



**MEASI INSTITUTE OF MANAGEMENT
CHENNAI-14**

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**LANUGUAGE AND COMMUNICATION SKILLS I-
ADVANCED LEVEL**

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VISION & MISSION STATEMENTS

VISION:

- To emerge as the most preferred Business School with Global recognition by producing most competent ethical managers, entrepreneurs and researchers through quality education.

MISSION:

- **Knowledge through quality teaching learning process:** To enable the students to meet the challenges of the fast challenging global business environment through quality teaching learning process.
- **Managerial Competencies with Industry institute interface:** To impart conceptual and practical skills for meeting managerial competencies required in competitive environment with the help of effective industry institute interface.
- **Continuous Improvement with the state of art infrastructure facilities:** To aid the students in achieving their full potential by enhancing their learning experience with the state of art infrastructure and facilities.
- **Values and Ethics:** To inculcate value based education through professional ethics, human values and societal responsibilities.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1: Placement: To equip the students with requisite knowledge skills and right attitude necessary to get placed as efficient managers in corporate companies.

PEO 2: Entrepreneur: To create effective entrepreneurs by enhancing their critical thinking, problem solving and decision-making skill.

PEO 3: Research and Development: To make sustained efforts for holistic development of the students by encouraging them towards research and development.

PEO4: Contribution to Society: To produce proficient professionals with strong integrity to contribute to society.

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Program Outcome:

PO1: Problem Solving Skill: Apply knowledge of management theories and practices to solve business problems.

PO2: Decision Making Skill: Foster analytical and critical thinking abilities for data-based decision making.

PO3: Ethical Value: Ability to develop value based leadership ability.

PO4: Communication Skill: Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business.

PO5: Individual and Leadership Skill: Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

PO6: Employability Skill: Foster and enhance employability skills through subject knowledge.

PO7: Entrepreneurial Skill: Equipped with skills and competencies to become an entrepreneur.

PO8: Contribution to community: Succeed in career endeavors and contribute significantly to the community.

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UNIT I - LISTENING AND SPEAKING

Introduction

Speaking has very different characteristics from writing. The differences add a number of dimensions to our understanding of how we process speech. Spoken language is instantaneous that requires to process it online, real time without a chance to listen again. Conversation normally can consist of up to 220 words per minute. The impression of faster or slower speech generally results from the amount of intra clausal pausing that speakers generally make use of. Unlike written language the spoken mode is usually unplanned and often reflects the processes of construction such as reduced forms, hesitations fillers and repeats.

Spoken discourse has also been described as having a linear structure, compared to a hierarchical structure for written discourse. Whereas the unit of organization of written discourse is the sentence, spoken language is usually delivered one clause at a time, and longer utterances in conversation generally consist of several coordinated clauses. Most of the clauses used are simple conjuncts or adjuncts. Also, spoken texts are often context-dependent and personal, assuming shared background knowledge. Lastly, spoken texts maybe spoken with many different accents, from standard or non-standard, regional, non-native, and so on.

Similarly in speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper.

Recap of active and passive listening

Active listening is when the listener gets involved in the speech and tries to comprehend and acquire what is going on in the mind of the speaker.

Two different kinds of processes are involved in understanding spoken discourse. These are often referred to as bottom-up and top-down processing.



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Bottom-up processing

Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding.

This leads us to analytical listening.

Exercise

Mike has just returned from Brazil. Listen to him talk about Carnival.

What did he enjoy most about it?

Mike: Isn't that music fantastic? It's from a samba CD that I got when I was in Rio for Carnival.

Wow! Carnival in

Rio is really something! It's a party that lasts for four whole days. It's held late in February or early March, but you need to book a hotel room way in advance because hotels fill up really quickly. Carnival is celebrated all over Brazil, but the most famous party is in Rio.

The whole city is decorated with colourful lights and streamers. It's really very beautiful. Everyone is very friendly – especially to visitors from other countries. The best part about Carnival is the big parade. The costumes are unbelievable – people work on them for months.

It's really fantastic to watch. Everyone dances the samba in the streets. I'd really recommend you go to Rio for Carnival if you ever have the chance.

Answer these questions:

- 1.** What Mike is talking about?
- 2.** When is the carnival usually held?
- 3.** How is the city decorated?
- 4.** What is the best part about carnival?

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5. What is the impression created on the speaker by carnival in Rio?

Analytical listening

Analytical listening is often bottom up processing wherein the listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences.

Each language has got its own rhythm. And English is a typically rhythmic language. This means the speaker alternately raises and lowers his voice at regular intervals. In listening if we tend to assimilate the rhythm of the speaker it will go a long way in closely following the thought process going on in the mind of the speaker. To understand the rhythm we must have a knowledge of syllable stress in a word and word stress in connected speech. In any word a particular syllable is stressed and in connected speech particular words are stressed. This forms the rhythm of the language.

Syllable/word stress

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education

Word is made up of syllables and syllables are made up of phonemes. Syllables are counted as units of sound (phones) that they use in their language. The branch of linguistics which studies these units of sound is phonetics. Phones which play the same role are grouped together into classes called phonemes: the study of these is phonemics or phonematics or phonology. Phones as components of articulation are usually described using the International Phonetic Alphabet (IPA).

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Why word stress is important

Mistakes in word stress are a common cause of misunderstanding in English. Here are the reasons why:

- Stressing the wrong syllable in a word can make the word very difficult to hear and understand: for example,:
- And now in a sentence:

"I carried the b'tell to the hottle."

Now reverse the stress patterns for the two words and you should be able to make sense of the sentence!

"I carried the bottle to the hotel."

Stressing a word differently can change the meaning or type of the word:

"They will desert the desert** by tomorrow."*

Think about the grammatical difference between desert* and desert**.

Even if the speaker can be understood, mistakes with word stress can make the listener feel irritated, or perhaps even amused, and could prevent good communication from taking place.

These three reasons tell that word stress is an important part of the English language.

What word stress is, when we stress syllables in words, we use a combination of different features. Experiment now with the word 'computer'. Say it out loud. Listen to yourself. The second syllable of the three is stressed. What are you doing so that the listener can hear that stress?

A stressed syllable combines five features:

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- **It is l-o-n-g-e-r** - com p-u-ter ○ **It is LOUDER** - comPUTer ○ **It has a change in pitch** from the syllables coming before and afterwards. The pitch of a stressed syllable is usually higher.
- **It is said more clearly** -The vowel sound is purer. Compare the first and last vowel sounds with the stressed sound.
- **It uses larger facial movements** - Look in the mirror when you say the word. Look at your jaw and lips in particular.

It is equally important to remember that the unstressed syllables of a word have the opposite features of a stressed syllable!

Some ‘rules’ of word stress:

There are patterns in word stress in English but, as a rule (I), it is dangerous to say there are fixed rules. Exceptions can usually be found.

- Here are some general tendencies for word stress in English:

Word	Type of word	Tendency	Exception
Apple table happy	Two-syllabus nouns and adjectives	Stress on the first syllable apple	Hotel lagoon
Suspect import insult	Words which can be used as both nouns and verbs	The noun has stress on the first syllable “You are the suspect!” the verb has stress on the second syllable. “I suspect you”	Respect witness
Hairbrush football	Compound nouns	Fairly equally	

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		balanced but with stronger stress on the first part hairbrush	
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Rules of Word Stress in English

There are two very simple rules about word stress:

1. **One word has only one stress.** (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word. It is true that there can be a "secondary" stress in some words. But a secondary stress is much smaller than the main [primary] stress, and is only used in long words.)
2. **We can only stress vowels, not consonants.**
 1. Stress on first syllable

Rule	Example
Most 2-syllable nouns	PRESent, Export, China, TABLE
Most 2-syllable adjectives	PRESent, SLENDER, CLEVer, HAPpy

2. Stress on last syllable

Rule	Example
Most 2-syllable verbs	to preSENT, to exPORT, to deCIDE, to beGIN,

Here are some more, rather complicated, rules that can help you understand where to put the stress. But do not rely on them too much, because there are many exceptions. It is better to try to "feel" the music of the language and to add the stress naturally. There are many two-syllable words in English whose meaning and class change with a change in stress. The word



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present, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer). More examples: the words **export**, **import**, **contract** and **object** can all be nouns or verbs depending on whether the stress is on the first or second syllable.

Rule	Example
Words ending in -ic	geoGRAPHic, geoLOGic
Words ending in -sion and -tion	teleVISION, reveLAtion

Rule	Example
For compound nouns , the stress is on the first part	BLACKbird, GREENhouse
For compound adjectives , the stress is on the second part	bad-TEMPpered, old-FASHioned
For compound verbs , the stress is on the second	to underSTAND, to

3. Stress on penultimate syllable (penultimate = third from end)

For a few words, native English speakers don't always "agree" on where to put the stress. For example, some people say **television** and others say **TELevision**. Another example **CONtroversy** and **controverSy**

3. Stress on ante penultimate syllable (ante penultimate = third from end)

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Rule	Example
Words ending in al	CRItical, geoLOGical
Words ending in -cy -ty =phy and -gy	deMOcracy, dependaBility, phoTOgraphy, geOLogy

5. Compound words with two parts:

Rule	Example
Part	overflow

Intonation

In linguistics, **intonation** is variation of pitch while speaking which is not used to distinguish words. (Compare tone.) Intonation and stress are two main elements of linguistic prosody.

All languages use pitch pragmatically, that is, as intonation, for instance for emphasis, to convey surprise or irony, or to pose a question. Tonal languages such as Chinese and Hausa use pitch to distinguish words in addition to intonation.

Generally speaking, we can identify the following intonations:

Rising Intonation means the pitch of the voice increases over time [\nearrow]:

Falling Intonation means that the pitch decreases with time [\searrow]:

Dipping Intonation falls and then rises [$\searrow\nearrow$]:

Peaking Intonation rises and then falls [$\nearrow\searrow$].



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The classic example of intonation is the question-statement distinction. For example, north eastern American English, like very many languages has a rising intonation for echo or declarative questions (*He found it on the street?*), and a falling intonation for *wh*- questions (*Where did he find it?*) and statements (*He found it on the street.*). Yes or no questions (*Did he find it on the street?*) often have a rising end, but not always.

Listening for acquisition on the other hand involves top- down processing.

Top-down processing

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of —schemata or —scripts— plans about the overall structure of events and the relationships between them.

Consider the following narrative, for example. Read it carefully one or two times. What is the topic?

Sally first tried setting loose a team of gophers. The plan backfired when a dog chased them away. She then entertained a group of teenagers and was delighted when they brought their motorcycles. Unfortunately, she failed to find a Peeping

Tom listed in the Yellow Pages. Furthermore, her stereo system was not loud enough. The crabgrass might have worked, but she didn't have a fan that was sufficiently powerful.

The obscene phone calls gave her hope until the number was changed. She thought about calling a door-to-door sales man but decided to hang up a clothesline instead. It was the installation of blinking neon lights across the street that did the trick. She eventually framed the ad from the classified section.

(Stein and Albridge, 1978)

At first, the narrative is virtually incomprehensible.

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However, once a schema is provided – —Getting rid of a troublesome neighbor – the reader can make use of top-down processing and the elements of the story begin to fit in place as the writer describes a series of actions she took to try to annoy her neighbor and cause him to leave.

Qualities of a good listener

In real-world listening, both bottom-up and top-down processing generally occur together. The extent to which one or the other dominates depends on the listener's familiarity with the topic and content of a text, the density of information in a text, the text type, and the listener's purpose in listening. For example, an experienced cook might listen to a radio chef describing a recipe for cooking chicken to compare the chef's recipe with her own. She has a precise schema to apply to the task and listens to register similarities and differences. She makes more use of top-down processing. However, a novice cook listening to the same program might listen with much greater attention trying to identify each step in order to write down the recipe. Here, far more bottom-up processing is needed.

Successful listening can also be looked at in terms of the strategies the listener uses when listening. Does the learner focus mainly on the content of a text, or does he or she also consider how to listen? A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening.

We have to concentrate on the following processes.

Comprehension processes: Associated with the processing of linguistic and non linguistic input.

Storing and memory processes: Associated with the storing of linguistic and non linguistic input in working memory or long-term memory.

Using and retrieval processes: Associated with accessing memory, to be readied for output.



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Assessing the situation: Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task.

Monitoring: Determining the effectiveness of one's own or another's performance while engaged in a task.

Self-evaluating: Determining the effectiveness of one's own or another's performance after engaging in the activity.

Self-testing: Testing oneself to determine the effectiveness of one's own language use or the lack thereof.

Speaking

The following are the salient features of speaking.

Conversational routines:

A marked feature of conversational discourse is the use of fixed expressions, or —routines, that often have specific functions in conversation and give conversational discourse the quality of naturalness. There are routines to help people establish themselves in certain positions: routines for taking off and hanging up coats; arrangements concerning where one is to sit or stand at a party or in a meeting; offers of hospitality; and so on.

There are routines for beginnings and endings of conversations, for leading into topics, and for moving away from one topic to another. And there are routines for breaking up conversations, for leaving a party, and for dissolving a gathering. . . . It is difficult to imagine how life could be lived without some routines. Consider the following routines. Where might they occur? What might their function be within these situations?

This one's on me.

I don't believe a word of it.

I don't get the point.

You look great today.

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As I was saying, . . .

Nearly time. Got everything.

I'll be making a move then.

I see what you mean.

Let me think about it.

Just looking, thanks.

I'll be with you in a minute.

It doesn't matter.

Pawley and Syder (1983) suggest that native speakers have a repertoire of thousands of routines like these, that their use in appropriate situations creates conversational discourse that sounds natural and native-like, and that they have to be learned and used as fixed expressions.

In designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

Styles of speaking

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

Got the time?

I guess it must be quite late now?

What's the time?

Do you have the time?

Can I bother you for the time?

You wouldn't have the time, would you?

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Lexical, phonological, and grammatical changes may be involved in producing a suitable style of speaking, as the following alternatives illustrate:

Have you seen the boss? / Have you seen the manager? (lexical)

Whachadoin? / What are you doing? (phonological) Seen Joe lately? /

Have you seen Joe lately?

Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate.

If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown and Levinson, 1978).

Talk as interaction

Talk as interaction refers to what we normally mean by —conversational and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described by Brown and Yule (1983).

The main features of talk as interaction can be summarized as follows:

- Has a primarily social function



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- Reflects role relationships
- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed

We can see some of these features illustrated in the following authentic example of a segment of conversational discourse

Two women are asking a third woman about her husband and how they first met.

Jessie: Right. Right, and so when did you– actually meet him?

Brenda: So we didn't actually meet until that night.

Judy: Oh, hysterical. [laughs]

Brenda: Well, I met him that night. We were all, we all went out to dinner. So I had champagne and strawberries at the airport.

Jessie: And what was it like when you first saw him? Were you really – nervous?

Brenda: – Well, I was hanging out of a window watching him in his car, and I thought –oh God what about this!!

[laughs]

Brenda: And he'd combed his hair and shaved his eyebrows – and

Jessie: Had you seen a photo of him?

Brenda: Oh, yeah, I had photos of him, photos . . . and I'd spoken to him on the phone.

Jessie: Did you get on well straight away?

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Brenda: Uh, well sort of. I'm a sort of nervy person when I first meet people, so it was sort of . . . you know . . . just nice to him.

Jessie: – [laughs]

Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In such transactions, . . . talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. (Jones 1996:14) The following example from a literature lesson illustrates this kind of talk in a classroom setting (T = Teacher, S = Student):

T: The other day we were talking about figures of speech. And we have already in the past talked about three kinds of figures of speech. Does anybody remember those three types? Mary?

S: Personification, simile, and metaphor.

T: Good. Let me write those on the board. – Now can anybody tell me what personification is all about again? Juan?

S: Making a nonliving thing act like a person.

T: Yes. OK. Good enough. Now what about simile? . . .

OK. – Cecelia?

S: Comparing two things by making use of the words —like| or —as.|

T: OK. Good. I'll write that on the board. The other one – metaphor. Paul?

S: It's when we make a comparison between two things, but we compare them without using the words —like| or —as.|

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T: All right. Good. So it's more direct than simile. Now we had a poem a few weeks ago about personification. Do you remember? Can you recall one line from that poem where a nonliving thing acts like a human person?

S: —The moon walks the night.‖

T: Good. —The moon walks the night.‖ Does the moon have feet to walk?

S: No.

T: No. So this is a figure of speech. All right. Now our lesson today has something to do with metaphor. Now we're going to see what they have in common . . .

Examples of talk as transaction are:

Classroom group discussions and problem-solving activities

A class activity during which students design a poster

Discussing needed computer repairs with a technician

Discussing sightseeing plans with a hotel clerk or tour guide

Making a telephone call to obtain flight information

Asking someone for directions on the street

Buying something in a shop

Ordering food from a menu in a restaurant

Burns (1998) distinguishes between two different types of talk as transaction.

The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved

(e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. For example, the following exchange was observed in a café:

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Server: Hi, what'll it be today?

Client: Just a cappuccino, please. Low-fat decaf if you have it.

Server: Sure. Nothing to eat today?

Client: No, thanks.

Server: Not a problem.

The main features of talk as transaction are:

- It has a primarily information focus.
- The main focus is on the message and not the participants.
- Participants employ communication strategies to make themselves understood.
- There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.
- There may be negotiation and digression. Linguistic accuracy is not always important.
- Some of the skills involved in using talk for transactions are:
 - Explaining a need or intention
 - Describing something
 - Asking questions
 - Asking for clarification
 - Confirming information
 - Justifying an opinion
 - Making suggestions
 - Clarifying understanding
 - Making comparisons
 - Agreeing and disagreeing

Conclusion:

To be a good listener we must understand the processes underlying listening. We must receive the sound units distinctly as delivered by the speaker so that no unit of information is lost. To be a good speaker we must build our own repertoire of conversational routines and adopt a style that suits the situation and try to evolve our own style which is clear in enunciation and interacts or transacts business effectively.

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UNIT II - READING AND WRITING

Verbal Communication Skills

The skills of verbal communication are Writing and Speaking, Reading and Listening. Most of our formal education focuses on .writing and reading. However, a good manager needs the skill of speaking and even more, the skill of listening. It has been found by research studies that an executive's communication time is spent roughly in the following proportion:

Writing 9%	Reading 16%
Speaking 30%	Listening 45%

Reading Skills

Reading skills can be developed by practice. A large amount of reading material demands our attention everyday. There is a flood of trade journals, house magazines, reports, minutes, memoranda on all kinds of topics, besides newspapers, books and magazines. People at work need a technique to cope 'with the task of reading quickly and understanding the important parts of the contents. Everything need not be read with the same attention. Difficult subjects need careful study reading. But most business papers need routine reading to collect information. Some things, like a newspaper story or a light magazine, need only skimming, that is, going over it rapidly to see what it is about and whether it needs attention. Speed-reading must be silent. The skill of silent reading is different from the skill of reading aloud. Silent reading can be very rapid because it is not limited by physical movement of the throat and mouth muscles which is necessary in reading aloud. In silent reading, time gets wasted because of some poor reading habits like these:

- Moving the lips
- Making movements in the throat like reading aloud
- Compulsively reading each word separately
- Spelling out long words letter by letter

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- Going back, thinking that you have missed something

These habits can be controlled.

Eye movement needs to be trained properly for fast reading. The eyes do not move smoothly along the printed line. Eyes cannot see while they are moving: they see only during short pauses of fixation linked by quick and sightless movements. At each fix ratio: t: l pause, the eyes take in a certain number of characters: a fast reader takes in a larger span (10 to 16 characters including blank spaces) than a slow reader.

The eyes also have a small but troublesome backward movement, (regression) when moving along a line of print. A fast reader has less regression. Fast reading requires concentration in the first place. For practicing silent reading, keep aside at least half an hour a day, sit in a comfortable chair with light falling over the shoulder: there should be no disturbance whatsoever, and no noise of any kind. At the beginning, choose unimportant material to read, like the newspaper or a light magazine. Once you understand the technique (which should be within three or four sittings), use average reading material like instruction manuals and articles of general information. Finally use study material.

Before beginning to read any material-

- Look at the heading, the sub-headings, any synopsis/summary, table of contents, which give the general sense of the content and the train of thought.
- Be clear about your purpose in reading the material. Do you intend to follow any instructions given in it? Take a decision or an action based on the information collected from it? Remember it for an examination? Summarise it? Report what is in it?
- Make sure that you keep your mouth shut so you do not keep mouthing what you read.
- Watch your throat: try not to move any muscles of the mouth or throat **while reading-**
- "Take in" familiar words at a glance. This will improve as you become familiar with more words, especially those which occur frequently in your work. Practice will also improve your eye span and enable you to take in more characters at a time.

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- Make careful effort not to let the eyes regress, that is, go back a few words instead of moving forward.

Overcome the compulsion to read every word. Use your knowledge of sentence patterns and information already gathered, to anticipate the next few words. There is no need to read every word in a sentence: some words are only part of the language pattern: phrases like 'that is', 'for example', can be skipped. Try carefully not to "hear" your reading in your mind (this can be difficult especially if you have unconsciously developed a habit of doing it).

Writing, like the other verbal skills, needs practice. Business writing requires knowledge of the layout of the various documents, attention to detail and focus on the reader's needs. A good command of vocabulary and sentence structures can improve one's business writing. A careful study of the chapters in Unit V will provide guidance for improvement of writing skills.

Discriminatory Reader

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested: that is, some books are to be read only in parts, others to be read, but not curiously, and some few to be read wholly, and with diligence and attention.

Sir Francis Bacon :

—Reading is an art. Sometimes you read through the lines at others you read between the lines. Some writings make you read beyond the lines!! Whether it is a report or a write up we should not be bogged down by common errors. We should be able to identify printers' devils so as to ignore them. Sometimes we may have to allow the writer a little liberty with grammar and should be able to supply the correct version in its place. This requires the skill of spotting errors and correcting them.

Exercise:

Spot the error and correct in the following sentences.

1. Everyone at the meeting are responsible for a presentation.
2. The police is looking for the robbers.

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3. Newspapers and TV is means of mass-communication.
4. Money are a means to an end.
5. There are one species of humans but many species of cats.
6. The more people attend the concerts.
7. I want a knowledge.
8. Labour here is paid by an hour.
9. Rice is sold by a kilo.
10. A student will not learn if she hates the teacher.
11. They arrived to the town.
12. He is fond this book.
13. They described a part for a kid.
14. This was my first experience about choose friends.
15. They thanked him for his consideration this matter.

Skimming and Scanning

Easier - There are different styles of reading for different situations. The technique you choose will depend on the purpose for reading. For example, you might be reading for enjoyment, information, or to complete a task. If you are exploring or reviewing, you might skim a document. If you're searching for information, you might scan for a particular word. To get detailed information, you might use a technique such as SQ4R. You need to adjust your reading speed and technique depending on your purpose.

Many people consider skimming and scanning search techniques rather than reading strategies. However when reading large volumes of information, they may be more practical than reading.

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For example, you might be searching for specific information, looking for clues, or reviewing information.

Harder - Web pages, novels, textbooks, manuals, magazines, newspapers, and mail are just a few of the things that people read every day. Effective and efficient readers learn to use many styles of reading for different purposes. Skimming, scanning, and critical reading are different styles of reading and information processing.

Skimming

Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summaries and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

Scanning

Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

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Reading off a computer screen has become a growing concern. Research shows that people have more difficulty reading off a computer screen than off paper. Although they can read and comprehend at the same rate as paper, skimming on the computer is much slower than on paper.

Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

How to Skim:

- Read the title.
- Read the introduction or the first paragraph.
- Read the first sentence of every other paragraph.
- Read any headings and sub-headings.
- Notice any pictures, charts, or graphs.
- Notice any italicized or boldface words or phrases.
- Read the summary or last paragraph.

Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

How to Scan:

- State the specific information you are looking for.
- Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- Selectively read and skip through sections of the passage.

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Exercise:

Using these descriptions, how would you read the following? Match the different types of reading with the categories below. Decide which one requires you to skim or to scan the text. Which one needs detailed Intensive reading? What type of text do you read extensively - for pleasure?

Write down your answers - then click on the —**answer** to check them.

The What's On section of the local paper:

Skimming

Scanning

Extensive

Intensive answer

A novel:

Skimming

Scanning

Extensive

Intensive answer

A newspaper:

Skimming

Scanning

Extensive

Intensive answer

A text in class:

Skimming

Scanning

Extensive

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Intensive answer

A poem:

Skimming

Scanning

Extensive

Intensive answer

The telephone directory:

Skimming

Scanning

Extensive

Intensive answer

Skimming

Scanning

Extensive

Intensive answer

A postcard:

Skimming

Scanning

Extensive

Intensive answer

A train timetable:

Skimming

Scanning

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Extensive

Intensive answer

A recipe:

Skimming

Scanning

Extensive

Intensive answer

A travel brochure:

Skimming

Scanning

Extensive

Intensive answer

Writing

Writing is a skill: like other skills, it can be learnt, and like most skills it is not inborn. For example, few people lack the basic equipment to learn to ride a bicycle (balance, strength, sight), but most become skilful cyclists only after much practice. Confidence is the main necessity, and having the courage to get on and try. The same is true of writing. Most people have the basic equipment (tact, experience, language), but like riding a bicycle, writing is a skill that must be learnt by doing it. No amount of reading, or absorbing rules and advice, can substitute for practice. So as we offer advice and give examples our main aim is to reassure you that early wobbly efforts at writing are quite normal. Don't be discouraged by the writer's equivalent of grazed knees. Practice will bring coordination and control that will change writing from an apparently hazardous exercise to an efficient means of getting somewhere.

We start from the assumption that thinking about writing can improve it, and that everyone can learn to write well. Most people, in reality, are better at writing than they fear. They can write successful letters to friends and effective complaints about faulty goods. These writing tasks

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require the same basic skills as long reports, detailed instructions, or complex letters or memoranda.

Judgement of what the audience needs to know, tact in assessing which way to present this information to them most usefully, and the resources of language to do the job exist in everyone. We all develop a basic storehouse of skills. It is drawn on to tell successful jokes at the bar, to shout at the other driver, to persuade a friend to do something with you.

To improve this writing skill, we need first to consider our experience as readers. Everyone is aware of the huge amount of written material to be dealt with: much of it is verbose, far too long for the job it has to do, and—what is worse— confusingly organized. By thinking of our irritation as readers with the inadequacy of many writers, we can learn to be more professional writers ourselves. Read, for instance, this passage:

—The principal advantage that the soft contact lens offers over the conventional hard contact lens is increased comfort. The associated benefits of rapid patient accommodation and extended wear times with minimal overwear syndrome are also superior to hard lens experience.

However, experience has taught us that maintaining the soft lens in such an ideal, comfortable state for the patient requires the daily maintenance of a satisfactory care regimen. Of prime importance in such a regimen is cleaning.

Cleaning is even more important for maintaining comfort in soft contact lens wear than in hard contact lens wear. A study of the physical and chemical nature of the soft lens aids us in understanding why this is true.

Soft lenses possess an intricate internal structure with a tightly entwined micropore meshwork and a pore size distribution estimated at 5–50 angstroms, indeed the tightness of the pore meshwork is demonstrated by the relatively slow uptake of water by the lens in becoming fully hydrated from the dry state. In addition, tests in our laboratories have also indicated that—in completely clean lenses—an external solution exchanges slowly with the internally held lens solution.¶

The subject may be unfamiliar, but that is not the only cause of discomfort.

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Readers are on the rack as they hang on grimly through interminable sentences such as:

—Soft lenses possess an intricate internal structure with a tightly entwined

micropore meshwork and a pore size distribution estimated at 5–50 angstroms, indeed the tightness of the pore meshwork is demonstrated by the relatively slow uptake of water by the lens in becoming fully hydrated from the dry state.¶

They are irritated by the pomposity of:

—...requires the daily maintenance of a satisfactory care regimen.¶

They are repelled by the windy self-importance of:

—The associated benefits of rapid patient accommodation and extended wear times with minimal over wear syndrome are also superior to hard lens experience.¶

These features make reading the passage seem like wading through a quagmire.

The feeling is depressingly familiar: but the passage is neither unusual nor untypical. Text-books, journal articles, reports and memoranda too often have the same uninviting style, the same indigestible content. Yet such passages can be written in another way, making them easier to read and therefore more communicative:

—The main advantage of the soft contact-lens is that it is more comfortable to wear than the conventional, hard contact-lens. Also, patients get used to it more rapidly, and are able to wear it for longer with only slight adverse effects. However, to keep the soft lens ideally comfortable, the lens must be cared for daily. Cleaning is particularly important—even more important for maintaining the comfort of soft lenses than of hard lenses. Soft lenses have an intricate internal structure. They have a tightly entwined micro pore meshwork, and pore sizes estimated at 5–50 angstroms. The tightness of the meshwork is demonstrated by the relative slowness with which a dry lens takes up water and becomes fully hydrated.

Also, our tests have shown that, if the lens is completely clean, an external solution changes places with the internally held solution only slowly.¶

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The difference between these two passages lies in the way language is used, since the technical content is the same in both. They show that it *is* possible to make the reader's task easier, by using different writing tactics.

In professional life, the aim and audience for writing are different. For the first time, the new professional scientist or engineer is writing for people who *do not know* the information. The readers do not want to *assess*, they want to *learn* and *use* information for their own purposes. But usually no-one warns young writers that their tactics must change. What is needed is simplicity, not sophistication: the minimum, not the maximum of information is best.

Structuring language, Tone, Ordering

The consequences of this are that writers must write in ways that will suit their readers, not in ways that will suit themselves. They must use the sort of language the readers can understand, must choose a level of difficulty appropriate to the readers, and must give the readers the amount of material they need, neither too much nor too little. It is better to adopt the linear style- one idea after another. To be effective communicators, writers must also recognize that they are involved in human interactions. If these interactions are to be successful, the writers must devise strategies that take account of all the factors that impinge on the total context. In written communication, feedback is less obvious, but is still there. Obvious feedback may occur when a paper comes back from an editor or departmental head with a note, *'re-write this'*. But there is also what we may call *'prior'* feedback, which is the knowledge a writer has of whom he or she is writing for.

We set out to write in different styles in a letter to a friend and in a report: this prior knowledge of the reader is a type of feedback. Without this sensitivity to feedback, we may transmit but fail to communicate.

Unlike speech written language is predigested that is the writer first enjoys what he writes. If the writer himself does not enjoy what he writes then it is unlikely to impress the reader.

Redundancy occurs in most forms of communication. Unnecessary repetition is obviously inefficient, but redundancy is not always bad. Language has a great deal of redundancy built into it in various ways. For instance, in the clause *'they were away'*, the fact that there are two or

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more people is signaled both in the plural pronoun *‘they’* and again in the plural verb *‘were’*. Such redundancy is useful. It allows both for moments of inattention, and for moments when noise obscures the signal. Because our perception of the message varies in sharpness and clarity, we need some saving redundancy if we are to be able to reconstruct the whole message in our minds. Needless to say redundancy helps in the establishment order both in the writer as well as the reader. The fallacy of bombarding the reader with a number of concepts simultaneously should be avoided.

Often words have fairly simple *denotative* meanings, but a large number of *connotative* meanings. These meanings can vary according to both the person using the word and the person receiving the word. Thus the words *‘letter’* and *‘correspondence’* denote the same thing—pieces of paper sent through the post— but they connote different things. For many of us, *‘correspondence’* connotes work that is done in the office: letters are written at home. Scientific and technical writing often prefers words with strong connotations of formality, and sometimes reasonably so. But over-formality is wearying: what, for example, is the impression created by this writer?

—It is a matter for conjecture as to the reason for this eventuality, but it is hypothesized at this early stage that it will be found to be attributable to the limitations of roll-tube culture rather than to the essay system.¶

The writer was saying *‘I think that...’* but wrapped it up in such a way that the connotations of formality became obtrusive. Insensitivity to the implications of his use of the language code allowed striving to impress to take precedence over the communication of information.

Recently, linguists (which now means *‘people who study language professionally’* and not those with the gift of tongues) have liberalized the rules of correctness in language. Many rigid rules were laid down in the 19th century by dry grammarians. Such rules have never been water-tight, and as language has changed, many rules have now dissolved. For instance, our research shows that *‘data is’* is now acceptable instead of the traditional *‘datum is’*, or *‘data are’*.

Similarly the subjunctive, which many users of the language were never sure about, has almost vanished. It is now acceptable to regularly split infinitives.

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Prepositions can now acceptably come at the end of a phrase. The time-honoured distinction between will and shall has gone the same way as many other fiercely defended rules of correct usage. At one time, bad grammar was received with horror. Now linguists have replaced the idea of bad with ideas of acceptable and unacceptable usage. How language is used, not grammatical theory, decides what is right or wrong. We are not advocating abandoning attention to conventions. Our point is that the conventions are constantly changing, and are different in different circumstances.

Simple language is more impressive, more credible, and more worthy of esteem than pompous language. Simple language is helpful, dynamic and radiates the quality of the writer's mind.

Compare:

1. In the first experiment of the series using mice it was discovered that total removal of the adrenal glands effects reduction of aggressiveness and that aggressiveness in adrenal ectomized mice is restorable to the level of intact mice by treatment with corticosterone. These results point to the indispensability of the adrenals for the full expression of aggression.
2. The first experiment in our series with mice showed that total removal of the adrenal glands reduces aggressiveness. Moreover, when treated with corticosterone, mice that had their adrenals taken out became as aggressive as intact animals again. These findings suggest that the adrenals are necessary for animals to show full aggressiveness.

So it is always preferable to use a simple lucid style devoid of complex expression and lofty style.

Etiquette

Remember Words can be used to conceal thoughts. Successful people make effective use of words. Words are more valued for connotation. The common reason for using passive constructions is that they can be made impersonal. The active construction we started the test, turned into the passive construction the test was started by us, can be transformed into an

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impersonal structure by the simple deletion of the last part of the sentence: the test was started. Because traditions of scientific and technical reporting seem to require impersonality, writers turn gratefully to the passive structure as an undemanding way of achieving the safety of facelessness. But it is a mistake to think that the passive is the only way to avoid mentioning the human experimenter.

Remember circumlocutions are just as obtrusive

—From the literature already published on laser frequency stabilization, the method most applicable to the author's requirements appeared to be...|

(—From the literature already published on laser frequency stabilization, the method most applicable to my requirements appeared to be...|)

Such circumlocutions can also lead to clumsy statements which a sane reader can only laugh at:

—The author was to some extent relieved to learn that similar tests had been carried out...|

The following passage stumbles into another problem which is created by a blanket ban on personal constructions:

—One could rationalize the asymmetric binding data by proposing a conformational change upon binding the first mole of substrate. Recent experiments involving diffusing APT into the crystals have resulted in...|

Readers are made uncomfortable by the rather pompous one instead of I or We.

The simple rule is to keep the reader in mind and enter into a one to one natural dialogue with him. Simple conversational style is normally preferred by readers to factual and correct language.

Perspective

The writer should make the reader share his perspective. In fact the final success of the writing rests on this pivot.

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The writer uses a persuasive style to bring the reader to his side of the argument and finally makes him see the fact as he sees it. He weaves a word picture to lure the reader into this world of make-believe. To achieve this, the writer must start from a common platform. He should proceed from the known to the unknown and carry the reader through a smooth passage along with him.

Conclusion:

There are obviously many other identifiable habits which are undesirable or awkward. We make no pretence at completeness. Indeed, it is the nature of language to offer almost endless variety and complexity: the ways in which ideas can be clumsily expressed are as diverse as the ways in which they can be precisely expressed. But effective style is felt by many to be the key to good writing. Certainly, readers' sense of the quality of a writer's mind, of the precision, grasp and exactness of his or her thought processes is often derived from the style of the text. For this reason, we think you may want to read further about effective style for informative writing.

When writing, and especially when editing, bear in mind the basic points made here. Avoid over-long sentences, try to use a vocabulary which is simple while still being exact, avoid

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misuse of jargon and thoughtlessly abstract words where concrete ones convey the exact meaning. Think again about roundabout, wordy phrases, the over-use of passive structures, and the temptation to use regular nominalization. Try also to use personal pronouns where they are appropriate. Draft your documents, and then read through, looking for the types of clumsiness we have identified in this Chapter: it is possible to acquire considerable skill at seeing and correcting stylistic ineptitudes. Our chief advice is to be varied and flexible in the use of the wide resources of the language code, but you must also recognize that the precise and incisive encoding of information is a difficult achievement. Even for experienced writers it is not always, or even often, achieved first time. Learn to be a critical editor, as well as a thoughtful writer, and the quality, and impressiveness, of your documents will undoubtedly improve.

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UNIT III - INDIVIDUAL COMMUNICATION

An individual might have an extremely pleasing personality, in depth knowledge of the subject, a good and a very strong network but if he doesn't have effective communication skills, he fails to prove his worth and his charm and talent go simply unnoticed. A person without effective communication skills will never be able to carve his niche in this fierce competitive world.

Not every individual is born with good communication skills: it is inherited in due course of time as the individual passes through the various stages of life. Communication skill is an art which has to be mastered to make one's presence feel, stand apart from the crowd and emerge as a strong leader in all facets of life.

There is no magic stick which can improve the communication skills of an individual in a day or two. One has to follow the two Ps to improve one's communication skills. **The two Ps are Practice and Patience.** One has to be extremely patient and practice a lot to improve communication skills. Interact with your friends, relatives, colleagues as much as you can and also try to gain from them in the discipline of accent, fluency, pronunciation as well as new words. If you come across any word whose meaning you are not aware of, don't ignore, always find out its meaning and whenever you speak the next time, try to use the new learnt word.

Whenever a thought comes to your mind, always do your homework well in advance before communicating. **Carefully prepare content by choosing appropriate, sensible and relevant words.** Avoid using extremely complicated words in the content. Try to make the content as crisp as possible. Unorganized and haphazard thoughts always lead to misunderstandings and confusions. Don't ignore even the minutest detail as questions can pop up anytime from the listener's side.

The pitch and tone should be taken good care of while interacting. Don't stammer or chew half of the words while speaking. Speak clearly and properly in a tone audible to all the listeners, even those sitting at the back.



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Don't stretch any conversation, presentation or meeting too long as it tends to become monotonous and the message never reaches the brains of the listeners, and hence resulting in an ineffective communication. Crack some jokes, funny quotations, one liners, discuss about the day's weather, and use warm greetings and compliments to captivate the interest of the participants. Tea break or a snack break must be included to break the ice among the listeners and make the communication interesting and healthy.

In any communication, it is very important to understand the recipient. Remember the listeners are also an active part of the communication. One must understand the mood, educational background, cultural background, thought process, religion background of the listeners before addressing. It is must to do a **KYC (Know your customer)** check before proceeding with the communication.

Never communicate in a noisy background as noise acts a barrier to an effective communication. Busy streets, honking traffic, overcrowded buses and trains, market places, construction sites, railway stations should be avoided as the devil called —NOISE overpowers the original content and thus distorts the message and information never reaches in its desired form. In case of an urgent message, rely on text message or non verbal mode of communication.

Always cross check with the receiver whether he has downloaded the message in the correct form or not? Also ask questions from the receivers in between the conversation to reconfirm whether they are attentive or simply lost in their own dream world. While sharing any contact number, email id, bank account details or any other important information, always recheck with the recipient. At the end, do clear the doubts if any of the listeners.

Don't always depend on verbal communication at work place. After any verbal communication with the fellow workers, make it a habit to send the minutes of the meeting or the important points through e mail marking a cc to all the participants. Always depend on planners, organizers and jot down the important points against the date set as the deadline to complete a particular task. During presentations, the addressee must use whiteboards, papers and the participants also must carry a notepad to avoid forgetting any point.

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The listeners after receiving the message must also give their valuable feedback whether they have received the correct information or not. Before leaving: the listeners must clear all their doubts and must respond to the sender to make the communication effective. Never leave the meeting with queries in your head, always clear them with the speaker. The question answer session must come at the end of the conversation. The listener should not jump in between the conversation with questions as it leads to misunderstandings and conflicts.

Last but not the least the sender must make an eye contact with the recipient for the desired impact. The speaker has to be very confident and ought to show positive body movement and attitude for the correct flow of information between the two parties.

Remember effective communication is a necessity in today's challenging scenario and the above tips definitely go a long way in improving one's communication skills.

Understanding Your Communication Style

Good communication skills require a high level of self-awareness. Understanding your personal style of communicating will go a long way toward helping you to create good and lasting impressions on others. By becoming more aware of how others perceive you, you can adapt more readily to their styles of communicating. This does not mean you have to be a chameleon, changing with every personality you meet. Instead, you can make another person more comfortable with you by selecting and emphasizing certain behaviors that fit within your personality and resonate with another.

There are three basic communication styles:

Aggressive

Passive

Assertive

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Discovering which style best fits you can be done in a number of ways including personality tests such as the Myers-Briggs Type Indicator® (MBTI®) instrument, psychological assessments, and self-assessments.

Elements of the Aggressive Style

Mottos and Beliefs

"Everyone should be like me."

"I am never wrong."

"I've got rights, but you don't."

Communication Style

Close minded

Poor listener

Has difficulty seeing the other person's point of view

Interrupts

Monopolizing

Characteristics

Achieves goals, often at others' expense

Domineering, bullying

Patronizing

Condescending, sarcastic

Behaviour

Puts others down

Doesn't ever think they are wrong

Bossy

Moves into people's space, overpowers

Jumps on others, pushes people around

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Know-it-all attitude

Doesn't show appreciation

Nonverbal Cues

Points, shakes finger

Frowns

Squints eyes critically

Glares

Stares

Rigid posture

Critical, loud, yelling tone of voice

Fast, clipped speech

Verbal Cues

"You must (should, ought better)."

"Don't ask why. Just do it."

Verbal abuse

Confrontation and Problem Solving

Must win arguments, threatens, ~~lets~~

Operates from win/lose position

Feelings Felt

Anger

Hostility

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Frustration

Impatience

Effects

Provokes counter aggression, alienation from others, ill health

Wastes time and energy over supervising others

Pays high price in human relationships

Fosters resistance, defiance, sabotaging, striking back, forming alliances, lying, covering up
Forces compliance with resentment

Elements of the Passive Style

Mottoes and Beliefs

"Don't express your true feelings."

"Don't make waves."

"Don't disagree."

"Others have more rights than I do."

Communication Style

Indirect

Always agrees

Doesn't speak up

Hesitant

Characteristics

Apologetic, self-conscious

Trusts others, but not self

Doesn't express own wants and feelings

Allows others to make decisions for self

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Doesn't get what he or she wants

Behaviours

Sighs a lot

Tries to sit on both sides of the fence to avoid conflict

Clams up when feeling treated unfairly

Asks permission unnecessarily

Complains instead of taking action

Lets others make choices

Has difficulty implementing plans

Selfeffacing

Nonverbal Cues

Fidgets

Nods head often; comes across as pleading

Lack of facial animation

Smiles and nods in agreement

Downcast eyes

Slumped posture

Low volume, meek

Up talk

Fast, when anxious: slow, hesitant, when doubtful

Verbal Cues

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"You should do it."

"You have more experience than I do."

"I can't....."

"This is probably wrong, but..."

"I'll try..."

Monotone, low energy

Confrontation and Problem Solving

Avoids, ignores, leaves, postpones

Withdraws, is sullen and silent

Agrees externally, while disagreeing internally

Expend energy to avoid conflicts that are anxiety provoking

Spends too much time asking for advice, supervision

Agrees too often

Feelings Felt

Powerlessness

Wonders why doesn't receive credit for good work

Chalks lack of recognition to others' inabilities

Effects

Gives up being him or herself

Builds dependency relationships

Doesn't know where he or she stands

Slowly loses self esteem

Promotes others' causes

Is not well-liked

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Elements of the Assertive Style

Mottoes and Beliefs

Believes self and others are valuable

Knowing that assertiveness doesn't mean you always win, but that you handled the situation as effectively as possible

"I have rights and so do others."

Communication Style

Effective, active listener

States limits, expectations

States observations, no labels or judgments

Expresses self directly, honestly, and as soon as possible wants about feelings and Checks on others feelings

Characteristics

Non-judgmental

Observes behaviour rather than labelling it

Trusts self and others

Confident

Self-aware

Open, flexible, versatile

Playful, sense of humour

Decisive

Proactive, initiating

Behaviour

Operates from choice

Knows what it is needed and develops a plan to get it

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Action-oriented

Firm

Realistic in her expectations

Fair, just

Consistent

Takes appropriate action toward getting what she wants without denying rights of others

Nonverbal Cues

Open, natural gestures

Attentive, interested facial expression

Direct eye contact

Confident or relaxed posture

Varied rate of speech

Verbal Cues

"I choose to..."

"What are my options?"

"What alternatives do we have?"

Confrontation and Problem Solving

Negotiates, bargains, trades off, compromises

Confronts problems at the time they happen

Doesn't let negative feelings build up

Feelings Felt

Enthusiasm

Well being

Even tempered

Effects esteem and self Confidence

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Increased self esteem

Feels motivated and understood

Others know where they stand

Clearly, the assertive style is the one to strive for. Keep in mind that very few people are all one or another style. In fact, the aggressive style is essential at certain times such as:

when a decision has to be made quickly;

during emergencies;

when you know you're right and that fact is crucial;

Stimulating creativity by designing competitions destined for use in training or to increase productivity.

Passiveness also has its critical applications:

- When an issue is minor:
- When the problems caused by the conflict are greater than the conflict itself:
 - When emotions are running high and it makes sense to take a break in order to calm down and regain perspective:
 - When your power is much lower than the other party's:
 - When the other's position is impossible to change for all practical purposes (i.e., government policies, etc.).

Remaining aware of your own communication style and fine-tuning it as time goes by gives you the best chance of success in business and life.

Self Advertising

Self advertising is promoting, including advertising and publicity, of oneself effected by oneself:

It's no secret: to get ahead, you have to promote yourself. But for most people, the thought of promoting themselves is slightly shady. Images of glad-handing insurance salesmen or arrogant know-it-alls run through our heads.

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The reality is that we all rely on some degree of self-promotion. Whether you want to start your own business, sell your novel to a publisher, start a group for your favorite hobby, or get a promotion at work, you need to make people aware of you and your abilities. While we'd like to think that our work speaks for itself, the fact is that usually our work needs us to put in some work to attract attention before our work can have anything to say.

The good news is that self-promotion doesn't have to be shady — in fact, real self-promotion almost by definition *can't* be shady. The reason we get a bad feeling from overt self-promoters is that, most of the time, their efforts are insincere and their inauthenticity shows. It's clear that they're not building a relationship with us but only shooting for the quick payoff, whether that's a sale, a vote, or a positive performance evaluation. They are *pretending* to be our friend to get something they want. And it shows.

Real self-promotion extends beyond the initial payoff — and may bypass the payoff entirely. It gives people a reason to associate themselves with us, for the long term. It's genuine and authentic — more like making friends than selling something. Of course, if you're on the make, that kind of authenticity makes you vulnerable, which is why the claims of false self-promoters ring hollow: they *are* hollow.

Overcoming shyness

Ask yourself this: do you become nervous when you are placed in the spotlight? Do strangers make you shudder? Does the simple thought of talking in front of people make you want to run to the nearest restroom? Do you immediately want to leave that restroom if someone else is in there already? Well, guess what -- you're not alone! Many people in the world suffer from mild to extreme shyness -- and are struggling to overcome it! Remember that breaking out from that shell doesn't magically happen overnight. It takes time, effort, and of course, the desire to change. Following are some tips to assist you in overcoming shyness

Figure out what makes you feel shy - Do you become shy in front of new audiences? When learning a new skill? When venturing into a new situation? When surrounded by people you know and admire? When you don't know anyone somewhere? Try to pinpoint the thoughts that go through your head right before the shyness hits. Then come up with some "I" statements that

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you can repeat to yourself, like a mantra, to head off those thoughts: "I can do this", "I look good", "I have something to offer", etc.

Build your self confidence: Everyone has some special gift or trait to offer to the world. It may sound corny, but it's true. Think about what you know, what you can do, and what you have accomplished, rather than fixating on how you look, sound, or dress. Keep in mind that everyone, even the "beautiful people", has something about themselves or their life that they don't like. There's no particular reason why your "problem" should make you shy while their "problem" doesn't make them shy.

Get comfortable - Surround yourself with people who bring out the best in you, and build up your confidence through them. Eventually, this will translate to other situations being more comfortable.

Close your eyes and visualize a situation - where you might be shy. Now, in your mind's eye, make yourself feel confident. Do this often, and for different situations. This is most effective if you do this daily, especially in the morning. It might feel silly, but athletes use visualization to develop their skills, so why not you?

Maintain close bonds with your friends, as they can be there for you as you crack out of your shell. They'll be glad to help and encourage you with your progress.

Look and act approachable. Convey an open, friendly attitude with your body language.

Smile and make eye contact. A simple smile in the direction of a stranger may brighten your day, and it will brighten theirs, too! Smiling is a friendly way to acknowledge others, and it makes a pretty good lead-in to start a conversation with anyone, stranger or friend. It breaks the ice and loosens up your facial muscles, too.

Practice good posture and speaking clearly Standing tall gives the world the impression that you are self-confident and receptive to others. Speaking clearly will help avoid the potential embarrassment of needing to repeat what you said due to mumbling or talking too quietly.

Laugh often, but only at things you find genuinely amusing It will help ease any tension you may be feeling and will make you feel more relaxed.

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Don't look preoccupied Don't work on papers, text or do your make-up if you want someone to talk to you.

Set goals for yourself Focus on small, daily accomplishments, then gradually become more daring.

Make a list of situations that make you feel anxious Order them so that those things that cause you the least anxiety are first and those that cause you the most anxiety are last. Once you have a list of 10-15 stressful situations, start working through them, one-by-one. The first few "easier" situations will help build your confidence so that you can continue moving to more difficult situations on your list. Don't worry if you have to go backwards on the list sometimes: take it at your own pace, but make an effort to push yourself.

Introduce yourself to one new person each day It is often easier to talk with strangers, at least briefly. After all, you may never see them again, so who cares what they think about you? 14

Make new friends Talk to somebody you would not normally think about having a conversation with. Try to find people who share one or more of your interests and find excuses to talk to them. It is great practice for more daring behavior, such as talking to popular.

Charismatic people Initiate conversation with a simple starter, such as, "That's a nice bag, where did you get it?" or "It's really nice outside, don't you think?" Most people are good-natured and will be welcoming to your advances. People often indicate that they are interested in conversing by starting this way, so learn to take the bait when it arises, and try to say as much in response as possible.

Try doing stuff you never dreamed you would Doing something really outlandish, like sky diving, will: a) provide an endorphin rush: and b) give you a story to tell when you are making conversation with people. And if you can find the courage to do something that big, then something like talking to a cute girl/guy should seem easy.

Don't compare yourself to others - The more you compare yourself to others, you will feel that you are not able to measure up and the more intimidated you will feel which will make you shy.

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Follow the rules, but don't overdo it - You should actually let yourself go out of the box a bit and loosen up. You don't have to be uptight about everything you do. If you are trying to conform to the standards wherever you go, you'll probably have feeling that you are not doing something right and are more likely to clam up. Try not to over obsess on what everyone thinks about you. Nobody really cares and people do like fun and exciting people. That makes this world more exciting. Just follow the rules at the basic level, such as dress nicely when you are going to a funeral or such

Writing curriculum vitae

A Curriculum Vitae (CV) is a formally presented, detailed synopsis of your academic and research experiences and accomplishments. A CV is usually requested for teaching and research positions, but is also a part of the application process for some graduate programs and international positions.

How a CV is Different from a Resume

Many job search committees for teaching, graduate school, international or research positions request a CV to get a fuller picture of your academic experiences, accomplishments and interests than a resume can provide.

A resume lists your education, experience and skills. Your CV allows you to go beyond listing your relevant experiences and accomplishments: you can also convey the substance of those experiences and accomplishments.

Unlike a resume, which is usually about one page long, CVs vary in length, from about two to five pages, depending on the applicant's relevant experiences

Writing Your CV--Step by Step

Just like any other writing task, your CV writing process should begin with understanding your audience and purpose so that you can determine what information is most relevant and important to that audience. Next, you collect that information, and then organize it in some form of an outline. You write a draft, you reconsider, perhaps even reorganize, and you revise and edit. This guide will help you with each part of the process.

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The following is a step by step guide through the process of writing your CV:

Understanding Purpose

Your ultimate purpose is to get a job, but the purpose of a CV is to convey why you want and are qualified for a particular job. Furthermore, since the CV communicates the substance of your experiences and accomplishments, its main purpose is to demonstrate the relevance of the course of your academic life to the position you seek.

Understanding Audience

It should emphasize the experiences and accomplishments that have directed the course of your academic life to this search committee and that make you the best candidate for the position

Start writing your first draft

Remember, your choices of what to include and exclude should be determined by what the audience needs to know about you in order to consider you the best candidate. You'll certainly want to tailor your CV to each particular audience: but keep in mind that having a master copy or template that is a basic, all-inclusive version of your CV to work from will make that tailoring process less time consuming.

Revise, carefully review and reorganize your draft

After the first draft is written, revise. Review each item carefully to decide if you should reorganize any information, tighten your language use, provide more (or fewer) details for professional experience.

Also, consider if any of your categories are looking sparse. If so, can you move the item(s) within that category somewhere else? Can the categories be renamed to describe more aptly the contents?

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Get feedback from a reader

This reader should be familiar with the CV format and the types of jobs that require a CV. Students can ask for feedback from their advisor, a friendly professor, or a campus job center counsellor. If you don't have access to these resources, get a friend or family member to review your writing: new eyes help catch things you might have missed!

Revise, Proofread and Edit

Revise your CV as needed based on feedback you receive from readers. Then, edit and proofread your CV carefully. Proofread, check format consistency, and be sure to use an active voice with carefully chosen, specific language.

Editing checklist:

Proofread! Get another pair of eyes to review your work as well.

Be consistent with the document's organization - capitalizing, italicizing, bulleting, etc.

Make sure your margins are even.

Make sure to use the correct verb tense when discussing past activities.

Make sure the document is easy to read.

Use specific language - concrete nouns and active verbs, avoid passive voice!

Interview

You have just been invited to an interview with your dream company. It does not matter where you went to school, the number of degrees you may hold, the experience you have or whom you know: if you are unable to do the interview successfully, you will not get the job.

Try following the tips below and you will not only be well prepared but also present yourself as a true professional.

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Research the Company.

Do your homework, e.g. go to the company's website and read about their vision, mission, strategy, products, finances, departments, competitive advantages, and competitors', etc. If the company does not have a web presence look them up at the library, call the Chambers of Commerce, and find out everything you can about them.

Prepare your Introduction & Key points.

The introductory speech is your two minute opportunity to enlighten the interviewer about yourself and what you have to offer.

Identify Achievements

Employers want to know how hiring you will make their organisation better and contribute to their overall success. (Assuming you did your homework as suggested in point 1 you can offer examples of innovations, process improvements or revenue saving ideas that may be of interest).

Dress for Success

The way you dress makes a statement about you. Avoid bright colours and loud jewellery. Regardless of the job that you are applying for, it is a good idea to wear a neat and clean suit, even in a casual business environment.

Good Timekeeping is Essential

Arrive at least 15 minutes early for your appointment. Besides ensuring you are not rushed, use this time to learn more about the company ambience. Observe the company's employees as you sit in the lobby.

How do they look? Do they greet one another and say hello to you?

Are they smiling and happy or frazzled and frustrated?

Engage in a Dialogue

Remember, a conversation is a two-way exchange. Be curious and ask lots of questions to get a good understanding of how the company, department and management operate. Ask about the job responsibilities and company culture, e.g. Employee Recognition Programmes, opportunities for Personal and Professional development, current and future challenges of the position, etc. etc.

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Be Open and Honest

When responding to the employer's questions, tell the truth! If you made a mistake, say it in a positive way, accept responsibility for it, and explain how you have benefited from the experience & what you have learnt. Do not pretend to be something that you are not, it will not work!

Do not talk Salary or Benefits

The goal is to get as many options going as possible so do not talk about compensation at this stage, as it can be a knockout factor. Sell to the employer all that you can do for them. If they are interested they will make an offer and it is at that stage that you start negotiating those issues.

Take Responsibility!

Remember, 50% of the responsibility for the right job match is yours. You are interviewing the employer just as they are interviewing you. After all if you are selected, you will be spending at least half of your waking day in this environment.

So ensure that this is what you really want!

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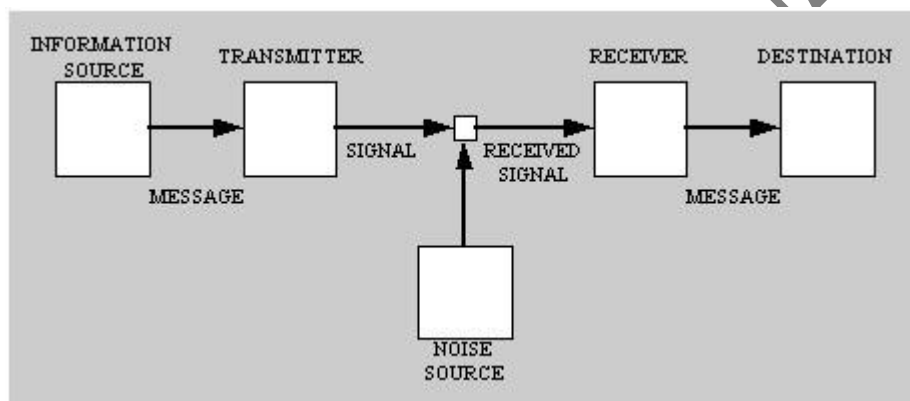
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UNIT IV - INTERMEDIARY COMMUNICATION

Shannon's Model of the Communication Process

Shannon's (1948) model of the communication process is, in important ways, the beginning of the modern field. It provided, for the first time, a general model of the communication process that could be treated as the common ground of such diverse disciplines as journalism, rhetoric, linguistics, and speech and hearing sciences. Part of its success is due to its structuralist reduction of communication to a set of basic constituents that not only explain how communication happens, but why communication sometimes fails. Good timing played a role as well. The world was barely thirty years into the age of mass radio, had arguably fought all world war in its wake, and an even more powerful, television, was about to assert itself. It was time to create the field of communication as a unified discipline, and Shannon's model was as good an excuse as any.



Shannon's (1948) Model of the communication process.

Shannon's model, as shown in Figure 1, breaks the process of communication down into eight discrete components:

An **information source**. Presumably a person who creates a message.

The **message**, which is both sent by the information source and received by the destination.

A **transmitter**. For Shannon's immediate purpose a telephone instrument that captures an audio signal, converts it into an electronic signal, and amplifies it for transmission through the telephone network. Transmission is readily generalized within Shannon's information theory to encompass a wide range of transmitters. The simplest transmission system, that associated with face-to-face communication, has at least two layers of transmission. The first, the mouth (sound)



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and body (gesture), create and modulate a signal. The second layer, which might also be described as a channel, is built of the air (sound) and light (gesture) that enable the transmission of those signals from one person to another. A television broadcast would obviously include many more layers, with the addition of cameras and microphones, editing and filtering systems, a national signal distribution network (often satellite), and a local radio wave broadcast antenna.

The **signal**, which flows through a channel. There may be multiple parallel signals, as is the case in face-to-face interaction where sound and gesture involve different signal systems that depend on different channels and modes of transmission. There may be multiple serial signals, with sound and/or gesture turned into electronic signals, radio waves, or words and pictures in a book.

A carrier or **channel**, which is represented by the small unlabelled box in the middle of the model. The most commonly used channels include air, light, electricity, radio waves, paper, and postal systems. Note that there may be multiple channels associated with the multiple layers of transmission, as described above.

Noise, in the form of secondary signals that obscure or confuse the signal carried. Given Shannon's focus on telephone transmission, carriers, and reception, it should not be surprising that noise is restricted to noise that obscures or obliterates some portion of the signal within the channel. This is a fairly restrictive notion of noise, by current standards, and a somewhat misleading one. Today we have at least some media which are so noise free that compressed signals are constructed with an absolutely minimal amount information and little likelihood of signal loss. In the process, Shannon's solution to noise, redundancy, has been largely replaced by a minimally redundant solution: error detection and correction. Today we use noise more as a metaphor for problems associated with effective listening.

A **receiver**. In Shannon's conception, the receiving telephone instrument. In face to face communication a set of ears (sound) and eyes (gesture). In television, several layers of receiver, including an antenna and a television set.

A **destination**. Presumably a person who consumes and processes the message.

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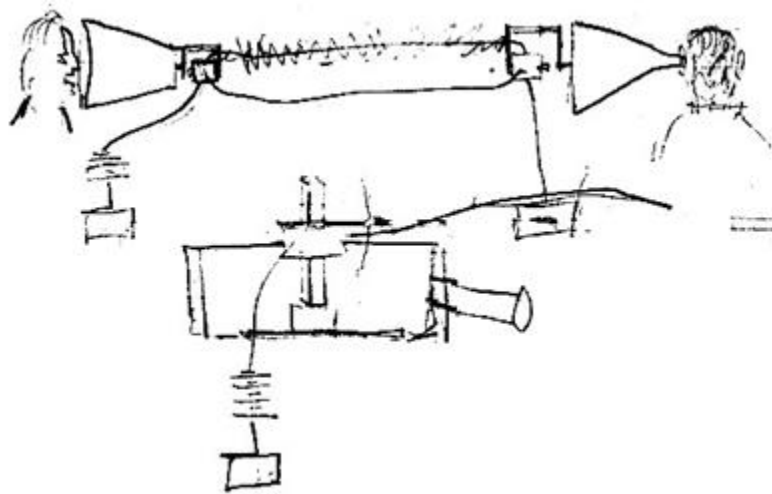
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Bell's sketch visibly contains an information source and destination, transmitters and receivers, a channel, a signal, and an implied message (the information source is talking). What is new, in Shannon's model (aside from the concept of noise, which is only partially reproduced by Bell's batteries), is a formal vocabulary that is now generally used in describing such designs, a vocabulary that sets up both Shannon's mathematical theory of information and a large amount of subsequent communication theory. This correspondence between Bell's sketch and Shannon's model is rarely remarked (see Hopper, 1992 for one instance).

Shannon's model isn't really a model of communication, however. It is, instead, a model of the flow of information through a medium, and an incomplete and biased model that is far more applicable to the system it maps, a telephone or telegraph, than it is to most other media. It suggests, for instance, a "push" model in which sources of information can inflict it on destinations.

In the real world of media, destinations are more typically self-selecting "consumers" of information who have the ability to select the messages they are most interested in, turn off messages that don't interest them, focus on one message in preference to other in message rich environments, and can choose to simply not pay attention.

Shannon's model depicts transmission from a transmitter to a receiver as the primary activity of a medium. In the real world of media, messages are frequently stored for elongated periods of time and/or modified in some way before they are accessed by the "destination".

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The model suggests that communication within a medium is frequently direct and unidirectional, but in the real world of media, communication is almost never unidirectional and is often indirect.

Derivative Models of the Communication Process

One of these shortcomings is addressed in Figure 2's intermediary model of communication (sometimes referred to as the gatekeeper model or two-step flow (Katz, 1957)). This model, which is frequently depicted in introductory texts in mass communication, focuses on the important role that intermediaries often play in the communication process.

Mass communication texts frequently specifically associate editors, who decide what stories will fit in a newspaper or news broadcast, with this intermediary or gatekeeper role. There are, however, many intermediary roles (Foulger, 2002a) associated with communication. Many of these intermediaries have the ability to decide what messages others see, the context in which they are seen, and when they see them. They often have the ability, moreover, to change messages or to prevent them from reaching an audience (destination). In extreme variations we refer to such gatekeepers as censors.

Under the more normal conditions of mass media, in which publications some content in preference to other potential content based on an editorial policy, we refer to them as editors (most mass media), moderators (Internet discussion groups), reviewers (peer reviewed publications), or aggregators (clipping services), among other titles Delivery workers (a postal delivery worker, for instance) also act as intermediaries, and have the ability to act as gatekeepers, but are generally restricted from doing so as a matter of ethics and/or law.





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Overcoming mental blocks, prejudices and hotspots of the addressee

A **mental block** is either a repression of painful thoughts, or an inability to continue a train of thought, like in the case of writer's block. A similar phenomenon occurs when one cannot solve a problem in mathematics which one would normally consider simple. In the case of writer's block, many find it helpful to take a break and revisit their topic. Another tactic that is used when people with mental blocks are learning new information is repetition.

Mental blocks can be caused by physical disabilities or simply a lack of focus. Mental blocks are also often used to describe a temporary inability to recall a name or other information.

Overcoming the mental blocks and prejudice of the addressee

The way a person interprets a situation also depends on emotions and values. The person may hear what he or she wants to hear rather than hear what was actually said.

Mental set, emotional states, prejudices, and the way the individual chooses to filter or screen what is said will affect the way a message is understood. Poor listening skills are a major reason many messages are not understood properly.

For example, suppose I was in a really bad mood for some reason, and I showed up late to an event.

Someone at the event totally unaware of my mood may ask out of genuine concern, "Where were you?"

I'd really have to be careful not to interpret that question as accusatory. Below are a few more tips that can at least get you started to help bridge the communication gap:

On the listening end:

- Have an open mind. Remember: seek understanding rather than employing judgment.
- If communicating in person, pay attention to body language as well as the content of the message being conveyed. Listen to what is not said. Pay attention to their tone of voice.

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- Ask for clarification about what the person has said before jumping to conclusions (i.e., "What I think I'm hearing you say is <insert what you thought you heard>...Is that correct?")
- Acknowledge the other person's feelings and try to put yourself in their shoes.
Empathy goes a long way!

On the speaking end:

- Show responsibility for how you're interpreting things (i.e., "This is what I perceive the situation to be")
- Be assertive and say what's on your mind, but the key is to do it diplomatically.
- Be aware of *your* tone of voice.
- Ask if you're being understood and clarify any misunderstandings.

Remember that in the extreme, communication breakdown can cost you relationships and in business can also cost you money.

Telephone

The **telephone**, colloquially referred to as a **phone**, is a telecommunication device that transmits and receives sounds, usually the human voice. Telephones are a point-to-point communication system whose most basic function is to allow two people separated by large distances to talk to each other. Developed in the mid 1870s by Alexander Graham Bell and others, the telephone has long been considered indispensable to businesses, households and governments, is now one of the most common appliances in the developed world. The word "telephone" has been adapted to many languages and is now recognized around the world.

All modern telephones have a microphone to speak into, an earphone (or 'speaker') which reproduces the voice of the other person, a *ringer* which makes a sound to alert the owner when a call is coming in, and a keypad (or on older phones a telephone dial) to enter the telephone number of the telephone to be called. The microphone and earphone are usually built into a

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handset which is held up to the face to talk. The keypad may be part of the handset or of a base unit to which the handset would be connected.

A landline telephone is connected by a pair of wires to the telephone network, while a mobile phone (also called a cell phone) is portable and communicates with the telephone network by radio. A cordless telephone has a portable handset which communicates by radio transmission with the handset owner's base station which is connected by wire to the telephone network, and can only be used within about 50 feet from the base station.

The microphone converts the sound waves to electrical signals and then these are sent through the telephone network to the other phone and there converted by an earphone, or speaker, back into sound waves. Telephones are a duplex communications medium, meaning they allow the people on both ends to talk simultaneously.

The telephone network, consisting of a worldwide net of telephone lines, fiber optic cables, microwave transmission, cellular networks, communications satellites, and undersea telephone cables connected by switching centers, allows any telephone in the world to communicate with any other. Each telephone line has an identifying number called its telephone number. To initiate a telephone call the user enters the other telephone's number into a numeric keypad on the phone.

Although originally designed for simple voice communications, most modern telephones have many additional capabilities. They may be able to record spoken messages, send and receive text messages, take and display photographs or video, play music, and surf the Internet. A current trend is phones that integrate all mobile communication and computing needs: these are called smart phones.

Teleconferencing

The word tele means distance. The word conference means consultations, discussions. Through teleconferencing two or more locations situated at a distance are connected so that they can hear or both see and hear each other. It allows the distant sites to interact with each other.

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The interactions occur in real time. This means that the participants and the resource persons are present at the same time in different locations and are able to communicate with each other. In some situations, questions can be faxed/e-mailed early for response by the resource persons. The telecommunications system may support the teleconference by providing one or more of the following: audio, video, and/or data services by one or more means, such as telephone, computer, telegraph, teletypewriter, radio, and television.

Internet teleconferencing includes internet telephone conferencing, videoconferencing, web conferencing, and Augmented Reality conferencing.

Internet telephony involves conducting a teleconference over the Internet or a Wide Area Network. One key technology in this area is Voice over Internet Protocol (VOIP).

Popular software for personal use includes Skype, Google Talk, Windows Live Messenger and Yahoo! Messenger.

Advantages

One of the major advantages of teleconferencing is its potential to reduce the cost of group meetings. Savings come primarily from reduced travel costs.

Although saving money is a big advantage of teleconferencing, there are several other advantages:

People (including outside guest speakers) who wouldn't normally attend a distant FTF meeting can participate.

Socializing is minimal compared to an FTF meeting: therefore, meetings are shorter and more oriented to the primary purpose of the meeting.

Some routine meetings are more effective since one can audio conference from any location equipped with a telephone.

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Communication between the home office and field staffs is maximized.

Severe climate and/or unreliable transportation may necessitate teleconferencing.

Participants are generally better prepared than for FTF meetings.

It's particularly satisfactory for simple problem solving, information exchange, and procedural tasks.

Group members participate more equally in well moderated teleconferences than in an FTF meeting.

Disadvantages

While teleconferencing is characterized by many advantages, it does have disadvantages:

Technical failures with equipment, including connections that aren't made.

Unsatisfactory for complex interpersonal communication, such as negotiation or bargaining.

Impersonal, less easy to create an atmosphere of group rapport.

Lack of participant familiarity with the equipment, the medium itself, and meeting skills.

Acoustical problems within the teleconferencing rooms.

Difficulty in determining participant speaking order: frequently one person monopolizes the meeting.

Greater participant preparation and preparation time needed.

Informal, one-to-one, social interaction not possible.

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To minimize some of the potential problems, users should carefully evaluate their meeting needs and goals to determine if teleconferencing is appropriate. Users should also assess their audience.

For example, consider the size of the group, their level of experience with teleconferencing, and the extent of their familiarity with each other. These precautions won't eliminate all the problems that could arise, but they should reduce the likelihood of their occurring.

Web chat

A **web chat** is a system that allows users to communicate in real time using easily accessible web interfaces. It is a type of internet online chat distinguished by its simplicity and accessibility to users who do not wish to take the time to install and learn to use specialized chat software. This trait allows users instantaneous access and only a web browser is required to chat. Users will always get the latest version of a chat service because no software installation or updates are required.

Memos

A **memorandum** (abbrev.: **memo**) was from the Latin verbal phrase *memorandum est*, the gerundive form of the verb *memoro*, "to mention, call to mind, recount, relate", which means "It must be remembered (that)...". It is therefore a note, document or other communication that helps the memory by recording events or observations on a topic, such as may be used in a business office. The plural form of the Latin noun *memorandum* so derived is properly *memoranda*, but if the word is deemed to have become a word of the English language, the plural *memorandums*, abbreviated to *memos*, may be used.

A memorandum may have any format, or it may have a format specific to an office or institution. In law specifically, a memorandum is a record of the terms of a transaction or contract, such as a policy memo, memorandum of understanding, memorandum of agreement, or memorandum of association.

Alternative formats include memos, briefing notes, reports, letters or binders. They could be one page long or many. If the user is a cabinet minister or a senior executive, the format might be

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rigidly defined and limited to one or two pages. If the user is a colleague, the format is usually much more flexible. At its most basic level, a memorandum can be a handwritten note to one's supervisor

Reports

A **report** is a textual work (usually of writing, speech, television, or film) made with the specific intention of relaying information or recounting certain events in a widely presentable form.

Written reports are documents which present focused, salient content to a specific audience. Reports are often used to display the result of an experiment, investigation, or inquiry. The audience may be public or private, an individual or the public in general. Reports are used in government, business, education, science, and other fields.

Reports use features such as graphics, images, voice, or specialized vocabulary in order to persuade that specific audience to undertake an action. One of the most common formats for presenting reports is IMRAD: Introduction, Methods, Results and Discussion. This structure is standard for the genre because it mirrors the traditional publication of scientific research and summons the ethos and credibility of that discipline. Reports are not required to follow this pattern, and may use alternative patterns like the problem-solution format.

Additional elements often used to persuade readers include: headings to indicate topics, to more complex formats including charts, tables, figures, pictures, tables of contents, abstracts, summaries, appendices, footnotes, hyperlinks, and references.

Some examples of reports are: scientific reports, recommendation reports, white papers, annual reports, auditor's reports, workplace reports, census reports, trip reports, progress reports, investigative reports, budget reports, policy reports, demographic reports, credit reports, appraisal reports, inspection reports, military reports, bound reports, etc.

Minutes

Minutes, also known as **protocols** or, informally, **notes**, are the instant written record of a meeting or hearing. They typically describe the events of the meeting, starting with a list of

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attendees, a statement of the issues considered by the participants, and related responses or decisions for the issues.

Minutes may be created during the meeting by a typist or court recorder, who may use shorthand notation and then prepare the minutes and issue them to the participants afterwards. Alternatively, the meeting can be audio recorded or a group's appointed or informally assigned Secretary may take notes, with minutes prepared later.

It is usually important for the minutes to be terse and only include a summary of discussion and decisions. A verbatim report is typically not useful. The minutes of certain groups, such as a corporate board of directors, must be kept on file and are important legal documents.

Business Correspondence

Business correspondence is the communication or exchange of information in a written format for the process of business activities. Business correspondence can take place between organizations, within organizations or between the customers and the organization. The correspondence is generally of widely accepted formats that are followed universally.

Need for written communication

Maintaining a proper relationship.

Serves as evidence.

Create and maintain goodwill.

Inexpensive and convenient.

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Formal communication.

Independent of interpersonal skills

Types of Business correspondence

Business letters

Business letters are the most formal method of communication following specific formats. They are addressed to a particular person or organisation.

A good business letter follows the seven C's of communication. The different types of business letters used based on their context are as follows,

Letters of enquiry

Letters of claim/complaints

Letters of application

Letters of approval/dismissal

Letters of recommendations

Letters of sales.

Official letters can be handwritten or printed. Modernisation has led to the usage of new means of business correspondence such as E-mail and Fax.^[3]

E-mail

Email is the least formal method of business communication. It is the most widely used method of written communication usually done in a conversational style.



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Memorandum

Memorandum is a document used for internal communication within an organization. Memo may be drafted by management and addressed to other employees.

10 good opening lines

We need an opening line in a business letter or to make reference to previous correspondence; to say how we found the recipient's

professional email:

name/address; to say why we are writing to the recipient.

With reference to your letter of 8 June, I

I am writing to enquire about

After having seen your advertisement in ... , I would like

After having received your address from ... , I

I received your address from ... and would like ...

We/I recently wrote to you about

Thank you for your letter of 8 May.

Thank you for your letter regarding

Thank you for your letter/e-mail about

In reply to your letter of 8 May,

10 good closing lines

We need a closing line in a business letter or email:

to make a reference to a future event; to repeat an apology; to offer help

If you require any further information, feel free to contact me.

I look forward to your reply.

I look forward to hearing from you.

I look forward to seeing you.

Please advise as necessary.

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We look forward to a successful working relationship in the future.

Should you need any further information, please do not hesitate to contact me.

Once again, I apologise for any inconvenience.

We hope that we may continue to rely on your valued custom.

I would appreciate your immediate attention to this matter.

‘Yours faithfully’ or ‘Yours sincerely’ in a business letter?

Dear Sir ... Yours faithfully

Dear Madam ... Yours faithfully

Dear Sir or Madam ... Yours faithfully

When you know the recipient’s name:

Dear Mr Hanson ... Yours sincerely

Dear Mrs Hanson ... Yours sincerely

Dear Miss Hanson ... Yours sincerely

Dear Ms Hanson ... Yours sincerely

When addressing a good friend or colleague:

Dear Jack ... Best wishes/Best regards

Addressing whole departments:

Dear Sirs ... Yours faithfully

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UNIT V - SOCIAL COMMUNICATION

Introduction

Learning is Constant and knows no age...

The way one interacts makes all the difference. The way of greeting someone, showcasing courtesy are the quintessential blocks of relationship building in today's fast paced world. Looks speak a thousand words. It is not just only about good looks but it is also the posture & the confidence one exudes, that leads to building a strong personality.

Social communication is of two types - formal and informal.

Formal social communication is when an organization or a firm organizes to communicate their plans or ideas in a casual way. Here the subject is one and more people talk about same subject.

In informal social communication people join in a group they start their conversation in and pour their views about any subject which they might like or be interested in share their views about. Here people basically enjoy their participation and are not forced to communicate with others. Social communication basically takes place by means of social media but apart from that the face-to-face group meeting or get together is best and more effective than in social media.

Best way to communicate in a social conversation is to both talk and allow others to talk while paying attention to them. When sharing one's views one must be aware of the word use, tone and emotions.

Even people with good communication skills can fail to communicate well in a social environment. Potential problems in their social communication can include:

Confusing communication.

Giving too little or too much information.

Repetitive communication.

Speaking out of the box.

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Talking too slowly.

To improve social communication, the above problems need to be overcome.

Etiquette

Etiquette in language is all about the words you choose befitting the occasion, the way you put your expressions, the tone and accent of your utterance etc.

Greeting is an act of communication in which human beings *intentionally* make their presence known to each other, to show attention to, and to suggest a type of relationship or social status between individuals or groups of people coming in contact with each other. While greeting customs are highly culture and situation specific and may change within a culture depending on social status and relationship, they exist in all known human cultures. Greetings can be expressed both audibly and physically, and often involve a combination of the two. Greetings are often, but not always, used just prior to a conversation.

Greetings

Hello, .../ Hi, ...

Good morning/ afternoon/ evening.

Good/ Nice to see you again.

I'm glad/ happy/ pleased to see you.

How are you? - Fine, thanks. And you?

How have you been? - Very well. And you?

How are things? - Not too bad, thanks.

How is your girlfriend? - She's fine.

Introductions Introducing oneself

Let me introduce myself. My name's

Introducing someone else

I'd like you to meet

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Making contact

Excuse me, are you Mrs ... ? - Yes, that's right.

Hello, you must be Mrs

Good-byes

Good bye/ Bye/ I'll say good bye/ See you later/ See you soon.

I'm afraid I've got to go.

I look forward to seeing you again.

I look forward to seeing you when you're next in London.

Exercise

Complete the following conversations with the most appropriate words or phrases:

M = Martin, J = Jacqueline

M = Martin, J = Jacqueline

M Excuse me, _____ Jacqueline Turner?

J Yes, that's _____.

J _____, Mr Young.

C = Chris, F = Frank

C Hello, Chris Evans. Mind if I join you?

F Oh, _____ not. Frank Richards.

C _____ to meet you, Frank. So how are you finding the conference so far?

F Actually, I've only arrived this morning.

INVITATIONS

Neutral

I was wondering if you would like to join us for a meal.

Perhaps you would like to have dinner at my home.

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Informal

Why not come round for a drink?

What about going out for a meal?

Accepting

That's very kind of you.

Thank you for inviting me.

Setting the details What time should I
come?

Where shall we meet?

Declining

Thank you very much, but I'm afraid I can't come.

No, thank you/ thanks.

I'm all right, thanks. I can manage.

How would you

a) invite an important business partner for a meal

.....

b) invite a colleague for a drink

.....

c) accept an invitation politely

.....

.....

**Is there a difference between these expressions? In what
would you use them?**

situations

a (i) No, thanks.

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ii) That's very kind of you, but

b (i) I was wondering if you would like to join us for a meal?

ii) What about going out for a meal?

SMALL TALK

Weather

Kind of chilly this morning, isn't it?

What a beautiful morning. A bit windy, but beautiful.

It's never that hot at this time of the year.

SOCIALIZING Making contact

- Mind if I join you?

Excuse me, you • must be

Keeping the conversation going

- How long are you going to stay?
- What do you do, by the way?
- What line of business are you in?

Getting away

If you'll excuse me, I have to make a phone call.

If you'll excuse me, I must just go and say hello to someone.

Would you excuse me a moment? I'll be right back.

Social Quiz: Choose the best possible response. Sometimes more than one answer is possible.

- a) Hi, how are you?
 - i. Fine, thanks. And you?
 - ii. I'm Mike.
 - iii. Not too bad.
- b) Meet my friend Jack.
 - i. Nice to meet you.
 - ii. What time?
 - iii. How do you do?

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- (i) It was all right.
- (ii) Yes, of course.
- (iii) The plane was a bit late but it didn't matter.

d) Would you like to look around the company?

- (i) No, it's none of my business.
- (ii) That'd be lovely.
- (iii) Yes, I'd love to.

e) Would you prefer red or white wine?

f) Yes, of course.

g) I don't want

h) I don't mind.

GETTING A NEW JOB

Vocabulary

Advertise a job/ a position

Applicant

Apply for a job

Appointments section

Complete an application form

Covering letter

Employ somebody

Hire new staff

HR (Human Resources)

Job interview

d) Prepare shortlist of candidates

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Recruit employees

Recruitment agency

Résumé

Send a letter of application and curriculum vitae (CV)

Vacancy

Important documents

Curriculum Vitae

WORK EXPERIENCE [start with the most recent post occupied]

Dates (from – to)

Name and address of employer

Type of business or sector

Occupation or position held

Main activities and responsibilities

EDUCATION AND TRAINING [start with the most recent course completed start with the most recent course completed]

Dates (from – to)

Name and type of institution

Principal subjects/occupational skills

Degrees/ Qualifications

PERSONAL SKILLS

Languages (indicate level: fluent, good, basic)

Technical skills (computers, specific equipment)

Artistic skills (music, design, etc.)

Other skills

Driving licence(s)

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REFERENCES

Letter of application

Arrange the following extracts from a letter of application.

a)—I am presently employed by a small computer company, but I feel that I am not using my knowledge of software engineering to the full. I am looking for a more challenging position where my field of specialization could be exploited in a more stimulating environment. As you will notice on my enclosed CV, the job you are offering suits both my personal and professional interests.

Being polite is all about being *considerate* and *appreciative*, but for many people, it remains a challenge. Some have no interest whatsoever in being polite, but if you're reading this, you're probably wondering how you can improve your etiquette.

Be gentle, not forceful or insistent.

This doesn't mean you need to act like a meek, quiet pushover. It means that when you do something, offer something, or make a request, you do it without pressuring the people around you and making them feel like they're being pushed into a corner.

When in doubt, observe others.

How are they greeting and addressing each other? What are they doing with their coats? What kinds of topics are they discussing? Different settings require different standards of formality, and those standards often define what is polite and what is not. A work-related dinner, and holiday gathering, a wedding, and a funeral will all demand a different tone.

Be nice

Always be courteous, you might meet this person again in another setting and wouldn't want to have caused negative memories that would give you a bad standing

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Start a conversation by asking questions about the other person.

Try not to talk about yourself too much. Be confident and charming. Do not hog the conversation that is arrogant. Look interested and listen to the answers. Don't look over the person's shoulder or around the room when he/she is talking. That implies you are distracted or not interested, i.e. he/she is not important to you.

Be honest

It is always much worse to be caught in a lie than to tell the truth.

Assertive communication is the ability to speak and interact in a manner that considers and respects the rights and opinions of others while also standing up for your own rights.

What does it mean to be assertive?

It means you can say what you do not agree with in an elegant manner, without being verbally aggressive, without damaging or disturbing, without being placed in a delicate position leaving room for discussion, but in terms that you took the freedom to "impose". We are often at home, at work, in society, faced to relate with people who do not communicate as we want, that don't understand the words we say.

CHOOSE ASSERTIVE WORDS CAREFULLY

To communicate thoughts, feelings, and opinions assertively, you need to choose **words that are direct, honest, appropriate, and respectful. Some words simply do not fit these criteria and therefore cannot be delivered assertively. Words are only one aspect of being assertive, but you must have assertive words if you are to be assertive with others.**

Basic guidelines for Assertive word choice:

* Use "I- statements" rather than "you- statements".

Compare the following:

"You always interrupt my stories!" (Aggressive)

"I would like to tell my stories without interruption." (Assertive)

"You embarrassed me in front of all those people. —(Aggressive)

"I felt embarrassed when you said that in front of all those people." (Assertive)

* Use clear, direct requests or directives (commands) when you want others to ou want others to

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Compare the following:

"Would you mind taking this to John?" (Indirect, only inquires about willingness)

CHOOSE ASSERTIVE WORDS CAREFULLY

"Will you please take this to John?" (Assertive request)

"Please take this to John." (Assertive directive)

"Why don't you stop on the way home and pick up milk?" (Indirect, asks the other to think about not doing it)

"Will you please pick up milk on your way home?" (Assertive request)

"Please pick up milk on your way home." (Assertive directive)

People avoid being direct and honest because they learned to think it was impolite or pushy. Unfortunately, while attempting to avoid being inappropriate we sometimes choose words that communicate a lack of respect. Sometimes we are so "careful" we don't communicate the real message.

When we say "don't you think" instead of "I think," we are communicating indirectly. If you really listen to the words, they sound condescending. When you ask "why don't you" instead of "will you," you are literally asking a person to find reasons not to. When you say "I need," and presume someone will take care of your needs: you communicate a lack of respect or an air of superiority. If you say "I need" or "I want," learn to add a request or directive in order to be assertive.

Tackling Questions

It is important to listen to an entire question before offering an answer. It's human nature to guess where a question is headed as it is being asked, but it's not in anyone's best interest.

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A perfect example of how jumping to conclusions can steer you in the wrong direction is demonstrated in a conversation between media mogul Oprah Winfrey and actor/writer Tina Fey during an Oprah Winfrey Show episode. Fey asked Winfrey, —If you could have dinner with any person, living or dead, in the history of the world, Fey begins, —What would you order?!

Winfrey, taken by surprise, pauses, laughs, and answers, —I would probably you know, have Jesus over for fried chicken, Oprah says. —That would be great.!

Unexpected questions provoke a few laughs in the right situations and enormous fear in others.

There are some tips, however, to make questions less scary and to help you feel in control:

- **DO YOUR HOMEWORK:** Whenever you're preparing a speech, think of the questions that you expect to be asked.
- **SET THE RULES FOR QUESTIONS FROM THE START:** Envision the question-and-answer period ahead of time. Do you want questions while you're speaking or after.

TREAT QUESTIONS WITH RESPECT AND COURTESY: This rule pertains to the questions you like and the ones that you're not particularly fond of. You stay in control when don't take questions personally. Don't judge a question. Answer it.

REPEAT THE QUESTION: By repeating the question, it assures you heard it correctly, offers an opportunity to stand corrected, is a courtesy to others so that they hear it right, and it buys you some extra time to craft an answer.

STORYTELLER QUESTIONS: To prevent someone from telling a story before asking a question, when calling on someone, try talk show host Larry King's method of asking, —Your question please?!

CONTROVERSIAL TOPIC: Acknowledge in your presentation that some people may disagree with some thoughts on the topic. Then, if there are hostile questions, remember that the hostility is about the topic, not about you.

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IF YOU DON'T KNOW THE ANSWER: Be honest. Don't guess. No one's perfect. Offer to provide an answer if the person will contact you at the email address or phone number you provide.

UNASKED QUESTIONS: If there's a question that you think should have been asked but was not, offer it yourself without insulting your audience. Instead of saying something like, —I'm surprised no one asked this question...|| say, —Here's another question that may be helpful...||

- **TIME'S UP:** End a question-and-answer period on a positive note. Avoid phrases like, —I guess there aren't any more questions,|| or —Since we're out of time....||

Choose instead something like, —Thank you for your thoughtful questions and if you have more in the future, here's how you can reach me...||

- **KEEP THE RIGHT PERSPECTIVE:** Answering questions is an opportunity for you to show what you know and to demonstrate your skills as a communicator.

Seeking permission

English speakers use some special expressions to ask for permission. These are usually constructed with **may** and **might**. Note that **might** is very polite and formal. It is not very common and is mostly used in indirect questions.

May I put the heating on?

May I have a look at your papers?

*I wonder if I **might** have a little more cake. (Very formal: more natural than 'Might I have a little more cake?')*

In an informal style **can** and **could** are used.

Can I borrow your car? (Less formal than 'May I borrow your car?') *Can I go to the pictures, mom?*

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Giving and refusing permission

May is used to give permission: **may not** is used to refuse permission. These are rather formal. In an informal style **can** and **cannot/can't** are used.

May I come in, Sir. Yes, you may.

*May I borrow your car? No, I am afraid you **may not**. (More formal than 'No, you can't.')*

Must not is used to prohibit. It is more emphatic than **may not**.

- *You **must not** smoke in the kitchen.*

Expressing gratitude

If we thought about it, we would find that we don't give or hear expressions of gratitude as often as we should. If you feel this way you are certainly not alone. Remembering to *Express Gratitude* can help us and our family members. Gratitude is more than an inner feeling.

When good things are happening around us, when we're with those we love and we're grateful and we're expressing it, the feeling of love and tenderness grows. Gratitude can bring a calming feeling.

What is gratitude, really? It includes saying —thank you! and being polite. But it is more than that. Expressing Gratitude is the beginning of courtesy, generosity, concern and appreciation for family members and others.

A deeply felt and fully expressed gratitude is an effective way to positively influence attitudes and behavior, our own and that of others. Learning to feel and express gratitude can have a significant effect on the happiness and success of every family member.

There is no such thing as gratitude unexpressed. If it is unexpressed, it is plain, old fashioned ingratitude. ~Robert Brault

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Thanks and Expressions of Gratitude

Most languages have an automatic response to thanks. The British do not automatically respond to thanks, but Americans do. A response is not necessary in British English, but is becoming more frequent.

In the past, *You're welcome* sounded very American. Nowadays it's common in Britain too. Another common response in Britain is *No problem (at all)*. Remember that *Please* is not an acceptable response to thanks in either Britain or the USA.

Thanking someone

- Thanks.
- Thank you.
- Thanks a lot.
- Thank you very much.
- Thank you very much indeed.
- It was very kind of you.
- I appreciate your help.
- You've been very helpful.
- Thanks anyway.
- Thank you for (looking).

Responding to thanks

- You're welcome. (US)
- Not at all. (formal, UK)
- Don't mention it.
- (It's) my pleasure.
- It was nothing.
- That's alright/OK.
- No problem.

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- Any time.

Gender fair Language

Language plays a central role in the way human beings behave and think. The critical role language plays in promoting fair treatment of women and girls, men and boys needs special consideration any educated individual.

Through careful selection of gender-fair language, one gets the opportunity to influence thought and behavior both directly and indirectly. These guidelines offer suggestions for language use that will open rather than close possibilities and that speakers and writers should consider when engaged in communication activities.

The use of *he* or *his* when referring to both a female and a male excludes the female. To be inclusive, writers and presenters must use both *he* and *she*, and they must consciously balance pronoun use by sometimes reversing their order.

- **Avoid exclusionary forms such as**

- If a student studies hard, he will succeed.

- **Choose inclusionary alternatives**

- If a student studies hard, he or she will succeed.
 - If a student studies hard, she or he will succeed.
 - Students who study hard will succeed.

Note: The constructions s/he and he/she provide writers with additional gender- free alternatives.

Often, it makes sense to use the plural instead of the singular. **Avoid exclusionary forms such as**
Give the student his grade right away.

Ask the student to turn in his work as soon as he is finished.

Each student will do better if he has a voice in the decision.

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Choose inclusionary alternatives

Give the students their grades right
away.

Ask students to hand in their work as soon as they are finished.

Students will do better if they have a voice in the decision.

A sentence with *he* or *his* can be recast by substituting a participial phrase for a clause.

Avoid exclusionary forms such as

Listen to the two- year- old as he uses his short, simple sentences to communicate.

Choose inclusionary alternatives

- Listen to the two-year-old using short, simple sentences to communicate

When the subject is an indefinite pronoun, a number of options exist.

Recast the sentence to avoid using the indefinite pronoun.

- **Avoid exclusionary forms such as**

- When everyone contributes his own ideas, the discussion will be a success.
- Does everybody have his book?

Choose inclusionary alternatives

When all the students contribute their own ideas, the discussion will be a success.

- Do all of you have your books?
- Use of the singular *they/their* form. This construction is becoming increasingly acceptable. However, classroom teachers need to be aware that state and/or national assessments may not regard this construction as correct.

Avoid exclusionary forms such as

Does each student have his book?

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Choose inclusionary alternatives

Does each student have their book?

The Pseudo-Generic *Man*: Creating Gender Balance

Like the pseudo-generic form *he*, the use of the word *man* to represent both women and men excludes women, and it minimizes their contributions and their worth as human beings.

To make language more inclusive:

- **Avoid exclusionary forms such as**

- mankind
- man's achievements
- the best man for the job

○ man the controls

take charge of

staff the ticket booth

Some forms pose greater problems than those listed above:

man-made (as in *man-made materials*). *Artificial materials* or even *synthetic materials* has less positive connotations when substituted here.

Freshman (as in certain official names such as *freshman orientation*). *First year student* is an alternative which may work.

alumni which is the masculine plural form; *alumnae* is the feminine plural.

When describing a job or career both men and women might perform, avoid using a combined term that specifies gender.

Avoid exclusionary words and phrases such as

- chairman/chairwomen
- businessman/businesswoman

Choose inclusionary alternatives

- man the ticket booth
- chair, coordinator, moderator, presiding officer, head, chairperson

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- business executive, manager, businessperson
- congressional representative

Titles, Labels, and Names: Promoting Gender Equity

The titles used to name people and occupations often reflect inequitable assumptions about males and females.

Gender-fair language promotes more inclusive and equitable representations of both females and males, opening possibilities rather than restricting choices.

Identify men and women in the same way. Diminutive or special forms to name women are usually unnecessary. In most cases, generic terms such as *doctor*, *judge*, or *actor* include both genders.

Only occasionally are alternate forms needed, and in these cases, the alternate form replaces both the masculine and the feminine titles.

Avoid exclusionary words and phrases such as

- stewardess
- authoress
- poetess

Choose inclusionary alternatives

- flight attendant, steward
- author
- poet

Note: If the gender of a professional is important to a person seeking professional assistance, exceptions may occur. For example, a woman may prefer to visit a gynecologist who is a female. In such cases, the effects of gender labeling can be mitigated by changing the gender-laden

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descriptor to a noun, emphasizing the professional title, and de-emphasizing gender, i. e., *a woman who is a doctor* rather than *woman doctor*: *a male who is a nurse* rather than *male nurse*.

Seek alternatives to language that omits, patronizes, or trivializes women, as well as to language that reinforces stereotyped images of both women and men.

- **Avoid exclusionary forms such as**

- I'll have my girl do that job.
- Maria is a career woman. ○ You guys go ahead.

- **Choose inclusionary alternatives**

- I'll ask my assistant (or secretary) to do that job. ○ Maria is a professional. Maria is a doctor. ○ students, class, folks, all of you, third graders
- Ms.
- Ms. Olivia Webber
- Ms. Olivia Webber and Mr. Michael Webber

Note: Too often, people substitute *Ms.* for *Miss* and keep using *Mrs.* for married women, defeating the original purpose of adopting *Ms.* to create an equitable form of address for all women regardless of marital status. Use *Ms.* for married as well as unmarried women.

Do not label athletic teams according to gender.

- **Avoid exclusionary words and phrases such as**

- girl pitcher or lady pitcher ○ the Lady Cardinals

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Choose inclusionary alternatives

o pitcher

o the Cardinals

Gender Stereotypes: Strategies for Reducing Negative Effects

Gender stereotypes limit and trivialize both females and males, presenting an inaccurate view of the world and its possibilities. Such misrepresentations constrain communication.

Do not represent certain jobs or roles as only appropriate for, or held by, women or men, i.e., farmers are men and elementary teachers are women. Doing so makes gender-based assumptions. When referring to a job or role, use a gender-specific pronoun only if the gender of the person is known.

Avoid exclusionary forms such as o Dear Mothers, Please bake cookies
for our class party.

Choose inclusionary alternatives o Dear Families, Please bake cookies
for our class party.

Do not represent females and males as possessing stereotypic gendered attributes.

For example, do not always imply that:

- girls are timid and boys are brave
- males are admired for their accomplishments and women for their physical attributes
- Females are passive and males are active.



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Discourse and transactional analysis

What most people mean when they say —language is talk, communication, discourse.
—Discourse usually means actual instance of communication in the medium of language.
—Discourse in this sense is usually a mass noun. Discourse is both the source of people's generalizations about language and the result of it (people apply what they already know in creating and interpreting new discourse).

Transactional and interactional view:

The analysis of discourse is, necessarily, the analysis of language in use. That function which language serves in the expression of 'content' we will describe as **transactional**, and that function involved in expressing social relations and personal attitudes we will describe as **interactional**. Communication is primarily a matter of a speaker's seeking either to inform a hearer of something or to enjoin some action upon him'.

We shall call the language which is used to convey 'factual or propositional information' *primarily transactional language*. In primarily transactional language we assume what the speaker (or writer) has primarily in mind is the efficient transference of information. Language such a situation is primarily 'message oriented'. It is important that the recipient gets the informative detail correct. Thus if a policeman give directions to a traveler, a doctor tells a nurse how to administer medicine to a patient, a householder puts in an insurance claim, a shop assistant explains the relative merits of two types of knitting wool, or a scientist describes an experiment, in each case it matter that the speaker should make what he says (or writes) clear. There will be unfortunate (even disastrous) consequences in the real world if the message is not properly understood by the recipients.

It is clearly the case that a great deal of everyday human characterized by primarily interpersonal rather than the primarily transactional use of language.

For the example, we will go to the text titled *I Always Sit Here behind You*. Transactional and interactional view can be seen from this following part:

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It was still very early in the morning: Jack was sitting on the train compartment though. This is the way Jack always does every day to go to work, since his office is somewhat far away from his house. To avoid traffic jams along the rush hours, he more comfortably takes railway transportation. He was now reading a newspaper that he had bought before he got on to kill the tiring hours in a train.

There is important information inside of opening paragraph of this passage. We can found that the writer wants to inform us about Jack's daily life. Without this opening paragraph, we may not understand with what the writer mean is.

Linguistic string (sentence) can be fully analyzed without taking —contextl into account has been seriously questioned. If the sentence-grammarians wishes to make claims about the 'acceptability' of a sentence in determining whether the strings produced by his grammar are correct sentence of the language, he is implicitly appealing to contextual considerations.

Context is divided into several aspect such as setting (place, time, psychological), participant, role relation, social class, topic, situation, and values or norm.

Empathy

Studies indicate that empathy causes helping and prosocial behavior (Davis, 1994) and that lack of empathy is linked to anti-social behavior (Eysenck, 1981) and attitudes. Although empathy has serious impact on society and human development we still don't know how it actually works.

Research on the functions of mirror-neurons and Theory of Mind point to the importance of imitation and understanding of other and own intention for development of social cognition.

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Empathy is defined by Mead as the —capacity to take the role of the other and to adopt alternative perspectives visa- vis oneself. (Mead, 1968): and by Hogan as the ability to take —the intellectual or imaginative apprehension of another’s condition or state of mind. (Hogan, 1969).

Reik (1949) describes four stages of the empathy process:

- (i) identification – projecting self into the other,
- (ii) incorporation – introjecting the other into self,
- (iii) reverberation – interplaying of own and other experience, and
- (iv) detachment – withdrawal from subjective involvement and recourse to use of methods of reason.

These stages may involve different Theory of Mind mechanisms, which may not be mutually exclusive: imitation, simulation and representation.

In any verbal communication it is possible to gauge the attitude and level of the listener and the language should be tuned to suit the listeners’ perspective. In oral communication this can easily be achieved.

Conclusion:

Since language in use is live wire we have to deal with it observing all the precautions. Words once said can not be taken back. We have to use expression appropriate to the occasion. We must observe etiquette, use gender fair language and above all empathize with the speaker to be a successful communicator.