretender. In 1483, Gutenberg's invention also reached the shores of England, and the then King of England, Richard III, lifted the ban on import of manuscripts and books from other countries. As a result, authors from all over Europe started sending their books to England for printing, which soon became the printing hub of Europe.

However, it was not until the eighteenth century (1710 to be exact) that the world's first copyright law was enacted in England. **The Statute of Anne**, as it was called, was "An act for the encouragement of learning, by vesting the copies of printed books in the authors or purchasers of such copies, during the times therein mentioned." This law gave book publishers fourteen years of legal protection during which time their books could not be copied by others. This act caused a huge shift in the way the copyright was viewed. It acknowledged the rights of authors of published work. This came to be known as the world's first copyright law. The prime objective of this act was:1) to promote learning 2) to give authors protection against piracy of their creation. Since then, the scope of the rights granted under the copyright laws have greatly increased. Today, the copyright law goes much beyond books, to cover nearly any original creative work.

Also, the duration of the exclusive rights has also expanded considerably and the law has been refined to bring more fair play to the creator of the work. Today, in most parts of the world, the minimum term of copyright protection granted to a work is the lifetime of the creator/author plus 50 years after their death, or 50 years after publication, if it's a corporate.

Additionally, since the Statute of Anne, copyright has become a matter of international law. The international community has signed treaties, which nearly all countries have joined. The result is that copyright laws have been the concern globally and these laws have similarities amongst different nations.

### 11.2.1 The Copyright Act, 1911

Before the Copyright Act of 1911, the books and literary works were protected under the Statute of Anne (1710), while the Engraving Copyright Act 1734 and the Fine Arts Copyright Act 1862 brought later, covered the other arts such as music, painting or sculpture.

The 1911 Act consolidated all the acts into one and also implemented the spirit of the Berne Convention. The Berne Convention, which was first accepted in Berne, Switzerland in 1886 was an international agreement about copyright amongst the nation states, and had far-reaching implications globally. The Copyright Act 1911, also known as the Imperial Copyright Act of 1911, was passed by Parliament in United Kingdom and received Royal Assent on 16 December 1911. This act established copyright law in the UK as well as the countries under the British Empire. The act amended the

existing UK copyright law, and repealed all previous copyright legislation in the UK. In India the act came into force on 30 October 1912 (some modifications in terms of its application to Indian law was enacted in 1914).

The main features of the copyright act are as follows:

- Copyright in the act of creation, an act of publishing.
- The term of Copyright was extended to the life of the author and 50 years beyond that.
- There was no need for prior registry in ‘Register of Stationers’ to receive protection under the act.
- Unpublished work was also covered under this Act.
- There would be swift remedy in case of infringement.
- The act would include all form of arts such as literature, painting, music, photography etc.

Subsequently, there have been several amendments to it, but the ball was set rolling with this Act of 1911. Also, though different countries have their own copyright laws, they all show a great deal of similarities.

<https://certificates.creativecommons.org/cccertedu/chapter/2-1-copyright-basics/>

### Check your progress 2

- 1) We have read about the disadvantages of the printing press. What do you think are the advantages?

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- 2) What are the six main features of the Copyright Act, 1911?

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Watch Copy's draw my life, where he sets out his history from birth till the Internet explosion. #Fix Copyright: Copy (aka copyright) Tells the Story of His Life: <https://www.youtube.com/watch?v=0fdUDecJ6jc>

## 11.3 EVOLUTION OF COPYRIGHT LAW IN INDIA

### Pre-Independence Copyright law in India

The Copyright Law of India was enacted by the British and like most of the acts of that time, it was an imitation of the English law. It was done by the British to ease the passage of literature from Britain over the subcontinent.

The first copyright act of India was enacted in 1847, during the regime of East India Company. As per the act, the term of copyright was either, for the lifetime of author plus 7 years or 42 years. The government had the power to grant the publishing license after the death of the author if the owner of the copyright had refused permission. All legal suits and infringement related to copyright came under the jurisdiction of the highest local civil court. This act was replaced by the copyright act of 1914 which is the precursor to the modern copyright law of today.

### Post-Independence Copyright Law in India

The Copyright Act of 1957 came into being on the 21st of January, 1958 replacing the 1911 act. The act besides amending the copyright law also introduced important changes to the 1911 law. It had provisions for setting up copyright office under the control of Registrar of copyright for registration of books and other works of art. It also established a copyright board to deal with the disputes relating to copyright. India also became a member of the Berne Convention and Universal Copyright Convention. The Government of India further aligned itself globally by passing the International Copyright Order, 1999. According to this Order, any work first published in any country that is a member of any of the above conventions is granted the same rights as if it were first published in India. The Copyright Act 1957 (the Act), supported by the Copyright Rules 1958 (the Rules) was substantially amended by the Copyright Act of 2012 (Singh, 2020).

The Copyright (Amendment) Act, 2012 (2012 Amendment) came into force with the primary objective of establishing an equitable and just framework for administration of copyright and sharing of revenue to protect the rights of owners and authors incorporated in cinematography and audio recordings.

“The amendment of 2012 added to the burden with respect to “issuing or granting licence” in respect to the above-mentioned works. Previously, the Copyright (Amendment) Act, 1994 added Section 33 to the Act which made it mandatory those only copyright societies can grant licence or issue copyright licence. As a part of the 2012 Amendment, section 33(3A) was added, which laid down a new guideline that any copyright society carrying out the business of granting or issuing copyright licence must register itself again within the period of 12 months from the date of the amendment. Therefore, any copyright society which existed prior to the amendment has to re-register itself within the given time frame. Also, there was no punishment prescribed in case any copyright society fails to do so.”

### 11.3.1 "Work" protected in India

The Copyright Act 1957 (the Act), supported by the Copyright Rules 1958 (the Rules), is the governing law for copyright protection in India. Substantial amendments were carried out to the Copyright Act in 2012 (Singh, 2020).

Under the Copyright Act, 1957 the term "work" includes any artistic work which could be a

literary creation, a painting, a piece of sculpture, a drawing (including a diagram, a map, a chart), an engraving, a photograph, a work of architecture or artistic craftsmanship, dramatic

work, and so on. A musical work, sound recording and cinematographic film would also come under its purview.

With the growth and development of Technology and specifically digitization, there was a requirement for a Digital Copyright Law.“Government of India in 1998 passed the Digital Millennium Copyright Act, which updated copyright laws to address the realities of Digital Technology at present”([vedantayadav@lawtimesjournal.in](mailto:vedantayadav@lawtimesjournal.in)).

However, it must be noted that not all types of work are subject to copyright. A copyright does not protect ideas, discoveries, concepts, or theories. It also does not protect brand names, logos, slogans, domain names, and titles. For an original work to be copyrighted, it has to be in a tangible form. This means that any speech, discoveries, musical scores, or ideas have to be written down in physical form in order to be protected by copyright.

### Copyright vs. Trademarks and Patents

There are other laws, such as trademarks, and patents which offer different forms of protection for intellectual property.

Trademark laws protect materials which include words, phrases, or symbols—such as logos, slogans, and brand names—which copyright laws do not cover. Patents cover inventions for a limited period of time. Patented materials include products such as industrial processes, machines, and so on.

### Check your progress 3

- 1) What are the works covered under copyright law?

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- 2) Can you give examples of a type of work under each category?

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- 3) What is the difference between copyright and trademarks and patents?

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## 11.4 WHO OWNS A COPYRIGHT?

While the copyright law gives the original creators certain exclusive rights, it also recognizes that users of the material have certain rights too and allows them to use some aspects of these works without the need for permission.

Typically, the first owner of a copyright will be the individual person that created a work. However, the exclusive rights granted by copyright can be transferred to others, including legal entities such as corporations, publishers or universities. Therefore, when we seek copyright permission, it is necessary to understand who has the authority to grant permission. It is important to note that the author of a work may not necessarily be the copyright holder. For example:

- In several countries the ‘works’ created in the course of employment are likely to be owned by the employer, though ownership rules vary by jurisdiction. Countries such as Australia and the United States for instance, adhere to some form of a doctrine commonly known as “work-for-hire”. If an employee creates a copyrightable work when employed, the employer is the owner of, and controls the economic rights of the copyrighted work. In countries, such as France and Germany, the law presumes that copyright rests with the employee-author, unless an employment contract is drawn up differently.
- The case of freelance writers/contractors is also not very clear. They may or may not own and control copyright in the works they create in that capacity. This solely depends on the terms of the contract between the contractor and the organization that engaged him/her to perform the work.
- Teachers, university faculty, and learners again may or may not own and control copyright in the works they create in those capacities. In open universities, for example, when materials are created by the teachers or course writers, the copyright rests with the university.
- In cases of co-authorship, where there is more than one author, all authors hold copyright. Joint ownership generally prohibits one author from exploiting a work without the consent of the others, though the United States may be an exception to this rule. If, on the other hand, an author has contributed to a collective work, such as an encyclopedia or an

anthology, she/he is likely to own a copyright on their individual contribution.

As can be seen, ownership and control of rights afforded by copyright laws are complicated and vary by jurisdiction.

#### Check your progress 4

- 1) When is the copyright not the exclusive right of the author of the work? Discuss.

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## 11.5 ECONOMIC, MORAL AND OTHER SUCH RIGHTS

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Most countries make a distinction between economic rights and moral rights. The World Intellectual Property Organization defines these in the following way:

**Economic rights:** These are rights that allow owners to get financial gain from the use of their works by others.

**Moral rights:** These rights permit authors/creators to take certain actions to preserve and protect their work. It rests on the principle that there is a deep link between the author and their works which must be respected and protected by law.

Let us look in detail at both these rights:

**Economic rights:** People who have created original works get copyright which allows them exclusive rights to control certain uses of their works. Different nations define these rights in different ways, but the exclusive rights in most countries include at least the following points:

- the right to make copies of their works
- the right to publicly perform, disseminate and communicate their works, including via broadcast and any other means
- the right to make translations of their works, as well as adaptations of it and to allow others to do so as well. For example, when authors give film rights of their novel to producers, or allow their work to be translated into other languages.

It is important to note that not all changes to an existing work create an adaptation. Generally, a modification rises to the level of an adaptation or ‘derivative’(as it is sometimes called) when it adds sufficient new creativity to be copyrightable, such as a translation of a novel from one language to another, the creation of a screenplay based on a novel, or the adaptation of a written work into Braille.

These adaptations are entitled to their own copyright, but that protection only applies to the new elements that are particular to the adaptation. For example, a translator has rights to the translated work. For example, if you use an English translation of a Premchand story, you need to also acknowledge the translator as well and make due payment if required.

However, there is an important difference between holding the copyright of a work and the rights that a user/reader has. For example, while the copyright owner owns the exclusive rights to make copies of her novel and gain financially from it, the person who has bought a physical copy of that novel, also has certain rights. She/he can lend it to a friend or sell it to an ‘old books’ bookstore, or even digitally to certain ‘buy back’ sites or donate it to a library. This is the reason why a library can loan physical works as many times as needed without having to ask permission or pay again for the works. This is very different from digital platforms which involve a subscription to the database or an e-book lending system, where users access to the same materials through payment again and again.

On the other hand, the fact that someone owns a physical work, doesn’t grant the owner of the object any copyright over the work. For example, if a museum owns a sculpture that is 1,000 years old, it doesn’t mean that they have any copyright on the sculpture. They are allowed to sell it, donate it, but they can’t control how others might make copies of the work, including taking photographs, making drawings or copies of the sculpture.

### Moral rights

“It is important to note that moral rights are personal rights. This means that, even as the author, you cannot assign your moral rights away. This is different to copyright, which can be assigned or licensed to someone else, with the permission of the creator. For example, an author can assign the copyright of their book to a publisher. However, the author will continue to hold the moral rights in the book”<https://legalvision.com.au/what-are-a-copyright-owners-moral-rights/>. For example, a play of Shakespeare cannot be claimed by someone else nor can changes be made to it without acknowledgement to the original work.

Moral rights, therefore, require that the name of the author should always be acknowledged if you are quoting from their work. This is called **right of attribution**. For example, if you go to an art exhibition, you will see that the name of the artist is always mentioned next to the painting or sculptor. The same is true if a movie is adapted from a novel--the novelist name is boldly shown.

Moral rights also require that the work of any creator is not used in any way that destroys their reputation. This is called **right of integrity**. This means that no one can change any part of an original work without the author’s permission or destroy it without first asking if the creator wants to take it back or distort the meaning of the original work.

Countries that recognize moral rights consider them so integral that in most cases even the creators of those works cannot waive away those rights. These rights last indefinitely, even when the economic rights on the work might have expired. Creative Common licenses and legal tools account for these rights.

Moral rights typically include the right to be recognized as the author of the work (known traditionally as the “right of paternity”), and the right to protect the work’s integrity (generally, the right to object to distortion of the work or the introduction of undesired changes to the work).

### Check your progress 5

- 1) Say whether the following statements are true or false.
  - i) The authors of an original piece of work have complete legal and moral right over it.
  - ii) Authors have the right to get their work translated.
  - iii) The copyright of the translation also rests totally with the original author.
  - iv) Moral rights are traditionally known as the “right of paternity”.
  - v) Digital platforms have the same rights as copyright rules.
- 2) What is the difference between Economic Rights and Moral Rights?  
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## 11.6 PLAGIARISM

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

There are many definitions of what constitutes plagiarism, however, according to research resources at [plagiarism.org](http://plagiarism.org), some of these are:

- submitting someone else’s work as your own

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

[adapted from Plagiarism.org 2006]

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

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

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

[Wikipedia: Plagiarism 2006] [Beasley2006].

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

- copy-paste: copying word to word textual content.
- idea plagiarism: using similar concept or opinion which is not common knowledge.
- Paraphrasing: changing grammar, similar meaning words, re-ordering sentences in original work. Or restating same content in different words.
- artistic plagiarism: presenting someone else’s work using different media, such as text, images, voice or video.
- code plagiarism: using program code, algorithms, classes, or functions without permission or reference.
- forgotten or expired links to resources: addition of quotations or reference marks but failing to provide information or up-to-date links to sources.

- no proper use of quotation marks: failing to identify exact parts of borrowed contents.
- Misinformation of references: adding references to incorrect or non-existing original sources.
- Translated plagiarism: cross language content translation and use without reference to original work.

[www.wikipedia.com/wiki/plagiarism](http://www.wikipedia.com/wiki/plagiarism)

Maurer H., Kappe F., Zaka B.

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

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

### Check your progress 6

1) What is plagiarism?

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2) Is plagiarism always intentional?

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## 11.7 WHAT NEEDS TO BE ACKNOWLEDGED?

Things of common knowledge, such as the years when Indira Gandhi and Rajeev Gandhi were assassinated, facts that are generally known, such as the discovery of penicillin and certain well-known quotations ‘to be or not to be/That is the question’—their sources need not be acknowledged. Of course, anything that you do in terms of surveys that you conduct, photographs that you click or interviews that you do is solely your work. Sometimes you may be confused about whether you need to seek permission. Always follow the dictum when in doubt, take permission. That way you will always be safe.

There are several ways in which you can cite your sources. Be consistent in citing your sources throughout your essay. Students sometimes mistakenly assume that plagiarizing occurs only when the exact words of the author are used without acknowledgement. As we have already mentioned, diverse other forms such as musical lyrics and compositions, visuals, ideas and statistics also need to be duly acknowledged. Therefore, keep in mind that you must acknowledge any borrowed information or ideas you use in your essay whether you have paraphrased, summarized or quoted directly from the source.

We must above all document electronic sources accurately and fully. Because it is so easy to cut and paste text and copy photographs from different sources from the internet, a lot of us forget to note down and acknowledge the sources, forgetting that electronic sources are easier to detect than printed texts and require acknowledgement in even more detail.

### Check Your Progress 7

Given below are two sets of original texts. Read the passages from the student essays and say whether there is plagiarism or not in them. Also explain why there is or is no plagiarism in each of the essays

#### Text A

- 1) **From a lecture by John C. Bean:** Who among us begins writing an article by choosing a topic, narrowing it, and then writing a thesis statement and outline? Rather, most of us begin by being gradually drawn into a conversation about a question in our disciplines that doesn't yet seem resolved. We find something unsatisfying about this conversation: something is missing. Whatever the source of our puzzlement, our own writing originates in our sense of a conflict or question.

**From student's essay:** Often, people view the writing process as a rigid series of steps. First, you choose a topic, and then you form a thesis. An outline precedes the first draft, revision succeeds the first draft and editing is always the final step. In practice, however, the writing process is not nearly so clear-cut. For instance, John C. Bean (1989) argues that writing often begins not with a thesis but with a question.

**From James L. Kinneavy, William McCleary, and Neil Nakadate's Writing in the Liberal Arts Tradition:** The goal of learning to write "in the liberal arts tradition" is the well-rounded writer – a person with training and experience in a range of writing tasks, from term papers to poems and stories.

**From a student's essay:** The authors of Writing in the Liberal Arts Tradition believe that "the goal of learning to write 'in the liberal arts tradition' is the well-rounded writer". A well-rounded writer, they explain is one with training and practice in a variety of writing tasks.

Task adapted from:

<http://www.sinc.sunysb.edu/class/sourcebk/frost3sumframe.html>

Task from BEGE 103

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## 11.8 SUMMARY

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As we have discussed in this unit, Copyright in some form or the other has been in existence for a really long time. It was in force in India since the time of the East India Company. However, even now, the copyright law is being modified from time to time to take care of the digital media as it keeps extending itself. Also, it is often difficult to tell what constitutes copyright infringement as it can sometimes be a subjective question. Thus, there is a need for more nuanced laws to lessen the subjectivity. But as students our duty is to always acknowledge sources where we take our material from. This is better for us because not only does it protect us from disciplinary action but also shows our teachers about the research we have conducted on a particular topic. It also enables us to share our readings with our peers.

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## 11.9 SUGGESTED READINGS

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Wikipedia

India: Copyright Law In India – Everything You Must Know, 14 December 2017 by Vijay Pal Dalmia, Partner. Vaish Associates Advocates

<https://certificates.creativecommons.org/cccertedu/chapter/2-1-copyright-basics/>

<http://www.sinc.sunysb.edu/class/sourcebk/frost3sumframe.html>

<https://www.investopedia.com/terms/c/copyright.asp#:~:text=Copyright%20refers%20to%20the%20legal,right%20to%20reproduce%20the%20work>

<https://certificates.creativecommons.org/cccertedu/chapter/2-1-copyright-basics/>

<https://www.youtube.com/watch?v=0fdUDecJ6jc>

[https://www.wipo.int/edocs/pubdocs/en/wipo\\_pub\\_909\\_2016.pdf](https://www.wipo.int/edocs/pubdocs/en/wipo_pub_909_2016.pdf)

<https://support.google.com/legal/answer/3463239?hl=en>

<https://www.copyright.gov/help/faq/faq-general.html#:~:text=Copyright%20is%20a%20form%20of,both%20published%20and%20unpublished%20works>

<https://resources.library.lemoyne.edu/guides/academicintegrity/example-plagiarism#:~:text=Here%20are%20some%20examples%20of,the%20work%20as%20your%20own>

<http://www.sinc.sunysb.edu/class/sourcebk/frost3sumframe.html>

## **11.10 ANSWERS TO CHECK YOUR PROGRESS**

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### **Check your progress 1**

Do it yourself

### **Check your progress 2**

- 1) The printing press is so significant that it has come to be known as one of the most important inventions of our time. It drastically changed the way society evolved. Knowledge is power, as the saying goes, and the invention of the mechanical movable type printing press helped disseminate knowledge wider and faster than ever before. This occurred because i) Printing reduced the cost of books; ii) The time and labour required to produce each book came down; iii) Multiple copies could be produced with great ease.
- 2) Six main features of the Copyright Act, 1911:
  - Copyright in the act of creation, not the act of publishing.
  - Extension of the term of copyright to life and 50 years.
  - No need for prior registry in ‘Register of Stationers’ to receive protection under the act.
  - Unpublished work is also entitled to protection.
  - Summary remedies in suits of infringement.
  - The act to include all form of arts such as literature, painting, music, photography etc.

### **Check your progress 3**

- 1) works
  - Musical works
  - Artistic works or works of visual art
  - Dramatic works
  - Cinematographic works (including audio-visual works)
  - Translations, adaptations, arrangements of literary and artistic works
  - Databases
  - Computer software

- 2) Do it yourself
- 3) Although copyrights, trademarks, and patents are frequently used interchangeably, they offer different forms of protection for intellectual property. Trademark laws protect material that is used to distinguish an individual's or corporation's work from another entity. These materials include words, phrases, or symbols—such as logos, slogans, and brand names—which copyright laws do not cover. Patents cover inventions for a limited period of time. Patented materials include products such as industrial processes, machines, and chemical positions.

#### Check your progress 4

- 4) • Works created in the course of employment are likely to be owned by the employer, though ownership rules vary by jurisdiction
  - The case of freelance writers/contractors is also not very clear. They may or may not own and control copyright in the works they create in that capacity. This solely depends on the terms of the contract between the contractor and the organization that engaged him/her to perform the work.
  - Teachers, university faculty, and learners again may or may not own and control copyright in the works they create in those capacities. In open universities, for example, when materials are created by the teachers or course writers, the copyright rests with the university.
  - In cases of co-authorship, where there is more than one author, all authors hold copyright and must take permission from their co-author before using the work.

#### Check your progress 5

- 1) True and false:
    - i) The authors of an original piece of work have complete legal and moral right over it. **F**
    - ii) Authors have the right to get their work translated. **T**
    - iii) The copyright of the translation also rests totally with the original author. **F**
    - iv) Moral rights are traditionally known as the “right of paternity”. **T**
    - v) Digital platforms have the same rights as copyright rules. **F**
  - 2) **Economic rights:** These are rights that allow owners to get financial gain from the use of their works by others.
- Moral rights:** These rights permit creators to take certain actions to preserve and protect their deep link with their work. These rights cannot be assigned to others.

### Check your progress 6

- 1) Plagiarism is derived from the Latin word “plagiarius” which means kidnapper. It is defined as “the passing off of another person’s work as if it were one’s own, by claiming credit for something that was actually done by someone else”  
[Wikipedia: Plagiarism 2006].
- 2) Sometimes students unintentionally plagiarize because they fail to recognize the necessity of attributing paraphrased, summarized, and borrowed ideas to their original owners. And indeed, it is sometimes difficult after days of research to know exactly what one has read repeatedly and what one has originally thought. A good thumb rule is, when in doubt, always acknowledge.

### Check your progress 7

Do it yourself.



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