



Block

1

SKILLS NEEDED AT THE WORKPLACE-I

UNIT 1	
The Process of Communication	5
<hr/>	
UNIT 2	
Telephone Techniques	23
<hr/>	
UNIT 3	
Job Applications and Interviews	41
<hr/>	
UNIT 4	
Group Discussions	57
<hr/>	
UNIT 5	
Managing Organisational Structure	69

COURSE DESIGN COMMITTEE

Prof. M.L. Tickoo
Ex-CIEFL, Hyderabad
Ex-Regional Institute of English, Singapore

Prof. V. Prakasham
Director, Regional Campus
CIEFL, Lucknow

Prof. B.K. Das
CIEFL, Hyderabad
Ex-Regional Institute of English, Singapore

Prof. S.K. Ram
Ex-NCERT, Delhi

Prof. Grace Jacob
Pune University, Pune

COURSE WRITER

Dr. Jagtar Chawla (Unit 3 & 4)
Reader
Barkatullah University
Bhopal

Ms. Vijaya Shankar (Unit 2)
Guwahati

Ms. Deepa Dogra (Unit 5)
Ex-Principal Birla Vidya Niketan
Rani Khet

EDITOR

Dr. Anju Sahgal Gupta
Reader
IGNOU

COURSE COORDINATOR

Dr. Anju Sahgal Gupta
IGNOU

The first Unit has been adapted from EEG-04.

PRINT PRODUCTION

Sh. H.K. Som

Typed by: Ms. Varalaxmi and Ms. Monika

Camera Ready Copy prepared by: Sh. A.S.V. Venkateswar, PA, IGNOU

Dr. Harish Kumar Sethi

Acknowledgement: We thank Quintessential Careers for Copyright Permission

June, 2004

© Indira Gandhi National Open University
ISBN-81-266-1295-9

All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Indira Gandhi National Open University.

Further information, about the Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi-110 068.

Printed and published on behalf of the Indira Gandhi National Open University, New Delhi

INTRODUCTION TO THE COURSE AND BLOCK

In this course, we concentrate on English at the workplace. You are probably wondering whether business English (as it is also called) is a separate language to general English. Certainly not, **business English is not a separate language**. It is English used at the workplace using **specific vocabulary**, and in certain situations having a different discourse. Every profession uses a certain 'jargon' and the business context is no different. While Business English is firmly rooted in general English, nevertheless there are certain distinguishing features which are evident. For instance, research has shown that lexical cohesion is high in reports and low in letters. On the other hand, ellipsis in business letters is low, but a lot of conjunctions may be used. The use of synonyms is quite high in business English. There are supposed to be 60 synonyms for prices rising and 40 for prices falling.

There are specific words which are used mainly in business contexts, example **purchase, vend, invoice, turnover**, etc., Business English is often quite **Creative**, i.e. words often expand in meaning. **The Market** no longer means a **shopping area**, but is a general reference to **buyers and sellers**.

There are often certain discourse patterns peculiar to business. For instance, there are **4 move patterns in negotiations**.

Moreover the cultural nuances often influence business relationships. Take the case of business letters: English letters would have – Salutation, body, complimentary close; a French letter would have-Introduction, body, salutation. What kind of letter would an Indian write?

Well, these are points for you to ponder.

In this Block, we begin with some theoretical inputs into the process of communication, its different types, the difference between written and oral communication. We then concentrate on the structure of conversation – its characteristics and conventions.

In unit 2 we turn to another essential and important form of communication – Telephone communication. Here we have given you several commonly used phrases which you could perhaps “learn” and be more effective when you speak over the telephone.

Unit 3 deals with jobs and interviews. We help you in writing letters of application as well as writing an effective Curriculum Vitae (Bio-data). We also give you tips to make you more confident when you appear for an interview.

Group Discussions, are now an important part of the process of interview – as well as for applying for certain courses. We help you with the technique of Group Discussions in Unit 4 Finally, in Unit 5, we concentrate on “behaviour” at the Work Place and leadership qualities.

The Units in this Block are as follows:

1. The Process of Communication
2. Telephone Techniques
3. Job Applications and Interviews
4. Group Discussions
5. Managing Organisational Structure

We hope you find the Block useful.

UNIT 1 THE PROCESS OF COMMUNICATION

Structure

- 1.0 Objectives
- 1.1 Introduction: What is Communication?
- 1.2 The Process of Communication
- 1.3 Barriers to Communication
- 1.4 Different Types of Communication
- 1.5 Written vs. Oral Communication
- 1.6 Different Types of Face-to-Face Interactions
- 1.7 Characteristics and Conventions of Conversation
- 1.8 Conversational Problems of Second/Foreign Language Users
- 1.9 Difference between Conversation and Other Speech Events
- 1.10 Summary
- 1.11 Suggested Readings
- 1.12 Answers to Check Your Progress

1.0 OBJECTIVES

In this unit we will introduce you to some basic concepts in communication, its importance in business organizations, different types of communication, different modes to be used, and their comparative advantages and disadvantages. We shall also give you insights into strategies that are used for effective face-to-face communication.

1.1 INTRODUCTION: WHAT IS COMMUNICATION?

We all engage in communication with others right from our birth. When we interact with others we are communicating with them. Right now I am communicating with you through this unit and while you are reading it you, too, are in fact communicating with me through this text.

It is often said that we live in an age of communication characterized by speed, efficiency, and the ability to transcend physical or geographical limitations. But what does it mean to communicate? The dictionary definition is 'to exchange (thoughts) or make known (information or feelings) by speech, writing or other means, to transmit'. Communication is more than just messaging or swapping information. It involves not just words, but the use of all our senses. With face-to-face dialogue, our facial expression, tone, body language, ability to listen with patience, all contribute to the conveying of messages and information between people.

For example, the written word, whether in books and magazines, e-mails or texts, can convey more than just the writing. It can inspire, elevate and encourage if that is the intention of the writer. It can also confuse and exasperate if we are not careful! Lynne Truss, in a recent book on punctuation, pointed out how easily the meaning of the written word can be altered just by rearranging the punctuation. She invites us to compare the following two sentences; 'A woman, without her man, is nothing', and 'A woman: without her, man is nothing'!

As human beings we have the ability to express ourselves and share our thoughts and feelings in many ways. We could live in isolation, never communicating with another person, but that would not create value. We can keep feelings to ourselves or we can share them. Each person has his or her unique view of things, and each

Skills Needed at the Workplace-I

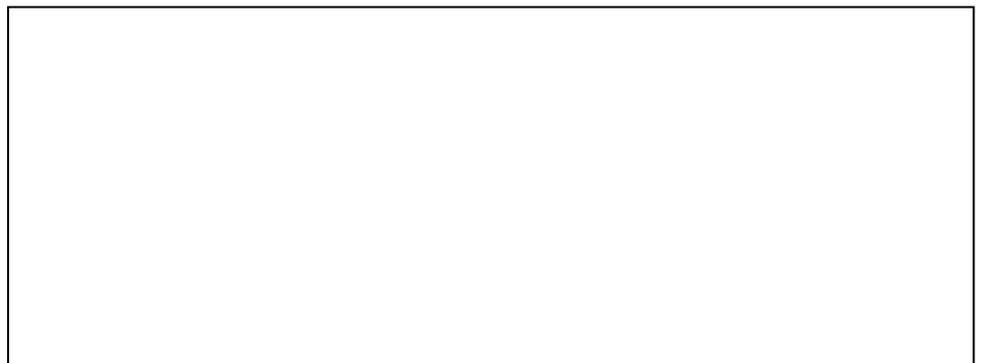
perspective is valuable. Through sharing these individual ideas or views with each other, global solutions may be found.

Someone may share an idea that the other person may not have even considered. These differing views could be compared to a jigsaw puzzle, where each person has their own piece, and when the pieces fit together, the full picture emerges and a solution is found that may not have been considered previously. Certainly increased communication that uses technology can be enormously valuable. Being able to share information quickly between people has meant that a disaster in one part of the world can be responded to in another; it has led to the fall of corrupt governments, as people have been able to unite in challenging authoritarian regimes. People in remote areas fighting injustice have linked up with people on the other side of the world who can support their cause. As with everything, new technologies such as e-mail and text messaging have the potential to be positive or negative.

So don't you see the value of communication!

1.2 THE PROCESS OF COMMUNICATION

The following figure gives a simple model of the process of communication:-



Check Your Progress 1

Look at the figure given above and try to answer the following questions:

1. At least how many persons do you need for communication to take place?
2. Can two people communicate if they do not share the same language?
3. If your answer to Q2 above is 'yes', then explain how they will communicate.
4. A saint sitting with his eyes closed says he is communicating with God. Do you think it is an example of communication? Give reasons for your answer.
5. A person was lost in his thoughts with his eyes closed. When asked he said that he was communicating with self. Would you term it as communication? Discuss with others in your study center.

Elements of Communication

If we look at the figure given above we can derive the elements of communication as follows:

1. Communication involves at least two persons (a) The addresser and (b) the addressee.

2. The topic: the contents of the message.
3. The channel: the medium through which the message travels, e.g. letter, telephone, e-mail, etc.
4. The code: the language of the message e.g. English, French, Hindi, etc.
5. The message form: the selection of particular grammar and lexical choices of the message.
6. The setting: the social and physical setting.

Check Your Progress 2

Look at the figure once again. Can you write a paragraph now explaining the process of communication?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

The Role of the Decoder

The process of decoding by the addressee is not passive as some people think. His/Her role is an active one. Language, it is said, does not have meaning; it has potential for meaning and it is the decoder who is actively engaged in making meaning on the basis of his/her background knowledge and the context of communication e.g. the knowledge of the subject, topic, addresser-addressee relationship, knowledge of the code, the physical and social context, etc.

Let us consider the following utterance:
“Mr. Gupta is not coming”.

The textual meaning of the sentence is not difficult; it is quite clear-but do we know what the speaker wants to convey? Is it a statement for our information? Is it a warning for the hearer? We can understand this text only if we know what the context is, i.e. who is the addresser; whom is s/he addressing; when, where and in what context. Suppose the addresser is the Managing Director (MD) of a company; and the addressee is his Secretary; the MD utters these words on arriving in his office and going through a fax message; Mr. Gupta is a consultant with the foreign collaborators of the company; and he was due to arrive that day for a meeting with the MD and other officials of the company. If we possess this background knowledge, we will be able to understand the meaning of the sentence uttered by the MD. This sentence can now be called an utterance in this context. The secretary can interpret the utterance to mean: ‘The meeting will have to be cancelled and the officials informed accordingly. Arrangements such as sending the car to the airport, hotel reservation, etc., if any, made for Mr. Gupta, will have to be cancelled’, etc. etc.

When we make an utterance we always do something; we use language to perform some function, e.g. to inform, warn, promise, persuade, etc. and the hearer or the

reader can derive the meaning of the utterance only through actively processing the utterance in the context in which it is made.

Check Your Progress 3

Can you think of some of the functions of language? One can be to ‘inform’ someone; or to ‘warn’. Think of some more functions and compare your list with that drawn up by others in your study centre.

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

Macro Functions of Communication

The macro functions of communication are listed below:

1. **The emotive function:** to communicate the inner states and emotions, e.g. Oh no!
2. **The directive function:** seeking to affect the behaviour of others, e.g. Close the door, please.
3. **The phatic function:** opening the channel or checking that it is working, e.g. Hello, is it Thomas Cook? or Can you hear me, Mrs. Gupta?
4. **The poetic function:** the particular form chosen is the essence of the message. This refers to the aesthetic function of language.
5. **The referential function:** to carry information.
6. **The metalinguistic function:** focusing attention on the code itself, e.g. ‘the use of both *will* or *shall* is correct in modern usage.’
7. **The contextual function:** creating a particular kind of context, e.g. Right! Let’s start the meeting now.

Check Your Progress 4

Which of these functions are often performed in business situations? Give examples to support your answer.

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

1.3 BARRIERS TO COMMUNICATION

It is said that communication can never be hundred per cent complete. Many factors are involved in the process of communication and something can always go wrong with one or more of these. From your own experience, make a list of some of the factors that can impede communication.

Let us now consider some of these barriers:

- a. **Code**, i.e. the addresser and the addressee may not share the same language between them. The addresser is speaking in French and the addressee does not know French.
- b. **Vocabulary**: *The market declined under persistent bear hammering.* One who is not familiar with the vocabulary of the stock market may not understand what is meant.
- c. **Concept**: Technical and subject specific concepts may not be understood by all. For example, *a black hole* is simple language, yet the concept may not be understood by many.
- d. Background knowledge and shared assumptions e.g. a Victorian style mansion may not be understood by those living outside England.
- e. Pronunciation, intonation, accent and stress in spoken language. Sometimes may not be understood.
- f. Culture specific communication may cause misunderstanding.
- g. Physical environment: Noise and other environmental disturbances or even physical distance between the addresser and the addressee can impede effective communication.
- h. Affective factors: personal factors e.g. anxiety, fear, attitude, motivation, beliefs, values, lack of mutual trust, lack of time or pressure of work, lack of attention, and personal rivalries. All these factors impede communication.

Check Your Progress 5

How can the barriers to communication be removed? Discuss with others in your group or class.

.....

.....

.....

.....

.....

1.4 DIFFERENT TYPES OF COMMUNICATION

Communication may be classified into several categories on the following bases:-

- Expression: Written, oral and gestural
- Flow: Internal (Vertical & Horizontal) and external
- Relationship : Formal and informal

Various Media of Expression (Written, Oral & Gestural)

Communication can be achieved through various media, such as writing, speech, gestures and actions. One can use written words or draw pictures or one can use speech sounds. Speech is primary, writing secondary, that is, speech came first and the writing system was developed later on. There may still be some languages which are spoken but not written. In fact, several of the tribal languages do not have any script. Deaf and dumb people use actions and gestures in order to communicate with each other—this is also a form of communication, but they can communicate with ordinary people only by using commonly understood actions and gestures e.g. asking for water by cupping your hand near your mouth.

Skills Needed at the Workplace-I

In business, communicating in writing is the most popular form of communication. It can take various forms such as letters, circulars, office memorandums, telegrams, fax messages, newsletter, brochures, bulletins, reports, manuals, house journals, magazines, etc. You are already familiar with some of these.

This does not mean that oral communication is not used in business transactions. Speech is also used and quite often. It takes the form of face-to-face interaction, telephone conversations, lectures and talks, meetings and discussions, etc.

Expression through body language is known as gestural communication. Who is not familiar with the nodding of the head from side to side to say 'no' or up and down to convey 'yes'? Parents often use this means of communication with their children if they tend to be naughty in the presence of guests and it is often used in business situations as well in similar circumstances or when verbal communication is impossible e.g. in the factory where the noise of machinery makes verbal communication difficult.

Check Your Progress 6

Can you think of a situation when gestural communication would be more effective than oral communication? What kind of messages can be communicated through gestures? Give some example from your own experience.

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

Pictures, charts, diagrams are also used either on their own or in combination with written or oral communication for greater effect and better understanding. Business houses make use of them in their illustrated catalogues and brochures meant to promote their product.

Downward, Upward & Horizontal Communication

Companies have to communicate with outside agencies and other companies, government and private bodies, newspapers, advertisers, manufacturers of machinery, builders, suppliers of goods and services, clients and customers, etc. But there is also the need to communicate within the company itself, e.g. communication between a superior and a subordinate, i.e. from higher to lower levels of authority. This is an example of *downward communication*. There are also occasions when communication flows from a subordinate or subordinates to a higher authority. It may be a report, suggestion, opinion or a charter of demands from the workers. We call this *upward communication*. Both these are forms of vertical communication.

Communication between officers working at the same level of management is called *horizontal* or *lateral communication* e.g. interaction between manager (Production) and Manager (Marketing). It involves exchange of ideas, information, opinions or seeking clarifications, etc. between personnel of the same rank.

Formal & Informal Communication

In business, these two terms are used in a slightly different sense than what we generally understand by them. Communication done through the chain of command is known as *formal communication*. It involves the transmission of official message in the formal organization structure. Such communication is planned and established

by management and clearly indicates the authority relationships involved and these generally are in writing e.g. orders, decisions, instructions, etc.

Informal communication does not flow through the official channels of communication. It involves the spontaneous expression of reactions and ideas and is usually done orally. Hence it may carry incomplete or incorrect information.

The words *formal* and *informal* are also used to indicate change in form and language of communication according to change in relationship between the addresser and the addressee and the context of situation. For example, you will use informal language while talking to your brother at home. But if your brother also happens to be your boss in office and a formal meeting is going on in office, you will address him in a different way, i.e. in formal style.

1.5 WRITTEN VS. ORAL COMMUNICATION

When we speak of language as a tool for communication, we mean both spoken and written forms of the language. Both these modes can be used for communication. While they perform the same functions, their form and manner of use differ in many respects. For example, one makes use of sounds, other of symbols. The speaker has available to him/her the full range of voice quality effects, as well as facial expressions, postural and gestural systems, but these paralinguistic features are denied to the writer. The writer, on the other hand, has typographical variety at his/her disposal. The speaker is face-to-face with hearer while the writer writes for an absent reader who may also be far away in space and time.

These different features have their own advantages and disadvantages. In oral communication the speaker, being face-to-face with the hearer can monitor and match the reactions of the hearer. At the same time s/he can simultaneously plan his/her next utterance and fit it in the overall pattern of what s/he wants to say. S/he must keep on talking during the period allotted to him/her; s/he must decide when to take his/her turn, how to interrupt his/her interlocutor, how to hand over the turn--in fact s/he must be in command of all the conversational skills. S/he has certain advantages as well; s/he can observe his/her interlocutor and, if necessary, modify what s/he is saying. Oral communication is quicker, more economical and more effective than written communication. Doubts and misunderstandings can be cleared on the spot as immediate reaction and response is available.

But it has certain disadvantages also. There are variations in spoken language and also in the way it is delivered. These could be on account of geographical or social and cultural differences. There are dialectical differences, accent differences and also differences in the use of paralinguistic features and body language. Speech is less organized than written language; it contains many incomplete sentences; often it contains simply sequences of phrases. These features may easily create misunderstandings. Oral communication is less reliable because it is not available in future; it is also affected by the attitudes and personality, self-interest, beliefs, values and prejudices of the sender as well as the receiver and also the time and circumstances of the communication. Oral communication is also not suitable for lengthy messages to be communicated to distant and widely scattered people.

Similarly the written mode gives the writer certain advantages as well as disadvantages over the speaker. Since the writer is writing for an absent reader, s/he may look over, reflect, and edit what s/he has already written, with no fear of being interrupted by his/her interlocutor; s/he can take his/her own time in choosing a particular word, even looking it up in the dictionary, if necessary, reorder what s/he has written, and even change his/her mind about what s/he has to say. S/he is under no pressure to keep on writing; she can even destroy what s/she has written and throw it into the dustbin without fear of offending the reader. But the writer has disadvantages too: s/he has no access to immediate feedback and simply has to imagine the reader's reactions. This non-reciprocal nature of written communication makes it more difficult to learn.

Skills Needed at the Workplace-I

Written communication ensures the transmission of information in a uniform manner and there is little risk of unauthorized alteration in the message. Since it is put in black and white, it provides a permanent record for future reference. Written communication tends to be complete, precise and unambiguous. The message can be repeated at regular intervals and lengthy messages can be sent to widely scattered readers. But written communication is time-consuming, expensive and rigid and it becomes difficult to maintain secrecy.

In the business world, face-to-face and telephone communications are generally confirmed in writing by post or e-mail, particularly when the communication is with the world outside. Why do you think is it necessary to do so? Discuss with others in your Study Centre the comparative advantages and disadvantages of the telephone mode of communication over face-to-face interaction.

Check Your Progress 7

1. Which mode of communication would you adopt in the following cases:-

- (a) The message is very urgent.
- (b) The message is important and lengthy.
- (c) The message sent should be available in the records.
- (d) The information is to be sent to all employees in different branches.
- (e) You have to consult your boss, who is out of town, urgently and take a quick decision.

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

2. You are the Marketing Manager of a firm. You want to hire a sales supervisor. Which form of communication would you use to communicate your requirement to the Manager (Personnel)? Would you prefer to talk to him personally, over the phone, write a letter or memo? Give reasons for your answer.

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

1.6 DIFFERENT TYPES OF FACE-TO-FACE INTERACTIONS

Brown & Yule (1983) use two terms to describe the major functions of language. The function of language where the transfer of information is involved is called *transactional*, and that function involved in expressing social relations and personal attitudes is called *Interactional*.

- (1) (a) A: There's no message for you (Transactional)
B: OK.
- (b) A: How are you? (Interactional)
B: Fine, thank you.

In the world of business one has to make use of language for performing both of these functions. In business transactions, different situations may arise when one has to use language for different types of face-to-face interactions: (1) conversation for establishing social contact, performing various functions such as introducing oneself and others, making inquiries, giving and seeking information, giving instructions, reporting conversations, giving the company's profile, describing persons, places and processes, developing relationships, getting people to do things, offering help, seeking help, apologizing, persuading, elaborating, arguing a point, explaining a situation, comparing two products, negotiating business deals, asking for and giving advice, etc. (2) participating in discussions, (3) taking part and conducting meetings and interviews, (4) lecturing (5) demonstrating company's products, (6) talking about where you work, describing simple and everyday operations, describing work and business operations, describing office working conditions, consulting and reporting to superiors, asking for and giving advice, talking about problems at work, etc. Most of these encounters will be transactional while some of these will be interactional.

Conversation

You are already aware of social interaction in business i.e. meeting and greeting people in business, and developing a conversation. From your observation, can you recall/derive some rules of face-to-face conversation? Do you think there are rules for conversation in every language of the world? Native speakers learn naturally as part of their growing up in that society and follow these rules in their conversation with other native speakers. Discuss this with others in your Study Centre.

Human beings spend a large part of their lives engaging in conversation and for most of us conversation is among our most significant and engrossing activities. We have already described the importance of communication, particularly face-to-face communication. Researchers from several academic disciplines have looked at conversation as an object of inquiry and come up with fascinating findings. Our understanding of how people conduct conversations has been enriched by observations made by psychologists and linguists, among others.

Before we describe the rules of conversation, let us be clear about the term *conversation*. As Richards and Schmidt point out, the term conversation is used somewhat ambiguously in current literature. It is used sometimes to refer to any spoken encounter or interaction and sometimes, more restrictedly, to:

“...talk occurring when a small number of participants come together and settle into what they perceive to be a few moments cut off from (or carried on to the side of) instrumental tasks: a period of idling felt to be an end in itself, during which everyone is accorded the right to talk as well as to listen and without reference to a fixed schedule; everyone is accorded the status of someone whose overall evaluation of the subject matter at hand... is to be encouraged and treated with respect; and no final agreement or synthesis is demanded, differences of opinion to be treated as unprejudicial to the continuing relationship of the parties.” (Goffman 1976)

All talk, it is pointed out, is rooted in its surroundings. But conversation in this more restricted sense is not very firmly rooted to the world as other kinds of utterances. The activities which are directly governed by norms for the use of speech are termed *speech events*. As speech events, conversations can be contrasted with other types of speech events such as lectures, discussions, interviews, debates and meetings.

1.7 CHARACTERISTICS AND CONVENTIONS OF CONVERSATION

The Cooperative and Politeness Principle

Conversation is more than merely the exchange of information. When people take part in conversation, they bring to the conversational process shared assumptions and expectations about what conversation is, how conversation develops, and the sort of

Skills Needed at the Workplace-I

contribution they are each expected to make. When people engage in conversation they share common principles of conversation that lead them to interpret each other's utterances as contributing to the conversation.

One of the assumptions we make when we take part in conversation is that if I ask you a question, whatever you say will somehow be interpretable as constituting an answer to my question. Consider the following example:

- (2) A: Which generator did you buy?
 B: It is a Honda.

Let us now consider the following:

- (3) A: Which generator did you buy?
 B: You could have killed it.

In this latter case the speaker B does not seem to have followed the principle described above and hence the resulting exchange is uninterpretable.

The philosopher Grice has described four Maxims or Principles of Cooperative Behaviour which speakers observe in conversation. These are:

- 1. Maxim of Quantity : Make your contribution just as informative as required.
- 2. Maxim of Quality : Make your contribution one that is true.
- 3. Maxim of Relation : Make your contribution relevant.
- 4. Maxim of Manner : Avoid obscurity and ambiguity. Be brief and orderly.

Conversation is more than a series of exchanges; it consists of exchanges which are initiated and interpreted according to intuitively understood and socially acquired rules and norms of conversational cooperation. These can in turn be manipulated to create a wide range of meanings beyond the level expressed directly by the utterances in the conversation themselves. Consider the following example:

- (4) A: It is very hot in here.
 B: I'll open the window.

We can infer the meaning of B's response. The room is hot, probably because the windows are closed, so if the window is opened cool fresh air will come in and cool the room. B's response is thus quite relevant and interpretable.

Check Your Progress 8

- 1. What do you think can be the relationship between A& B?
.....
.....

We also know that the rules of conversational implicature, dependent on manipulating the four maxims, can be used to express sarcasm, irony, criticism and a range of other types of inferential meaning. Consider the following exchange:

- A: How is the food?
- B: There is plenty to fill your belly.

B is manipulating the maxims of conversational implicature to suggest that the other qualities of the food are not worth mentioning.

However, in the business world the emphasis is on *clarity of communication* and indirect speech acts and manipulation of maxims are generally avoided.

Openings and Closings

Conversations, it is pointed out, do not simply begin and end. The openings and closings of conversations and other types of speech events are organized and orderly. All transitions from a state of non-talk to talk or from talk to non-talk, require engineered solutions. Openings and closings are problematic for the native speakers as well and have to be learnt like other social behaviours. For non-native speakers it is an area which needs special attention.

Openings and closings are speech event-specific. For a formal meeting, for example, there is an initial summons (a memo, circular along with the agenda, etc.) We will talk about this topic in some detail when we discuss below different types of face-to-face interaction.

A conversation is quite different from many other speech events in that it has no specified setting, no time or place, no required roles other than ‘persons’ involved (though some external roles such as boss/secretary may not be shed), no pre-specified agenda, and a quorum of simply two or more. Like other speech activities, however, conversations must be opened, and commonly this is done through the use of an adjacency pair such as Greeting-Greeting, Request-Grant, Question-Answer, or Statement-Response as in the following speech event:

- A: Good morning
- B: Morning. Can I help you?
- A: I want to see Mr. Bhatnagar.
- B: Which Mr. Bhatnagar do you want? We’ve two Bhatnagars in this office.
- A: Mr. Mukul Bhatnagar. He’s Director Finance.
- B: Do you have an appointment?
- A: I’m afraid not.
- B: Let me check if he is free. You are Mr.?
- A: Mr. Malhotra. Deepak Malhotra from ABC. (Mr. Malhotra takes his seat after a few minutes in the waiting room).
- B: I’m sorry he’s in meeting.
- A: When is the meeting likely to be over?
- B: No idea. Can I take a message?
- A: Will you tell him I came to see him?
- B: I will, certainly
- A: Thank you.
- B: You’re welcome.

Topic Development

Another important dimension of conversational organization is the way topics are selected for discussion within and the strategies used by the speakers to introduce develop, or change topics within the conversation. Coherent conversations respect norms concerning choice of topics, for example, in a business meeting members will take turn to speak only on “the items on the agenda notified in advance and from among these only on that item which is being discussed at the moment.”

Topics may develop in a recognizable structure as, for example, the language of buying and selling, court trial, doctor and patient conversation, etc.

Check Your Progress 11

Write a short conversation between a car dealer and a customer looking for a small family car. Discuss in your study centre the structure of this conversation in the light of the points made above.

.....

.....

.....

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

Turn Taking

Conversation by definition involves two or more people. But the distribution of talking among the participants is not merely random. It is governed by turn-taking norms, conventions which determine who talks, when, and for how long. One who talks too much and does not allow time for others, or one who contributes nothing to the conversation arouses negative evaluations.

Rules for turn-taking differ according to the type of speech event. In the classroom, for example, students generally raise a hand to take a turn to talk.

Repairs

The process of conversation involves monitoring to ensure that the intended messages have been communicated and understood. This involves correction whenever it is suspected that the message has not been received as intended. The term-*repair* refers to the efforts by the speaker or the hearer to correct trouble spots in conversation. Repairs may be initiated by either the speaker or the hearer:

- A: Mr. Malhotra isn't in his office.
- B: Sorry!
- A: Mr. Malhotra is not in his office at the moment.

1.8 CONVERSATIONAL PROBLEM OF SECOND/FOREIGN LANGUAGE USERS

The maxims and rules for conversation differ from culture to culture and hence pose problems for non-native speakers. There may be different conventions operating in the mother tongue and target language. We have already hinted at some of the problems while describing the maxims and rules above. Let us consider some more problems and how we can overcome them.

Can you recall what we said above about non-native use of maxim of quantity. Non-native speakers may provide less information than is expected of them. Another crucial problem could be to interpret the intended speech act appropriately. Consider what is wrong with the following interaction:

- A: Hello!
- B: ABC Distributors. Good Morning.
- A: Can I speak to Mr. Malhotra?
- B: Yes, you can.

Evidently B has misunderstood A's question as a question rather than a request to bring the person on the line. What do you think would be the right response?

Check Your Progress 12

Supply an appropriate response for the following:

A: Would you mind closing the door please?

B:

Adjacency pairs is another crucial area which poses problem. Questions, particularly yes/no type questions are not always *Requests for information* but may be *requests for action*. The problem arises because you are taught to reply to yes/no questions with yes or no plus repetition of the verb or auxiliary used in the question, e.g.

Customer: Do you have oranges?

Shopkeeper: Yes, I do.

The response may be grammatically correct but does it sound natural to you? Practicing only yes/no plus repetition of the verb/auxiliary often leads to such short stilted replies which while grammatically correct may be conversationally inappropriate. What you need is a large stock of adjacency pairs and practice in using them in a wide range of situations.

Think for a moment how the inquiry in your mother tongue would have been responded to by the fruit seller. What you require is to practice other adjacency pairs, such as Request-Grant/Challenge, etc:-

Customer: Do you have oranges?

Fruit-seller: Here they're. How many do you want? All fresh and Cheap too. The likes of these you'll get nowhere in the market.

Native speakers often consider non-native speakers overly passive in conversation. There are two reasons. One that nonnative speakers tend to provide only second pair parts leaving all first pair parts to their interlocutor, answering questions with 'yes' and 'no' e.g.

A: What is your name?

B: Mohan. Mohan Srivastava. (Silence follows)

A: Are you working with ABC company?

B: Yes

(Again long stretch of silence)

This leads to non-native speakers initiating all questions which rarely happens in natural social conversation. Instead of simply answering a question, you must learn to answer a question, give some extra information and ask another question as in the customer-fruit-seller's conversation given above.

Openings and closings are also problematic for foreign language learners. The learner may not know what to say and hence may just transliterate from his/her own mother tongue as in the following example:

(Context: A customer comes into the store and seems to be looking for something. The shop assistant comes to him to help him)

Shop Assistant: What do you want, Sir?

The customer does not seem to feel pleased and leaves the store.

What do you think has offended the customer? What should have the shop assistant said to help the customer?

Another important and very difficult area for the second/foreign language learner is topic development. Here you must practice nominating or introducing topics about

which you are prepared to speak. You ought to practice predicting questions: elaborating topics, seeking clarifications, shifting topic, undertaking repairs through words and gestures, and several other conversational skills. We will come back to these skills in subsequent pages.

1.9 DIFFERENCE BETWEEN CONVERSATION AND OTHER SPEECH EVENTS

Hymes uses the term *speech event* for activities that are directly governed by norms for the use of speech. As speech events, conversations can be contrasted with other types of speech events such as lectures, discussions, meetings, interviews, debates, etc. We recognize each of these speech events as distinct by virtue of differences in the number of participants who take part in them, as well as through differences in the type and amount of talking expected of the participant, the setting, quorum, if any, required, etc. Speech events, like conversations, as shown above, also have identifiable rules for proper beginnings, middles and endings. Violations if noticed, are frowned upon.

Openings and closings, as already said above, are speech event-specific. For many speech events, there is an initial summons, e.g. a memo/notice calling for a meeting and participants assemble over time before the occasion actually begins. There may be a specified setting (e.g. hall, classroom) and the persons who assemble are oriented to as specified category members (e.g. members of the club, union, students faculty at a college lecture). Some events, such as a formal meeting (e.g. the Annual General Body Meeting of the Company) require a specified number of participants before the events may properly be seen as beginning, such as a quorum at a meeting.

Some speech events may not begin as soon as the required persons are present. These may require formal markers before the event properly begins. When the audience assemble for a lecture, there may be background noise and conversation may be in progress at different corners in the room, but the lecture itself has not properly begun until an authorized person uses some sort of attention-getter, saying 'Right, or O.K. It is time to begin,' etc.

We will be talking about interviews and meetings in subsequent units when we will illustrate in detail how these two specific speech events differ from conversation. Here we propose to consider another feature in which lecture differs from conversation.

While talking about the differences between spoken and written modes we said that one of the differences between these two modes of communication is that writing is an activity that is non-reciprocal in nature. Can you recall what we meant by this term non-reciprocal? Lecture, whether written or spoken from notes, tends to be non-reciprocal in this sense. In other words, there are no adjacency pairs, no turn taking, no immediate verbal feed-back as we have in conversation (though in the classroom lecture, the teacher might get feedback from expressions on students faces, raising of hands, uneasy movements, etc.) so s/he has of necessity to propel the communication on her/his own. This, however, does not mean that lecture (or written discourse) is not an interactive process of negotiation. It is interactive but this interaction is conducted by the speaker himself/herself by enacting the roles of speaker as well as of audience. Since there is no immediate reaction s/he has to anticipate what it is likely to happen and provide for any possible misunderstanding and unclarity arising from the lack of shared knowledge.

In the words of Widdowson, the act of lecturing is the enactment of an exchange, with the speaker taking on the roles of both interlocutors. But whereas in spoken discourse (conversation) this process of negotiation is typically overt and reciprocal, in lectures and written communication it is covert and non-reciprocal. Because of the

Skills Needed at the Workplace-I

absence of immediate verbal reaction from her/his audience the speaker has a basic conveyancing problem: S/he has a certain message to impart and s/he has to prepare the ground and set up conditions favourable to the reception of such information. S/he does this by continually shifting her/his function from speaker to hearer, enacting the interaction by playing the role of each interlocutor as in the following example:-

Yesterday I spoke to you about Canada. Today I shall talk about Australia which happens to be the next topic. Australia is a land of contrasts. It is geologically one of the oldest of land masses, yet it ranks as one of the youngest of nations. It is half a world away from Europe, but its people are largely of European descent and they follow a Western lifestyle.

If we look at the above text we find that the speaker makes an assertion in the first sentence and the subsequent sentences are then said to support what s/he says in the first sentence as if to answer the question of the listener, How can you say that? Can you give proof? We can write this text as follows:

Speaker: Australia is a land of contrasts.
Listener(s): How can you say that? Can you give some proof?
Speaker: It is geologically one of the oldest of land masses, yet it ranks as one of the youngest of nations.
Listener(s) Can you give more examples?
Speaker: Yes. It is half a world away from Europe, but its people are largely of European descent and they follow a Western lifestyle.

A lecture, like written discourse, thus involves non-reciprocal interaction and the result of this is a text. The audience must interpret this text to reconstitute the interaction as it does not reveal the second person's (or the audience's) reactions which the speaker (and the writer) anticipates by enacting the other participant's role. It is in this sense that lecturing is covert and non-reciprocal and differs from conversation which is overt and reciprocal.

1.10 SUMMARY

In this unit we have tried to understand what communication is and defined it as the process of meaningful interaction between two or more persons with a view to arriving at a common meaning and understanding. Communication can be achieved through use of language, written or spoken, and gestures. There are different types of communication and these are used on different occasions. Each of these mode of communication has its own advantages and disadvantages. Communication may involve repeated interactions or negotiations of meaning and the addresser and the addressee play active roles in this process. Effective communication in business is as important as the blood circulating in the human body and hence managers do their best to overcome all barriers to communication.

Further, we also described different types of face-to-face interactions, especially conversation, its main features and how to develop it to make it meaningful. We have also described briefly some other types of face-to-face interactions and how they differ from each other and from conversation.

1.11 SUGGESTED READINGS

Bauman, R. and J.Sherzer (eds.) 1974. *Explorations in the Ethnography of Speaking*. Cambridge: Cambridge University Press.

Brown, Gillian & George Yule. 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.

Goffman, E. 1976. 'Replies and Responses' *Language in Society* 5/3:257-313.

Goody, E.M. 1978. *Questions and Politeness: Strategies in Social Interaction*. Cambridge: Cambridge University Press.

Psathas, G(ed.) 1979. *Everday Language. Studies in Ethnomethodolgy*. New York: Irvington.

Schegloff, E.A. 1972a. 'Notes on Conversational Practice: Formulating Place' in D. Sudnow (ed.) *Studies in Social Interaction*. New York: Free Press.

Schegloff, E.A. 1972b. 'Sequencing in conversational Openings' in J.J. Gumperz

D. Hymes (eds.) *Directions in Sociolinguistics: The Ethnography of Communication*. New York: Holt, Rinehart & Winston.

Schegloff, E.A. 1979. 'Identification and Recognition in Telephone Conversation Openings' in G.Psathas 1979.

Widdowson, H.G. 1984. *Explorations in Applied Linguistics 2*. Oxford: Oxford University Press.

1.12 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

1. Two Persons
2. Yes.
3. Limited communication is possible through gestures
4. No We'll not term it as social communication.
5. Same as 4.

Check Your Progress 2

On the left is the addresser. S/he can choose to write his/her message or equally well speak it. So we can use the more general word **encoder** for him/her. The **encoder** has a message. It may be news, an idea, a feeling. S/he wants to convey this message to somebody. To make this possible s/he must first put it into words, i.e. s/he must **encode** it. Once it is encoded, it is available outside his/her mind as a text (written or spoken). The text is accessible to the mind of another person who hears or reads it, that is, who **decodes** the message the text contains. Once it is decoded, the message enters the mind of the **decoder** and communication takes place.

Check Your Progress 3

Open ended

Some points given in Macro Function of Communication.

Check Your Progress 4

Open ended

Check Your Progress 5

Barriers in communication can be removed by the following:

1. The interlocutors should share the same code (language)
2. If the interlocutors speak the same language but different dialects, the dialects should be comprehensible to all.
3. Often affective factors can cause misunderstanding. It is, therefore, important to dialogue without rivalry or tension and with a sincere motive to listen to one another.
4. Shared knowledge is another important factor for intelligent conversation.

**Skills Needed at the
Workplace-I**

Check Your Progress 6

In fact, all normal conversation requires gestures to be effective. "Yes" and "No" are very common messages through gestures.

(You could suggest other messages from your own experience).

Check Your Progress 7

1. (a) Telephone conversation
(b) written (e-mail attachment, fax)
(c) written
(d) e-mail, written (memo)
(e) Telephone Conversation
2. Open-ended depending on your situation. Preferably a memo should be sent.

Check Your Progress 8

It can be anything where B would like to oblige A, e.g. guest/host, boss/secretary, wife/husband, etc.

Check Your Progress 9

- Coming mom.
- Bye. (So long).
- Yes. Brought three boxes only this morning. Here you are. See how fresh they're.

Check Your Progress 10

- Thank you.
- It's quite nice, isn't it?
- Well. I think it makes me look old.
- Vanita found it for me.
- Thanks. I like yours too.

Check Your Progress 11

Open ended

Check Your Progress 12

- Not at all. (Closing the door)

UNIT 2 TELEPHONE TECHNIQUES

Structure

- 2.0 Objectives
- 2.1 Warm Up
- 2.2 Speaking and Listening: Commonly Used Phrases in Telephone Conversations
- 2.3 Reading: Conference Calls
- 2.4 Vocabulary
- 2.5 Writing and Listening: Leaving a Message
- 2.6 Grammar and Usage: The Perfect Tenses
- 2.7 Pronunciation: Contracted Forms
- 2.8 Summary
- 2.9 Suggested Readings
- 2.10 Answers to Check Your Progress

2.0 OBJECTIVES

In this unit

- We will show you the difference between face-to-face and telephone conversation; and telephone conversations and conference calls
- We will introduce you to certain commonly used words and phrases while telephoning as well as certain conventional expressions which you may learn
- Since we often need to ask questions in a telephone conversation, we will revise wh-questions with you.
- In the Pronunciation section, we deal with contracted forms.

2.1 WARM UP

Look at the pictures below:



Can you identify what is happening in each of them? Discuss with a partner the differences between face-to face communication and telephone conversation. Re-arrange the following features in the respective tables.

Check Your Progress 1

Face to face	On the Telephone
<p>We make eye contact</p> <p>We speak slowly We can't see our partner We use our hands to show directions We speak casually We say "May I take a message" We say "Hello!"</p>	<p>We shake hands</p> <p>We smile We guess the other person's reactions We can see our counterpart's reactions We speak carefully We speak a little loudly since the other person may not hear us We try to be brief</p>

Effective telephone conversation comes only with practice but it is possible to acquire the skills needed to make successful telephone calls in all situations.

The language used on the telephone is specialized but it is easy to acquire the most common expressions used in various situations. Once you have mastered the expressions used while making/receiving a phone call, planning your phone calls in advance and preparing notes for them can control the rest of the conversation, so that you don't fumble on the phone.

2.2 SPEAKING & LISTENING: COMMONLY USED PHRASES IN TELEPHONE CONVERSATIONS

There are a number of phrases and idioms that are commonly used when telephoning. Let's take a look at a dialogue:

- Operator: Hello, Bulchand & Brothers, **can I help you?**
- Amit: This is Amit Kumar. **Can you get me** extension 4200 **please?**
- Operator: **Certainly**, hold on a minute, **I'll put you through...**
- Kamla: Hari Singh's office, Kamla Jagannathan speaking.
- Amit: This is Amit Kumar calling, **is Hari in?**
- Kamla: **I'm afraid he's out at the moment. Can I take a message?**
- Amit: Yes, **Could you ask him to call me** at 914-5136031? I need to talk to him about the Digjam contract; it's urgent.
- Kamla: **Could you repeat** the number please?
- Amit: Yes, that's 914-5136031, and this is Amit Kumar.
- Kamla: Thank you Mr. Kumar, **I'll make sure Mr. Singh gets this message.**
- Amit: Thanks, bye.
- Kamla: Bye.

Study the expressions in bold above, and those in the speech balloons below.

This is Amit...
Amit speaking...

May I know who is speaking/calling?
Excuse me, who am I

Can/could I speak to...?
I'd like to speak to...

Hold on a moment please...
Putting you through...

Please connect me to...

Could you tell me when he is expected/will be back?

I'm sorry he is not available...

Not until this evening, I'm afraid. How can I help you?

Can you please ask him to give me a ring/call me back?

Is there anything I can do?

Thank you very much/thanks for the help

Sure, I'll give him the message as soon as he gets in...

Check Your Progress 2

Now work with a friend or partner sitting back to back and participate in the following phone conversations. Use the expressions that you have studied above:

1.

- A: Hello...(introduce yourself and give the name of the bank/firm you work for)
B: This is...(introduce yourself and ask to speak to the manager)
A: I'm sorry...(say that your manager is not available right now—offer to take a message)
A: Yes please ...(accept the offer; ask the manager to give you a ring)
B: Certainly...could you give me...? (Agree and ask for the phone number)
A: (give your phone number and the time when you would be available)
B: (repeat no; assure him/her that you would pass on the message)
A: Thank you, bye, etc
B: Goodbye.

2.

- A: Good morning, Airport Enquiry,
B: Good morning, what time is the flight from (ask for the time of arrival of the Indian Airlines Flight from Bangalore)?
A: (give the scheduled arrival time and the expected time of arrival today)
B: I see. And what about (ask for the scheduled departure of the Jet Airways flight to Jaipur)
A: (Give the time and add that it is available only on two days in the week)
B: Oh... Could you tell me (find out which days it operates)?
A: Yes it operates on...(Tuesdays and Fridays)
B: Thank you.

Skills Needed at the Workplace-I

3. Fill in the blanks in the following dialogue using the words in the box below:

extension, thank you, give, speaking, hold, available, bad connection, number, call back, message

A. Hello, Ajay _____, can I help you?

B. Hello, I can't hear you at all; this seems to be a _____ .

B. Can you get me _____ 457 please? I'm calling from CMC.

A. Sure, could you please _____ the line?

A. I'm sorry Mr. Biswas is not _____ right now; can I take a _____?

B. Yes please, can you ask him to _____ me _____? My telephone _____ is 011-3547663. Tell him it's regarding my meeting with him. I won't be able to make it tomorrow.

A. OK, and your name is...?

B. Mohan Gadgil—M----- G -----

A. All right, I shall _____ this message to Mr. Biswas.

B. _____, Goodbye.

A. Goodbye.

Now role-play the above dialogue sitting back to back with your partner.

4. When Mr. Biswas returns Ajay gives him Mohan's message. Now try to simulate Mr. Biswas's and Mohan's conversation and **write** out a dialogue. You might find the following expressions useful.

- ...You wanted me to...
- Thanks for returning my call
- There is a problem with the ...
- Let's do this:
- Ok that's settled then
- See you later ...

Using Polite and Friendly Expressions

This task is to make you aware of the importance of using Polite and Friendly expressions while speaking on the telephone. Apart from the expressions that we use, the tone of voice also plays an important role in creating an impression over the telephone. Keep this in mind while practising the role-play activities in the sections that follow.

Speak out the following expressions with your partner and you alternating between the two columns below. Use a brusque or rude voice for the expressions in Column I and a polite tone for those in Column II. Consider what effect the pairs of expressions would have on the person at the other end of the telephone line:

Column I	Column II
Hello, who is this?	Ronald here, may I know who is speaking?
Hold on...	Could you please hold the line while I look for him?
Spell your name, will you.	Could you spell your name, please?
He is not here right now. Call later.	I'm afraid Dr Das is not available right now—would you like to leave a message?
Mr. Gray is not here.	I think Mr. Gray is not here at the moment. Is there anything I can do for you?
Put me through to the Manager.	Can I speak to the manager, please?
Tell him that tomorrow's meeting is cancelled.	Could you take a message for him? Please inform him that tomorrow's meeting is cancelled.

Check Your Progress 3

You'll hear a woman ordering food from a restaurant through the telephone. Listen carefully to the cassette and state whether the following statements are true or false.

1. The name of the restaurant is The Continental Inn.
2. The woman orders only Chopsuey.
3. The restaurant offers free drinks with her meal.
4. The woman orders only one serving of Manchurian.
5. The woman wants to make sure that Ajinomoto is not used in any dish.
6. The woman chooses Kulfi for her dessert.
7. The restaurant offers dessert free of charge with a Chinese meal.
8. The restaurant would take half-an-hour to deliver the meal.

There are a number of situations in which we use the telephone. In the tasks that follow we shall practise a few of them. If possible, role-play the conversations using polite and friendly greetings. Speak clearly and slowly. Repeat numbers and figures wherever necessary.

These role-plays should help you to practise a variety of expressions used on the telephone as also giving you an opportunity to employ a friendly and polite tone.

A: You need to receive your friend at the New Delhi Railway Station. He is arriving on the Rajdhani Express from Mumbai tonight.

Call the railway enquiry to find out the following:

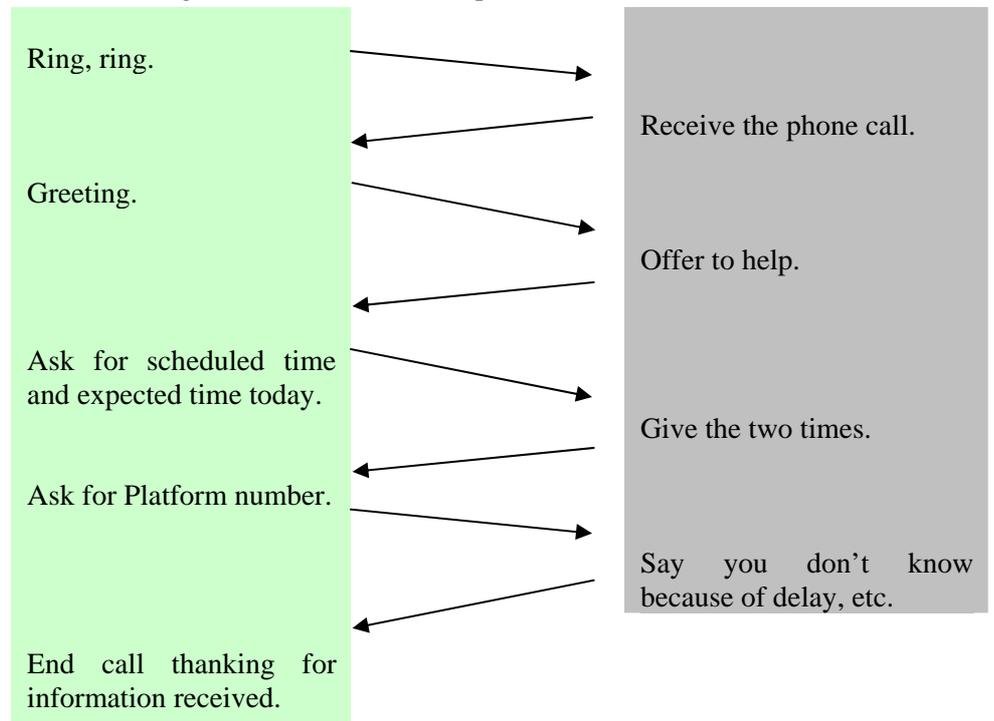
- What time the train arrives normally
- What time it is expected to arrive today
- The platform on which the train is expected to arrive.

B: You work at the railway enquiries desk at New Delhi Railway Station. Receive A's call and answer the questions using the following information:

Skills Needed at the Workplace-I

- The Rajdhani Express is scheduled to arrive at 9.30 PM but it is running late and is expected to arrive by 11.30 PM tonight.
- The train usually arrives on Platform No. 11 but you can't really say where it might arrive today due to the delay.

Use the following flow chart to make the phone call:



A: You need to make three telephone calls inviting B, C and D for your daughter's birthday party. Call each one inviting their families to attend the party. Give each of them the following details. Some of the dialogues are given below to help you.

- Your daughter's name,
- Date and time of the celebration
- Place where you are holding the party (your home or a hotel for instance).

B:

- Politely accept the invitation.
- Say that you are looking forward to the party.
- Get all the details, confirm the date and time and (Try to find out the age of the girl indirectly.)

C:

- Receive the invitation.
- Politely express your inability to attend the party giving a suitable reason (like you might be out of town on the said date).
- Wish your friend a great party and convey your regrets.

D:

- Politely accept the invitation.
- Add that you would be reaching late because of a prior commitment.
- Make sure that it is okay to go late.



On the 23rd at 5' O'clock at home/at Nirula's. Dinner will be served around 8.

Sure. We'll be there. So that's Wednesday evening. By the way, how old will Smita be this year?

Oh she'll turn 5. See you then. Don't forget the date—it's the 23rd.

Oh! I'm afraid we'll be out of town that day/ we have an official gathering that day. I'm sorry we'll miss it. Give our best wishes to Smita.

Oh what a pity! We'll miss you.

5' O'clock may be difficult. I am working late that day. Is it OK if we land up late? Say... 6.30?

That's fine. No problem at all.

Thanks for the invitation. Looking forward to the 23rd.

Check Your Progress 4

1. You need to buy six new computers for your office. Call Susheel Computer Manufacturers and ask for the following information:
 - Current special offers on computers
 - Computer specifications (RAM, Hard Disc, CPU)
 - Guarantee
 - Discount prospects for an order of six computers
2. You work in the Sales division of Susheel Computer Manufacturers. Answer A's questions using the following information:
 - Two special offers: Multi Media D686 with Pentium 4 CPU, 256 RAM, 40 GB Hard Drive, Monitor included for Rs 80,000 *and*
 - Multimedia D130, Intel Pentium CPU, 64 RAM, 10 GB Hard Drive, Monitor not included for Rs 38,000
 - Six months guarantee on all computers
 - Discount of 5% on orders for more than 5 computers

For the above task, try to use the expressions you have learnt so far to compose a dialogue in writing. You should later practice the dialogue with a partner. Make sure that the points in the rubric are all covered and that you are clear and polite. Use the following hints:

The caller who is making the purchase enquiry would have to ask for the marketing/sales department

Introduce themselves: name and the firm he/she is working for

State the subject—we would like to buy....

Ask for information on points in the rubric—could you tell me whether/what-----

Is there any discount/ can you give us a discount if-----

Feel free to use informal expressions like “what about discount?” or “tell me one thing...” “I hope there is a guarantee...” etc.

B should be able to convince the caller about the deal that is being offered; here again, you could be informal and innovative: “this is best offer in the market today,” “we’ll give you a discount on a large order”/ “satisfaction guaranteed,” etc.

2.3 READING : CONFERENCE CALLS

A conference call is a telephone call by which a caller can speak to several people at the same time. These calls have become more and more relevant in present day workplaces where a lot of work is conducted long distance. A conference call is like holding a meeting on the telephone and the ground rules are the same as that for a meeting. In addition to the etiquette followed at a meeting we need to take care of some technical aspects as well. Here are some points about the rules to be observed while participating in a conference call. **Read carefully and answer the questions that follow.**

Learn How to Make a Conference Call

In today's business world, keeping in touch with remote locations is critical. In fact, not only are intracompany calls becoming ever more popular, but intercompany conference calls are becoming a viable meeting venue. Team or trade decisions can now be made by phone, and critical information can be disseminated quickly, cheaply, and securely.

Do your best to minimize background noise and interruptions. Turn off the ringer or any other phone line in your vicinity. Do not breathe into the mouthpiece of your phone, as it is disruptive. If you will be taking notes via a computer keyboard that could be heard by others, be sure you have a mute button on your phone and use it. If you have call waiting, disconnect it before calling. Use a land telephone line (corded phone) to call in. Be sure to TEST the working condition of your equipment beforehand.

Important:

- Avoid computer-or Internet based dial-up methods
- Avoid speakerphones. Use the hand-held receiver for speaking.
- Avoid cell phones. Do not call from a moving vehicle, whether or not you are the one driving. If you must use a cell phone, use it from a parked location with a strong signal and automatically mute yourself.
- If you use a cordless phone, stay close to the base to avoid static.

Call the given conference call line number at the exact time you are scheduled--if you call in too early, you may interrupt another group's conference call.

Introduce yourself when you begin speaking. Others may not know your voice! When you call, you may hear others on the line. Wait to be greeted before introducing yourself. If you are late to a call, dial in and be silent until you are clear about what is going on in the call or for someone to greet you. If you leave the call early, do not announce you are leaving. Just hang up.

Try to stay on schedule. Stick to the topics laid out in your agenda, and be respectful of others' time! End the call clearly.

Find out if there are special rules for your organization's conference call.

Check Your Progress 5

Tick the right option

1. It is best to use this for a conference call
 - A. Cordless phone
 - B. Cell phone
 - C. Land telephone

2. The following can cause disruption while making a conference call
 - A. Land telephone
 - B. Muting the telephone
 - C. Another phone nearby
3. We need to introduce ourselves in a conference call because
 - A. We are talking to strangers
 - B. Others may not recognise our voice.
 - C. It is just a formality
4. If you are late to a conference call
 - A. Be silent till you are greeted or until you are clear about what is going on
 - B. Apologise to the others
 - C. Hang up and leave
5. We respect others' time by
 - A. Keeping to the agenda
 - B. Being polite
 - C. Ending the call early
6. If you have to leave the call early,
 - A. Take permission
 - B. Say goodbye
 - C. Leave silently

2.4 VOCABULARY

Check Your Progress 6

after	back	calling	hold the line	in
moment	reach	ring up	see	checked
confirm	dialled	directory	extension	mobile
phone	stand	bothered		

1. Choose the missing words from the box.
 1. Hello, who's that _____?
 2. Just a _____, please.
 3. I'll _____ if she's here.
 4. I'll get the information you want; _____, please.
 5. You asked me to _____ when I was in town again.
 6. Sorry, he's not _____ at the moment.
 7. You can _____ him any evening _____ six o' clock.
 8. Well, I can ring _____ later if it's convenient.
 9. Isn't that 1421? That's what I _____, I think.
 10. No, this is the wrong _____ I'll put you on to the switchboard.
 11. Sorry to have _____ you.
 12. He's not in the office at the moment. But I can try to find him on the _____.
 13. I haven't got the new number. Shall I call _____ inquiry?
 14. This is how things _____ at our end. I'm afraid there's nothing we can do about it.
 15. I've _____ up on the prices you asked about.
 16. Now I can _____ the arrangements we made.

2. Use the following phrasal verbs to fill in the blanks below:

Call back, get through, hang up, cut off, hold on, looked up, putting through, picking up

Skills Needed at the Workplace-I

1. Sheila couldn't _____ to Ramesh on the intercom; she dialed 01 to get a call back from his phone once it was free.
2. The secretary kept calling the Chamber of Commerce; no one was _____.
3. The operator asked Sudhakar to _____ as the MD's line was busy.
4. Anita could not find the restaurant's number in her telephone diary; she _____ the city telephone directory.
5. The sales people at the local supermarket are very rude. They _____ on you even before you finish enquiring.
6. Krishna could not complete his conversation with his mother since the line was suddenly _____.
7. Pratap's girl friend was not available. He left a message with her mother asking her to _____ him _____.
8. Can you get me the manager please?" "Yes sir, _____ you _____."

2.5 WRITING AND LISTENING: LEAVING A MESSAGE

Check Your Progress 7

When someone you have called is away, you may decide to leave a message for him/her.

Look at the following message:

1.

Mr. Bhalla or Bali had called about some party—wants you to call him back.”

Now listen to the recording and decide what is missing in the message. Write the message.

2. In the recording you will listen to Neelam Sinha calling the office of Spectrum Magazines to enquire about the status of her subscription for two of their magazines. Listen and fill in the message form given below:

	Message form
Message for:	
Name of the Caller:	
Time of Call:	
Subscription Number:	
Phone number:	
Nature of Query:	
Message:	

Sometimes we may have to leave a message for someone on an answering machine. Here we need to record our own message. Consider how this message would be different from the messages we covered in the previous sections. The difference between the two kinds of messages would be that while one is written giving the factual details only, the message for the answering machine is like recording a one-sided conversation, and requires continuous speech.

When we are confronted with an answering machine instead of a person at the other end, we have to record our message and since the other person cannot get feedback from us, it is doubly important that the message be clear and accurate. So perhaps it might be safer to hang up, prepare the message and then ring again, once we are well rehearsed with the message.

Consider the points that you would need to cover in the message. Look at the following:

Introduction: "Hello, this is Anita", or more formally, "My name is Anita Thakur".

State the time and the reason for your call, "It's ten in the morning, and I'm calling to find out if ...", "I'm phoning to see whether..." "I'm ringing to tell you that..." etc.

Make a request: "Can you call me back?" "Would you be able to...?"

Leave your telephone number: "My number is..." " You can reach me at..." "You can call me at..."

Conclude: "Thanks a lot, bye". "Talk to you later, bye".

Attempt the task below:

3. You want to find out if your friend Raghunath, is interested in going to the gym this evening at 6.00 pm.

Leave a message on his answering machine, asking him to call you back before 3pm on telephone number 584-6454. Mention the time at which you are calling.

Telephone: (*ring, ring, ring*) "Hello, this is Raghunath, I'm afraid I'm not in at the moment...Please leave a message after the beep...(*beep*)

You: ...

You could begin like this:

Hello, Raghunath, (your name) here. I wanted to find out if...

2.6 GRAMMAR AND USAGE

Asking Wh-Questions:

Examples:

You want to know where the nearest payphone is.

Where's the nearest payphone?

Find out how she spells her name.

How do you spell your name?

Check Your Progress 8

Now make questions in a similar ways.

1. Find out when Mr. Ragavan will be back.
2. You'd like to know why the sales office hasn't called.
3. Find out when he normally arrives at the office.
4. You want to know why the consignment has been delayed.

Skills Needed at the Workplace-I

5. Find out what you dial for directory inquiry.
6. You're interested in knowing where he's phoning from.
7. You need to know where you could reach him.
8. Find out what the number of the Managing Director is.

Perfect Tenses:

The **Present Perfect Tense** is used to indicate

1. Something that has happened in the past but has an impact on the present.
e.g. Anil has gone to the market. (He went to the market and so he is not available right now.)
2. Something that has begun in the past and continues to the present moment.
e.g. "I have tried your number many times since morning. ("I have been trying your number and am doing so even now").
3. A past event that has news value.
e.g. Mohan has received a call from Amitabh Bacchan on KBC.
4. Something that has happened in the past but the time is not specified.
e.g. I have seen him before. (I have definitely seen him before the present moment but I am not sure when that was.)

The **Past Perfect Tense** is used to indicate something that has happened before a specific time in the past. It is used to refer to the earlier of the two events both of which have taken place in the past.

e.g. The phone had stopped ringing when Amit entered the room. (The phone was ringing until Amit entered the room but stopped just short of his entry. Notice that the perfect tense relates the two events.)

Check Your Progress 9

Fill in the correct form of the verbs given in brackets at the end of each of the sentences below.

1. The boss _____ just now. There's an urgent message for you. (has arrived, had arrived)
2. "Hello, hello, could you tell me when...oh no, they _____ (have hung up, had hung up)
3. "Hi, Meeta here. When I tried your phone this morning, no one _____ (has picked up, had picked up)
4. "I left a message with Amit as you suggested. He _____ yet. (has not called back, had not called back)
5. "Hello, is Rajesh in? This is Subhash speaking." "No I'm afraid he is not in, he _____ can a message for you"(has left, had left)
6. Rani couldn't complete the conversation with her mother. The operator _____ before she finished. (has disconnected, had disconnected)
7. By the time Suresh came, we _____ our lunch. (have had, had had)
8. I _____ Gopi a couple of minutes ago. (have seen, had seen)
9. The World book Fair began on 28th January. Today is the 30th and we still _____ to see it. (haven't gone, hadn't gone)
10. The President _____ the crowds before he entered the stadium. (has greeted, had greeted).

2.7 PRONUNCIATION: CONTRACTED FORMS

Study the following sentences. They are examples of spoken English. In each case there is a contraction of the auxiliary or the be-verb as the case may be

I'll put you through (I + will)

I'm afraid he's out at the moment (I + am)

These are called contractions, and are an essential part of spoken English. The negation 'not' and the pronoun 'us' are also contracted sometimes in spoken English. Now read out the above sentences aloud making sure that you are pronouncing the contractions correctly, that is, as they are written and not in their expanded form. Here are some more sentences spoken in this unit. Can you say what the following contractions stand for? Say the sentences aloud using the contracted forms. Now listen to the tape.

1. I can't hear you at all.
2. I won't be able to make it tomorrow.
3. I'd like to invite you...
4. That's fine (with me).
5. Why don't we meet?
6. We're four adults.
7. Sheila couldn't get through to Ramesh.
8. I haven't been receiving any issues of the magazine.

2.8 SUMMARY

In this unit, we introduced you to the sort of English that will help you make a phone call or answer a phone call in general and for business purposes.

We, perhaps, take this skill for granted. However, after going through the unit, you would have realized that to make an effective phone call you require a different style and a special language. We have tried to introduce you to this language.

Conference calls, leaving messages on the answering machine are some of the new developments in "Telephoning". We have touched on these aspects as well.

In Grammar, we have revised wh-questions and Present and Past Perfect tense.

In the pronunciation section we deal with contracted forms. Practice them on the tape by repeating after us.

2.9 SUGGESTED READINGS

Jean Naterop and Rod Rexell, 1987, *Telephoning in English*. Cambridge: Cambridge University Press.

Leo Jones and Richard Alexander, 1996. *New International Business English* Cambridge: Cambridge University Press.

2.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

Warm Up

- It is difficult to communicate on the telephone, as we cannot see the other person or his/her reactions while speaking. Further, we might have to deal with bad lines.
- We need to be careful about what we say and how we say it.
- Personal interaction involves the use of body language, which is absent on the telephone.
- As we cannot use gestures etc, it is essential to speak loudly and clearly on the telephone.
- Smiling would be classified under face-to-face communication. However, it is helpful to smile while on the telephone as well, because it makes one *sound* friendly, although the other person cannot see your smile.

Check Your Progress 2

1. Here are samples of the two conversations. Remember that there can be several variations.
A: Good morning, Amit Kumar, Bank of India.
B: Good morning. This is Anita Sinha. Can I speak to the manager please?
A: I'm sorry he is not available right now. Can I take a message?
B: Yes, please. Could you ask him to give me a ring?
A: Certainly. Could you give me your number?
B: My number is 264-5677 and I am available after 5.30.
A: All right, that's Anita Sinha, 2-6-4-5-6-7-7 and any time after 5.30 PM. I shall give him the message as soon he gets in, ma'am.
B: Thank you, bye.
A: Goodbye.
2. A: Good morning, Airport Enquiry...
B: Good morning. Could you tell me what time the Indian Airlines flight from Bangalore is arriving?
A: It is scheduled to arrive at 11.00 AM sir, but it is running late today. It is expected to arrive at 11.30.
B: I see. And what time does the flight to Jaipur take off?
A: The flight to Jaipur leaves at 1.15 Sir, but it is available only on two days in the week.
B: Oh... could you tell me which days it operates?
A: Yes sir, Wednesdays and Fridays.
B: O.K. Thank you.
3. Here is the dialogue with the blanks filled.
A: Hello, Ajay speaking, can I help you?
B: Hello, I can't hear you at all; this seems to be a bad connection.
A: Can you get me Extension 457 please? I'm calling from CMC.
B: Sure, could you please hold the line?
A: I'm sorry Mr. Biswas is not available right now; can I take a message?

B: Yes please, can you ask him to call me back? My telephone number is 011-3547663. Tell him it's regarding my meeting with him. I won't be able to make it tomorrow.

A: OK, and your name is...?

B: It's Mohan Gadgil—M-O-H-A-N G-A-D-G-I-L.

A: All right, I shall give this message to Mr. Biswas.

B: Thank you, Goodbye.

A: Goodbye.

4. Here is a model dialogue. Of course, other versions are possible.

Mr. B. Hello, Amit Biswas here. You wanted me to call you...

Mohan: Thank you for calling me back, Mr. Biswas. There is a problem with the workers here and I am not able to attend tomorrow's meeting. How about next week?

Mr. B. Oh, I see. That's unfortunate. Let's do this: Why don't we meet before the AGM (Annual General Meeting) next Wednesday? Are you going to attend?

Mohan: Yes Mr. Biswas, I'll be there.

Mr. B: OK, that's settled then. See you later.

Mohan: Yes, Good-bye.

Mr. B: Good-bye.

Tape script of Check Your Progress 3

Waiter: The Copper Chimney. How can I help you?

Woman: Uh . . . I'd like to place an order for a home delivery.

Waiter: Okay. What would you like?

Woman: Umm. I'll take Chinese.

Waiter: Would you like Chowmein or Rice or both?

Woman: I'd like Chowmein.

Waiter: How many meals would you like to order?

Woman: We're four adults.

Waiter: So that's four orders of Chowmein. And what would you like with your noodles? Would you like Mixed Vegetable, Manchurian or Chilli Paneer?

Woman: I'd like Manchurian but give us Chilli Paneer to serve one person.

Waiter: Right. That's three orders of Manchurian and one Paneer. OK madam and would you like something to drink?

Woman: Yes. Could I have Coke?

Waiter: I'm sorry. We only have Pepsi or Sprite.

Woman: Well, in that case, uh, I'll have Sprite.

Waiter: Okay. Shall I give you a 2-litre bottle of Sprite?

Woman: Yes please. Would you be able to tell me what would be the ingredients in the Manchurian?

Waiter: It is 100% vegetarian. We use white flour, soy sauce, vegetables and spices.

Woman: That's all right. I hope you don't use Ajinomoto in any of the dishes.

Waiter: Don't worry, madam. We no longer use it in our cooking since it has been banned. What kind of dessert would you like with your meal? It comes free with Chowmein.

Woman: What desserts do you have?

Waiter: We have Chocolate Ice cream, Date Pancake and Kulfi.

Skills Needed at the Workplace-I

Woman: Oh! We'll have Date Pancake, please.

Waiter: Would you like anything else?

Woman: No, thank you.

Waiter: All right madam, that's Rs 240. Can you give me your address?

Woman: Yes. It's 20/340, Sunder Nagar. Our house is right next to the Mother Dairy booth.

Waiter: Very good madam. Our man will be there in thirty minutes.

Woman: Thank You.

Check Your Progress 3

5, 7 & 8 are TRUE

1, 2, 3, 4 & 6 are FALSE

Check Your Progress 4

Open ended

Check Your Progress 5

1.C 2.C 3.B 4.A 5.A 6.C

Check Your Progress 6

1.

1. calling
2. moment
3. see
4. hold the line
5. ring up
6. in
7. phone, after
8. back
9. dialled
10. extension
11. bothered
12. mobile
13. directory
14. stand
15. checked
16. confirm

2. Here are the sentences with the blanks filled.

1. Sheila couldn't get through to Ramesh, on the intercom; she dialed 01 to get a call back from his phone once it was free.
2. The secretary kept calling the Chamber of Commerce; no one was picking up.
3. The operator asked Sudhakar to hold on, as the MD's line was busy.
4. Anita could not find the restaurant's number in her telephone diary; she looked up the city telephone directory.
5. The sales people at the local supermarket are very rude. They hang up on you even before you finish enquiring.
6. Krishna could not complete his conversation with his mother since the line was suddenly cut off.
7. Pratap's girl friend was not available. He left a message with her mother asking her to call him back.
8. "Can you get me the manager please?" "Yes sir, putting you through"

Tape script:

Caller: Hello, may I speak to Mr. Ghosh please?
Secretary: Oh, he is not here right now, any message?
Caller: Yes, please. My name is Bali, that's B-A-L-I, and I wanted to discuss with him the details of the farewell party for our Chairman. Can you please ask him to call me at 543-3434 before this evening?

Check Your Progress 7

1.

Message for Mr. Ghosh.	
Caller: Mr. Bali	Date:
Message: Wants to discuss details for farewell party; Mr. Ghosh to call him back at 543-3434 before this evening.	

Tape script:

Caller: Hello,
Operator: Good morning, how can I help you?
Caller: Good morning. Is this Spectrum Magazines? Er... I have a subscription enquiry...
Operator: Yes, madam putting you through...
Preetam: Hello...
Caller: Hi my name is Neelam Sinha; I have an enquiry regarding my subscription for two of your magazines... I have paid the subscription for two years but there is a problem...
Preetam: I'm afraid Ms Shalini Kumar the person concerned is not available right now? Is there anything I can do for you?
Caller: Could you take a message?
Preetam: Yes ma'am. Could you give me your name again, please?
Caller: Neelam Sinha.
Preetam: Can you give me your subscription number?
Caller: Oh yes, it is K-10770.
Preetam: Hmm... yes, you have subscribed for A&M and Design Digest... you have a valid subscription.
Caller: But I haven't been receiving any issues for the last three months...
Preetam: I see. OK, I shall pass on the message to Shalini when she gets back.
Caller: Could you ask her to call me back? My number is 5687687. Tell her it's urgent—my subscription expires in April...
Preetam: Yes Ms Sinha. I shall give her the message. Good-bye.
Caller: Thank you, Good-bye.

The completed message form is provided below.

**Skills Needed at the
Workplace-I**

Message form



Message for: Shalini

Name of the Caller: Neelam Sinha

Time of Call:

Subscription Number: K10770

Phone number: 5687687

Nature of Query: Didn't receive A&M and
Design Digest for 3 months.

Message: Call her urgently—subscription
expires in April.

Check Your Progress 8

- a. When do you think Mr. Ragavan will be back?
- b. Why hasn't the sales office called yet?
- c. When does he normally come to office?
- d. Why has the consignment been delayed?
- e. What is the number of directory enquiry?
- f. Where are you phoning from?
- g. Where can I reach you?
- h. What is the number of the Managing Director?

Check Your Progress 9

2. has arrived
3. have hung up
4. had picked up
5. has not called back
6. has left
7. had disconnected
8. had had
9. have seen
10. haven't gone
11. had greeted

UNIT 3 JOB APPLICATIONS AND INTERVIEWS

Structure

- 3.0 Objectives
- 3.1 Warm up
- 3.2 Reading
- 3.3 Vocabulary: Apply for a Job
- 3.4 Curriculum Vitae
- 3.5 Language Focus: Some Useful Words
- 3.6 Study Skills: Preparing for an Interview
- 3.7 Listening
- 3.8 Speaking
- 3.9 Writing
- 3.10 Summary
- 3.11 Suggested Readings
- 3.12 Answers to Check Your Progress

3.0 OBJECTIVES

After going through this unit you will be able to learn:

- how to write applications for jobs
- how to write an effective Curriculum Vitae
- how to prepare for job interviews
- about useful vocabulary for CVs and interviews
- about the kind of questions asked at interviews

3.1 WARM UP

1. Read the advertisement below and answer the questions as quickly as possible:

**Sales Executives (North)
For a
Leading Multinational Company**

We are looking for excellent sales people with a proven track record for selling our full range of Consumer Durable products.

The position is based in Chandigarh and the candidate will be responsible for sales in Punjab and Haryana.

Experience of selling similar products is essential.

Remuneration is comparable with the best in the industry, and will be linked to performance.

Apply to Mr. Sudir Taneja
Personnel Executive,
XYZ Co.
P.O.Box: 3675

- a. What is the job mentioned in the advertisement?
- b. What is the salary being offered?
- c. Where is the job located?
- d. What kind of company is it?
- e. What qualities is the company looking for?

3.2 READING

You are Sudhir Taneja, Personnel officer at XYZ Company. You've received a Memo from your Manager Ms. Renu Bhardwaj, giving you guidelines for screening the application letters you have received. Read Salil Mishra's Application Letter and CV and makes a preliminary assessment along the lines of the questions in your manager's memo.

Memo from Ms. Renu Bhardwaj.

XYZ Company

Internal memorandum

To: Sudhir Taneja (Personnel Officer)
From: Renu Bhardwaj (Manager,HRD)
Date: 27th March,2004
Subject: Recruitment of Sales Executive (North)

When you look at the applications for the Sales Executive (North), please make notes on the following questions:

- Where do they live? (We need a local person)
- How old are they? (We need seasoned but energetic people)
- Do they have the right kind of work experience?
- Can they move quickly?
- Why do they want to change jobs?
- Do you think they will fit our work environment?

Letter of Application

5, Mahatma Gandhi Road,
Chennai,
India

Mr. Sudhir Taneja
XYZ Co.
P.O.Box: 3675
New Delhi

Dear Mr. Taneja,

I am writing in response to your advertisement for a Sales Executive in last week's Asian Times.

I am 26 years old. I have a B.Com. degree and Diploma in Sales and Marketing Management. I live in Chennai and speak excellent English and Hindi and a little Tamil.

I have two years experience of selling consumer goods in a well-established firm in Chennai. I am very hard working and enjoy traveling and meeting people.

I am very interested in working for an MNC. I assure you that if you give me a chance, I will perform to your full satisfaction.

Please find enclosed my CV.

I will be grateful if you give me an opportunity for an interview.

Yours truly,

Salil Mishra

Your will now read a Curriculum Vitae-you have to decide how to improve it.

Curriculum Vitae

Name: Salil Mishra
Date of Birth: 09-04-1976
Marital Status: Unmarried
Father's Name: Shri Radhey Shyam Sinha
Father's Occupation: Loan Officer, Regional Office
Allahabad Bank, Gaya
Family Background: I belong to a family of educated, well placed
Kayasths.
My two uncles are officers in Nationalized banks.
My elder brother is a Lecturer in Govt. college. My
two younger brothers are studying. One is in college
and the younger one is in school.
Address for Correspondence: 5, Mahatma Gandhi Road,
Chennai,
India
Present Address c/o Shri Radhey Shyam Sinha,
Gali No. 15
Khari Baoli, Gaya, Bihar
India

Education

Degree/Diploma	Name of School/College	Subject	Division
High School	D.A.V School, Patna	All subjects	High 2 nd Div.
AISSC	-do-	Commerce	1 st Div. (among Top 10 in Class)
B.Com. Diploma in Computers	Patna Govt. College Aptel Computers Centre	Commerce MS Office incl MS Word, Excel &Power Point	2 nd Div.
Diploma in Marketing & Management	AIMIM	Management with Spl in Sales and Marketing	High 2 nd Div.

Work Experience

1. Sept. 1999-May 2000: Salesman with M/s Purohit Trading Company, which is a leading showroom in Patna for selling all Electrical goods like Fridge, Geysers, TV, etc.
2. July 2000-continuing - Sales Manager with M/s Venkatraman & Company. This is a Dealership for all leading Photocopier and Fax machines. I am doing very well and am expecting a promotion soon.

Hobbies: Cricket and Singing.

Skills Needed at the Workplace-I

Check Your Progress 1

Do you think Salil Mishra has written a good CV? Consider the following points in your answer:

- Is the presentation good?
 - How can it be improved?
 - Is all the relevant information included?
 - Is there any thing you would like to add or delete?
1. Share your assessment of Salil Mishra’s candidature with your friends at the study centre.
 2. Make notes and share with the class the three most significant improvements you will make to the CV.
 3. Make a list of the information you would like to include in a letter of application.

3.3 VOCABULARY: APPLYING FOR A JOB

Check Your Progress 2

Complete this application letter using the correct form of the following words:

Interest	outline	employ	complete	match	learn
deal	ability	appreciate	enclose	qualify	

246 Mahavir Apartments
Malviya Nagar
Bhopal 462014

8 August 2003

Mr Vishal Garg
Manager HRD
Maurya Travels
256 Nehru Nagar
New Delhi

Dear Sir

I am a post graduate in Travel and Tourism, _____ in the post of Sales Executive in your Marketing Division advertised in The Times of Delhi.

I am currently _____ as a Management trainee at Golden Tours and Travels, Bhopal where I have _____ one year. Having worked in the travel industry for a year, I believe I have _____ the basics and I now wish to go into International travel and tourism. Maurya Travels is a known name in this field and I am sure I will find the work at Maurya both challenging and satisfying. You are looking for an executive who can help promote foreign travel and that is my specific area of interest. The profile of your company _____ many possibilities for growth which I find most interesting. The job you are offering _____ my personal and professional interests.

As you will notice in my _____ C V, I have combined my specialization in Travel & Tourism with a diploma in Marketing, which gives me an advantage in _____ with customers and promoting goods and services and further _____ me for consideration. I have also had some experience dealing with international business travelers in my present job.

I am a conscientious, hard working and responsible worker. My colleagues often _____ my sense of humour and my _____ to get along with all kinds of people. I am sure my socializing skills along with my ability to communicate effectively in English and Hindi would be extremely relevant and suitable to the needs of your organization.

I look forward to meeting with you and discussing my qualifications in more detail.

Yours faithfully,

Dhara Taneja

3.4 CURRICULUM VITAE

The Curriculum Vitae or personal bio data is a statement of facts which includes a summary of your educational and academic backgrounds research experience, work experience, awards, honours, affiliations, skills, interests and other details. A good Curriculum Vitae should be:

- Clear - well-organized and logical
- Concise - relevant and necessary
- Complete - includes everything you need
- Consistent - doesn't mix styles or fonts
- Current - up-to-date

Check Your Progress 3

Can you fill up suitable subtitles in the Curriculum Vitae that follows? They are given below in jumbled order

Interests	Work experience	Personal	Education
References	Skills	Co-curricular activities	
Job objective	Extra curricular activities	Projects	

Curriculum Vitae

1 _____

Name: Dhara Taneja

Date of Birth: 8 September 1980

Nationality: Indian

Address: 45 A sector, Shakti Nagar, Bhopal, 462022

E mail: dhara.taneja@hotmail.com

Telephone: 0755 2586456

2 _____

To become a successful Senior Executive in a large Travel & Tourism Company

3 _____

2000 -2002	Post Graduation in Travel & Tourism	Excel Institute	Ist Div.
		Bhopal	
2000 – 2001	Diploma in Marketing Management	St Teresa's	IInd Div.
		Institute,Bhopal	
1997 – 2000	BBA	RBT College	Ist Div

4 _____

Skills Needed at the Workplace-I

2002 to the present -working as Management Trainee with Golden Tours & Travels, Bhopal.
-Handling prospective customers.
-Conceptualized, creating and distributing brochures.
-Supervising the maintenance of records of customer queries.
-Attending to customer queries

5 _____

Projects: 1. won special appreciation for project on **International Travel Options for Middle Income Groups**

6 _____

organizational skills
strong customer relations
interpersonal skills
computer proficiency

7 _____

Debates & public speaking
Member of Organizing Committees for several cultural Events

8 _____

Sports: swimming, badminton
Cultural : Member of Spic Macay – an organization that promotes traditional art and culture

9 _____

1. Ms Anila Lal, HOD Travel & Tourism, Excel Institute, Bhopal 462012; Tel : 0755 2457903
2. Mr R Andrews, Principal, St Teresa's Institute, T T Nagar, Bhopal 462005; Tel : 0755 2488345

Don't you think this is a better CV than Salil Mishra's? Why do you think so?

C.V. OF EXPERIENCED APPLICATION

The format for Curriculum Vitae given above is suitable for first time job applicant or those who have very little job experience. However, once you have some years of work experience behind you, it is advisable to format your CV differently making sure that you emphasize your work history, career skills and career achievements. Here is one such sample CV.

Mr Arun Nagpal
243 Sector II, Gulmohar
Indore, M P
India
Phone numbers: 0433 2568342; 9826045632

Education

MBA	Marketing	Devi Ahilya University, Indore 1997
MA	Economics	Rani Jhansi University 1995-1991
B.A.	Economics	-DO-

.....

.....

.....

.....

.....

.....

.....

3.5 LANGUAGE FOCUS: USEFUL WORDS

Here are some more words that could help you to describe your work better. Remember that these words could also be extremely helpful in talking specifically and appropriately about your work during the interview.

Achieved	researched	organized	coordinated
managed	supervised	classified	conceptualized
prepared	investigated	expedited	controlled
implemented	programmed	facilitated	forecasted
analyzed	assisted	broadened	overcame
created	designed	developed	established
scheduled	undertook	generated	presented
proposed	formulated	handled	integrated
staffed	published	sponsored	optimized
maintained	devised	administered	allocated

Check Your Progress 5

Action verbs can help you to describe your participation in work experience. Out of the given choices identify the suitable action word to complete the given sentences.

1. While at work I _____ new challenges .
 a. encourage b. maintain c. enjoy d. optimize
2. I _____ several important company functions and events.
 a. created b. controlled c. developed d. organized
3. In the general office the secretaries _____ all word processing and typing.
 a. handle b. expedite c. assist d. organize
4. I can _____ with difficult customers without losing my patience.
 a. deal b. handle c. look after d. cope
5. As Manager HRD I _____ a 10% reduction in absenteeism by creating healthier employees through providing a gym in the company premises.
 a. gained b. achieved c. made d. optimized
6. I _____ advanced technologies in teleconferencing to facilitate better communication across distances.
 a. generated b. created c. implemented d. started
7. I _____ a central role in the company's turnaround to profitability by helping to cut down on production costs.
 a. acquired b. assumed c. enjoyed d. managed

8. I _____ tens of thousands of Rupees by cutting down on wasteful expenditure.
a. generated b. produced c. devised d. optimized
9. I _____ powerful company resistance to break into the international market where we now have our biggest buyers.
a. opposed b. managed c. controlled d. overcame
10. I _____ aggressive new product introductions in keeping with the demands of the changing market.
a. started b. initiated c. assessed d. produced

3.6 STUDY SKILLS : PREPARING FOR AN INTERVIEW

We give below some tips to help you prepare for an interview. You may add some more.

A

- Go through the copy of your application carefully before the interview. The interview panel is likely to ask specific questions about it.
- Be ready to provide examples and specifics and to elaborate on information on your resume and application.
- Be open and honest.
- If you have filled up a statement of purpose as part of the application, be ready for some probing questions based on this.
- Ask questions, since the interview is as much an opportunity for you to learn about the college as for the college to learn about you.
- Watch your nonverbal clues, such as eye contact, posture, gestures and fidgeting.
- Be courteous to the administrative staff, since how you treat them can have an impact (positive or negative).
- Make a rational assessment of yourself before you go for the interview. Know your strengths and weaknesses.
- Do some homework on the company and get as much information as possible about it.
- Find out details about the available position in advance. This will help you to relate your skills to the position.
- Review skills and abilities questions. Brainstorm issues.
- Give a positive first impression which could include a warm handshake and a pleasant smile.
- Show enthusiasm and interest. Your body language can help you do this.
- Be as natural as possible.
- Listen attentively and concentrate. Do not ever interrupt the interviewer before he / she has completed the question.

3.7 LISTENING

You will now hear an audio on types of interviews.

Check Your Progress 6

Listen to the audio carefully and state which of these three summaries best describes the audio on types of job interviews?

1. The traditional interview examines the qualifications, experience and skills of the candidates. On the other hand the behavioural interview assesses their psychology and attitude.
2. The major difference between the two kinds of interview is that in the traditional interview applicants are asked general questions whereas in the behavioural interview they are asked personal questions.
3. While the traditional interview assesses the skills and abilities of candidates through general questions, the behavioural interview focuses on questions related to specific situations in which the applicants actually made use of these skills to achieve something or to solve a problem.

3.8 SPEAKING

Here are some samples of questions asked during job interviews. Think about possible answers. Record your answers and listen to the recording and assess your responses. You could also practice them with your study partner.

Personal

1. Tell me about yourself.
2. Do you have any hobbies? What do you do in your spare time?

Education

1. How do you think your education has prepared you for this position?
2. What were your favorite subjects/activities at school?
3. Why did you choose your major subject?

Team work

1. What are the characteristics of a successful team?
2. What qualities do you have that make you an effective team player?
3. Do you work better by yourself or as part of a team?
4. What can you contribute to establish a positive working environment for our team?
5. What type of people do you work best with?

Strengths

1. What are your three greatest strengths?
2. What can you contribute to our organization?
3. What are your strong points and how have they helped you in your performance/studies.

Success / Achievement

1. How do you determine or evaluate success?
2. What do you think it takes to be successful in a company like ours?
3. In what ways do you think you can make a contribution to our company?
4. What two or three accomplishments have given you the most satisfaction? Why?
5. Describe the most rewarding experience of your career thus far.

Analytical Skills

1. Are you analytical? Give us one example of your analytical abilities.
2. Tell us about a particularly difficult problem that you analyzed and what was your recommendation.

Motivation

1. What motivates employees?
2. Name some of the ways that a supervisor can demotivate staff.
3. What are some of the ways in which a supervisor can motivate staff?

Career Goals

1. Where do you want to be 5 years from now in your career?
2. What are your long term career goals?
3. What prompted you to take your current job?
4. Where do you see yourself 10 years from now?

Leadership

1. What is your strongest leadership skill and how will it assist you for this job?
2. Provide us with an example of your leadership ability.

Communication

1. How do you effectively communicate with others?
2. How important is listening to effective communications?
3. What are some of the characteristics of a good listener?
4. Tell us about a situation where you demonstrated good communications skills.

Miscellaneous

1. What new skills or capabilities have you developed recently?
2. Give me an example from a previous job where you've shown initiative.

Here are clues for some of these questions:

Tell me about yourself.

This is perhaps the most frequently asked question during interviews. It is a question asked at the beginning of the interview and gives the applicant an opportunity to make an opening statement about himself / herself. You can use this to state a summary of your goals, overall professional capabilities, achievements, background (educational and family), strengths, professional objectives and anything about your personality that is relevant and interesting. This question represents an opportunity to lead the interviewer in the direction you want him/her to go e.g., your specialization or whatever else you may wish to highlight.

Remember that the first impression you create will go a long way in the ultimate selection. However, most candidates who are asked this question just blurt out their schooling, college, marks and qualifications. All this is already there in the CV. Why tell the interviewer something s/he already knows?

Emphasise upon the unique characteristics that you possess while answering this question. All of us are unique in our own way. And that is the catch. Actually, everybody has something special and what one needs to do is, to probe into one self and answer the question.

What are your strengths and weaknesses?

This is a rather deceptive question and should be prepared carefully. To prepare for this question one should ensure that one makes an objective self assessment of oneself before the interview. Identify and define your strengths and weaknesses. Think about your personality traits that help you to perform better as your strengths, and weakness as what hampers your performance. Be positive: turn a weakness into a strength. For example, you might say: "I often worry too much over my work/ assignments."

What are your hobbies? Do you play any sports?

Through such questions the interviewer may be looking for evidence of your job skills outside of your professional experience. For example, hobbies such as chess or

Skills Needed at the Workplace-I

bridge demonstrate analytical skills. Reading, music, and painting are creative hobbies. Individual sports show determination and stamina, while group sort of activities may indicate you are comfortable working as part of a team. Your awareness of the objectives behind such questions can help you answer appropriately.

Also, the interviewer might simply be curious to know whether you have a life outside of work. Employees who have creative or athletic outlets for their stress are often healthier, happier and more productive.

Do you prefer to work by yourself or with others?

The ideal answer is one of flexibility. However, be honest. Give examples describing how you have worked in both situations.

Asking Questions during a Job Interview

At most interviews, you will be invited to ask questions of your interviewer. This is an important opportunity for you to learn more about the employer, and for the interviewer to further evaluate you as a job candidate. It requires some advance preparation on your part.

Here are some guidelines for asking questions:

- Prepare five good questions, with the understanding you may not have time to ask them all.
- Ask questions concerning the job, the company, and the industry or profession.
- Your questions should indicate your interest in these subjects and that you have read and thought about them. For example, you might start, "I read in Economic Times that ... I wonder if that factor is going to have an impact on your business."

Check Your Progress 7

Pick up a job advertisement relating to your field of study / interest. Imagine that you have been called by the advertiser for a job interview. Make a list of at least three questions you could ask at the interview.

.....

.....

.....

.....

.....

3.9 WRITING

Check Your Progress 8

Asking for Reference

Write a letter to a professor asking him / her if you can mention him / her as a referee in your CV and whether he / she will be willing to provide a reference for you when needed. Include the following points:

- a reminder of who you are (professors teach hundreds of students and should be able to place you)

- request for permission to name him / her a referee
- inform them about where you are applying – it could be an Institute of Higher Education or a business organization

Now compare your letter with the sample given in the key.

Check Your Progress 9

Replying to Letter of Appointment

Here is an appointment letter from a company where you appeared for a job interview. Write a reply.

Maurya Travels

256 Nehru Nagar
New Delhi 110019
Tel: 91 011 26018563
E mail: maurya.travels@sancharnet.in

8 September 2003

Dear Ms Dhara Taneja

Thank you for attending the interview on 3 September 2003. I am pleased to offer you the post of Sales Executive in our Marketing Division at a starting salary of Rs 15000 per month. You will be required to join duty on 1 October 2003.

As discussed with you, the office hours are from 9.30 am to 6 pm, Monday to Friday. You will be entitled to 2 weeks of annual paid holiday.

Please confirm acceptance of this appointment in writing and that you can take up this duty from 1 October.

Yours Truly

Ashwinder Singh
G M, HRD

3.10 SUMMARY

Writing an effective letter of application for a job and a neat and meaningful CV are difficult skills to acquire. In this unit we have tried to make you aware of the following:

- What employers want from the résumé's/CV's they receive.
- How to select and organize information in a C.V.
- How to create an attractive format

We have also given you models of application letters and acceptance letters.

In an application letter:

- You should provide concrete evidence of your skills and ability to perform the job you are applying for
- Do not repeat your C.V., but subtly persuade the company that they need your skills.

3.11 SUGGESTED READINGS

Batteiger, R.P. *Business Writing: Process and Form*. California: Wadsworth Publishing Company.

Lannon M, Tullis G and Troppe T, 1993. *Insights into Business*. Essex: Addison Wesley Longman Ltd.

3.13 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

2. Salil Mishra's C.V. could be improved
 - i. He could delete information on family background. The employer is not interested in what his brothers and uncles are doing.
 - ii. One 'heading' for address is enough –and that should be the address where you want the reply to reach you.
 - iii. Instead of hobbies he could use the word **interests**.
 - iv. He needs to write a little more about his current responsibilities in the present job.
 - v. In terms of Presentation –the heading should have been in Bold and in a separate line in all instances.
 - vi. These could be some mention of Referees.
3. A letter of application should have the following information
 - Where did you learn about the position?
 - Which job are you applying for?
 - Refer to your CV in the letter-Explaining how your experience and skills qualify you for the job.
 - Ask for an interview.

Check Your Progress 2

Dear Sir

I am a post graduate in Travel and Tourism, interested in the post of Sales Executive in your Marketing Division advertised in The Times of India.

I am currently employed as a Management trainee at Golden Tours and Travels, Bhopal where I have completed one year. Having worked in the travel industry for a year, I believe I have learnt the basics and I now wish to go into International travel and tourism. Maurya Travels is a known name in this field and I am sure I will find the work at Maurya both challenging and satisfying. You are looking for an executive who can help promote foreign travel and that is my specific area of interest. The profile of your company outlines many possibilities for growth which I find most interesting. The job you are offering matches my personal and professional interests.

As you will notice in my enclosed C V, I have combined my specialization in Travel & Tourism with a diploma in Marketing, which gives me an advantage in dealing with customers and promoting goods and services and further qualifies me for consideration. I have also had some experience dealing with international business travelers in my present job. I am a conscientious, hard working and responsible worker. My colleagues often appreciate my sense of humour and my ability to get

along with all kinds of people. I am sure my socializing skills along with my ability to communicate effectively in English and Hindi would be extremely relevant and suitable to the needs of your organization.

I look forward to meeting with you and discussing my qualifications in more detail.

Yours faithfully,

Dhara Taneja

Check Your Progress 3

- | | | | |
|-------------|------------------|--------------------------------|--------------------|
| 1. Personal | 2. Job Objective | 3 Education | 4. Work Experience |
| 5. Projects | 6. Skills | 7. Extra curricular activities | |
| 8 Interests | 9 References | | |

Check Your Progress 4

Open ended.

Check Your Progress 5

- | | | | | |
|------|-----|-----|-----|------|
| 1. c | 2 d | 3 a | 4 a | 5 b |
| 6 c | 7 b | 8 a | 9 d | 10 b |

Tape script

Types of Job Interviews

by Randall S. Hansen, Ph.D.

The two styles of interviewing used by several companies today are the traditional job interview and the behavioral interview. The traditional job interview uses broad-based questions such as, "why do you want to work for this company," and "tell me about your strengths and weaknesses." The interviewees' success or failure is more often than not based on the ability of the job-seeker to communicate with confidence than on the truthfulness or content of their answers. Employers are looking for answers to three questions: does the job-seeker have the skills and abilities to perform the job; does the job-seeker possess the enthusiasm and work ethic that the employer expects; and will the job-seeker be a team player and fit into the organization.

The behavioral job interview is based on the theory that past performance of the job – seeker is the best indicator of future behavior, and uses questions that probe specific past behaviors, such as: "tell me about a time where you confronted an unexpected problem and how did you resolve it," "tell me about an experience when you failed to achieve a goal," and "give me a specific example of a time when you managed a difficult colleague successfully." Job-seekers need to prepare for these interviews by recalling scenarios that fit the various types of behavioral interviewing questions. Job seekers should expect interviewers to have several follow-up questions and probe for details that explore all aspects of a given situation or experience. Recent college graduates with little work experience should focus on class projects and group situations that might lend themselves to these types of questions. Your hobbies and any volunteer work you might have done also should provide examples you could use.

Job-seekers should frame their answers based on a four-part outline:

- (1) describe the situation or experience truthfully
- (2) discuss the actions you took
- (3) relate the outcomes of the actions

(4) specify what you learned from it so that you could use the experience in the future.

Home Page: <http://www.quintcareers.com/>

Email: randall@quintcareers.com

Copyright © Quintessential Careers. All Rights Reserved

Check Your Progress 6

Answer : Summary number 3

Check Your Progress 7

1. Could you tell me what my job responsibilities are likely to be?
2. I've read in *Economic India* that some countries are considering a ban on outsourcing. Is that going to effect your business?
3. Could you tell me about the salary structure of the job?

Check Your Progress 8

Write a letter to a professor asking him / her if you can mention him / her as a referee in your CV and whether he / she will be willing to provide a reference for you when needed.

Dear Ms Nandita Rao / Dear Madam

I am a former student of your faculty of Business Management. I was an Under Graduate student at the RNT College from 1999 to 2001. You may recall that I was in constant touch with you during my BBA and also did my project under your guidance in my Final Year of BBA.

I wish to name you as a referee in my Curriculum Vitae and would like to request for your permission to do so.

I have now completed my Masters in Business Administration and I am applying for jobs in Marketing.

I look forward to your positive response to my request.

Yours Sincerely

Amit Sen

Check Your Progress 9

Dear Sir

Thank you for your letter of 8 September offering me the job of a Marketing Executive at Maurya Travels. I am delighted to accept this position.

I will report for duty on 1st October at 9.30 am.

I really look forward to working in your company.

Yours Truly

Ms Dhara Taneja

UNIT 4 GROUP DISCUSSIONS

Structure

- 4.0 Objectives
- 4.1 Warm up
- 4.2 Reading
- 4.3 Writing Skills
- 4.4 Listening: How to be Successful in a Group Discussion
- 4.5 Study Skills
- 4.6 Language Focus
- 4.7 Vocabulary
- 4.8 Speaking
- 4.9 Grammar: Connectives
- 4.10 Pronunciation
- 4.11 Summary
- 4.12 Suggested Readings
- 4.13 Answers to Check Your Progress

4.0 OBJECTIVES

Group discussions are part of the admission procedure in many Institutes of Higher Education. Besides, they also play a major role in the recruiting process for various administrative and high level posts in Business organizations. The objective of this Unit is to find answers to questions like:

What is it that makes Group Discussions an important tool of assessment?

- What is a Group Discussion?
- What does Group Discussions assess?
- Methods and procedures in Group Discussions.
- Group Discussion skills.
- Language for Group Discussions.
- Assessment Criteria

4.1 WARM UP



How efficiently and effectively people get along with one another, respect each others' ideas, and resolve their inevitable professional and linguistic differences is going to result in success or failure.

To what extent do you agree with the above statement?

4.2 READING

Check Your Progress 1

Complete the following text on Group Discussions by inserting the appropriate sentences from the ones given below the passage in jumbled order.

Skills Needed at the Workplace-I

The 21st century has witnessed an increased focus and dependence on technology. Consequently we spend a lot of time in front of our computers.

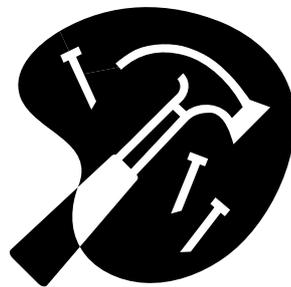
1. _____
_____ Regardless of the use of Information technology, major decisions and sales are made on the basis of interpersonal communication.

2. _____

In the world of Sales, it's often said that people don't just buy products; they buy concepts sold to them through the ideas and feelings of their salesperson.

3. _____
_____. Some of the most important interpersonal communication skills necessary to communicate effectively face-to-face include speaking and listening, establishing rapport, and understanding and accommodating differences when communicating across personality, gender, and cultural lines.

4. _____



A Group Discussion is a test of the interpersonal communication skills of a candidate.
5. _____

It assesses the capacity of a person to interact constructively as member of a group and to make a meaningful contribution to the discussion. You can do so only if you have a good knowledge base, the ability to structure your arguments logically and the skill to communicate your ideas effectively.

- A. Plain and simple, people like to do business with people they like.
- B. Hence the importance of interpersonal communicative skills cannot be overstated.
- C. These precisely are the skills required for Group Discussions.
- D. It is often used as a tool for evaluating the effectiveness of a person in a group activity.
- E. If we're not careful, we may lose the ability to communicate effectively face-to-face.

Now check your answers with the Answer key.

Types of Group Discussions

1. A topic is given to the group by the GD Coordinator and the participants are asked to discuss it for a duration of 15-20 minutes. Sometimes participants are asked to decide a topic by themselves. They are then given 3 – 5 minutes to think about the topic before the GD actually starts.
2. A printed case study is given to the group and the candidates are given time to read the case before they actually begin the discussion. In this method of group discussion the following procedure is recommended:
 - Enumerate the facts of the case
 - Define symptoms
 - Identify problem
 - Suggest solution / solutions

Check Your Progress 2

Which one out of the two types of discussions would require more preparation time and why?



Some more Food for Thought

- Be assertive but not aggressive
 - Ensure you get enough airtime
 - Build up a good knowledge base
 - Structure your ideas logically - convey your ideas convincingly
- Contribute meaningfully to achieve the right consensus
 - Speak first only if you have something sensible to say
 - Display leadership by
 - Initiating discussion, interpreting topic, carrying discussion forward
 - Not allowing high performers to overshadow non-performers
 - Giving a patient ear to dissenting views
 - Not allowing the group to drift away from the main topic
 - Avoid verbosity and wordiness
 - Give examples to illustrate and substantiate your arguments
 - Use a conversational style & be friendly – interact constructively
 - Be attentive throughout the GD – be a good listener
 - Help restore order in times of chaos
 - Provide a fresh direction when the group is floundering
 - Try to resolve contradictions
 - Synthesize arguments
 - Summarize the discussion at the end
 - Give the right signals through your body language – show attentiveness by looking into the eyes of the speaker, lean forward to listen
 - Address the speaker, not the moderator
 - Thank the moderators while walking out of the hall
 - Do not ask them to comment on your performance

Check Your Progress 3

Read the above mentioned do's and don'ts carefully again. Pick out the 5 don'ts from these given tips. The first one is done for you as an example.

1. *Do not be aggressive.*
- 2.
- 3.
- 4.
- 5.

4.3 WRITING SKILLS

Check Your Progress 4

Elaborate upon the following tips listed above by explaining them in your own words. The first one is done for you as an example.

1. Be assertive but not aggressive
State your ideas and views clearly and emphatically without allowing others to dominate you or prevent you from asserting yourself. Be an active, vocal participant and not a mere listener. But at the same time do not go overboard and become condescending or contemptuous. Nor should you prevent others from stating their viewpoints. That would be aggressiveness.
2. Ensure you get enough airtime.
3. Build up a good knowledge base.

Now check what you have written with what is given in the Answer Key.

4.4 LISTENING: HOW TO BE SUCCESSFUL IN A GROUP DISCUSSION?

Listen to a speaker telling you about how to be successful in a group discussion.

Check Your Progress 5

On the basis of what the speaker says, state whether the following statements are True or False:

1. You must contribute towards reaching a consensus.
2. In order to be heard you must speak for at least 15 minutes.
3. You can make a meaningful contribution even if you do not know much about the topic being discussed.
4. A fish market scenario is one where each one tries to talk at the same time and emphasize his/ her point of view.
5. If you fail to contribute towards reaching a consensus it means you are not very good at team work.
6. A good listener agrees with what others say.
7. In the end you must summarize only your own point of view.
8. You must feel free to express your disagreement if you do not see eye to eye with another participant.

Check your answers with the Answer Key.

4.5 STUDY SKILLS

As you are aware, Group Discussions are often used as part of selection/ recruitment procedure by Institutions and Business Organizations.

Here is a list of some of the abilities that the evaluators look for in participants. Do you think you can add at least two more to the list? You may get some clues from the section 'Some Food for Thought'.

- Intelligence
- Depth of understanding
- Ability to think independently
- Ability to articulate thoughts
- Ability to appreciate another's point of view
- Ability to relate to other people

Assessment Criteria



The participants of Group Discussions are evaluated by a panel of experts. Here are most of the areas on which they would mark you on their evaluation sheets. It would be extremely helpful to keep these in mind when you participate in Group Discussions.

- Command over spoken English – it should be logical, coherent, correct, appropriate
- Knowledge base – authentic information –
genuine facts and figures
- Convincing power – cogent, decent and constructively forceful attitude
- Discourse management – coping with twists and turns of arguments

- Body Language – eye contact, body posture, attentiveness
- Maturity – candidate must not ‘bully’ others or take undue advantage to prove himself/herself a ‘leader’.
- Listening – intelligent and analytical
- Supplementing – responding and adding to what another has said before initiating a fresh turn
- Initiative and Assertiveness

Beneficial Team Behaviour

- Initiate discussions
- Seek information and opinions
- Suggest procedures for reaching a goal / consensus
- Clarify or elaborate ideas
- Summarize
- Act as a gate-keeper, direct conversational traffic, avoid simultaneous conversations
- Subdue dominant talkers, make room for reserved and shy people
- Keep the discussion from digressing
- Be flexible and creative in resolving differences

A consolidated task based on the inputs given in this section is given in the speaking section.

4.6 LANGUAGE FOCUS

Here is some helpful language for group discussions:

■ Stating an opinion

- It seems to me...
- In my view...
- I tend to think...
- Its obvious that...
- I believe....
- Clearly,.....

■ Interrupting

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

■ Handling Interruptions

- Sorry, please let me finish.....
- If I may finish what I am saying.....
- Could you please allow me to complete what I’m saying.....

■ Moving the discussion on

- Can we go on to think about.....
- I think we should now move on to consider.....

■ Expressing Agreement

- I totally agree
- I agree entirely
- I quite agree
- I couldn’t agree more
- Absolutely / precisely /exactly
- I think you’re right

- **Expressing disagreement**
 - I don't agree at all
 - I totally disagree
 - I think quite differently on this
 - I don't really think so
 - I'm afraid I can't agree with you there

- **Checking comprehension / reformulating**
 - To put that another way...
 - If I follow you correctly...
 - So what you're saying is...
 - Does that mean...
 - Are you saying...

- **Making a suggestion**
 - I suggest that....
 - We could.....
 - Perhaps we should...
 - It might be worth....
 - What about.....?
 - Why don't we.....?

4.7 VOCABULARY

Check Your Progress 6

Read the text and use the right form of the word at the end of each line to form a word that fits in the numbered space in the same line. The first one is done for you as an example.

The 1 **surest** way of antagonizing others in the GD as well as the examiner (**sure**)

is to appoint yourself as a de facto 2 _____ of the group. Do not try to (**chair**)

impose a system whereby everyone gets a chance to speak in turn. A GD is meant to be a free 3 _____ discussion. Let it proceed naturally. Do not (**flow**)

ever try to take a vote on the topic. A vote is no substitute for discussion.

Do not address only one or two persons when 4 _____. Maintain eye contact (**speak**)

with as many members of the group as possible. This will involve others in what you are saying and increase your 5 _____ of carrying them with you. (**chance**)
Do this even if you are 6 _____ a specific point raised by one person. (**answer**)

Word Collocations

In the English language many words occur in groups or pairs naturally or habitually. These are called word collocations. Example: a *quick temper*. The exercise that follows has collocations with verbs. The first one is done for you as an example.

2. Combine the words in the two columns to make word collocations.

- | | |
|------------|--------------------|
| 1. Build | eye contact |
| 2. Restore | arguments |
| 3. Take | ideas convincingly |

- 4. Resolve contradictions
- 5. Synthesize dissenting viewpoints
- 6. Accommodate responsibility
- 7. Maintain a consensus
- 8. Summarize order
- 9. Provide decisions
- 10. Convey a fresh direction
- 11. Accept your objective
- 12. Define the discussion

Answer: 1. Build a consensus

4.8 SPEAKING

Practice your group discussion skills by arranging to meet with your study partners. Select any of these topics and conduct your discussion. Remember to apply the tips we have given you, the do's and don'ts as well as the formulaic language given in the unit. Ask someone to assess you on the basis of the assessment criteria given in the unit. Some excerpts of a possible model are given for the first topic.

1. What ails Indian sports?

Speaker 1: *There is no doubt about the fact that Indian sports has come a long way from what it was in the early days of Independence. However, we also cannot deny that looking at our population and potential, we Indians have not achieved much in the area of Sports. I am of the view that lack of infrastructure is the biggest problem that we face. This is particularly true of smaller towns and the countryside.....*

Speaker 2: *I quite agree with what you say about the lack of facilities in small places. But don't you think that a lot of the facilities available in the bigger towns are underutilized?.....*

Speaker 3: *I'm afraid I don't really agree with you there. Many children wish to make use of the infrastructure but the professional sports persons and sometimes the administrators do not really allow everyone to make use of the facilities. Besides the fee for some of these stadiums is.....*

Speaker 4: *If I may add here, that besides lack of infrastructure, there is also a great deal of political interference in sports. On many occasions the deserving players are not selected. For example take the case of*

2. Is coalition politics here to stay?
3. Should colas be banned for the safety of public health?
4. The cable TV invasion.
5. Education and success – is there a correlation?

4.9 GRAMMAR:LINKING WORDS

This passage on whether it is a good strategy to be an opening speaker in a group discussion has some important linking words missing. These may be relative pronouns, conjunctions, conditionals or determiners.

Check Your Progress 7

Complete the paragraph with the words from the box.

Therefore	otherwise	or
who	and	if

In most GD's the opening speaker is the person 1_____ is likely to get the maximum uninterrupted airtime. The reason is simple. At the start most other participants in the GD are still trying to understand the basic issues in the topic, 2_____are too nervous to speak 3_____are waiting for someone else to start. 4_____ the evaluators get the best chance to observe the opening speaker. Now this is a double-edged sword. 5_____the opening speaker talks sense, naturally he will get credit because he opened and took the group in the right direction.6_____ on the other hand, the first speaker doesn't make too much sense, he will attract the undivided attention of the evaluators to his shortcomings. He will be marked as a person 7_____ speaks without thinking merely for the sake of speaking. He will be seen as someone who leads the group in the wrong direction 8_____ does not make a positive contribution to the group. So remember, speaking first is a high-risk high-return strategy. It can make 9_____ mar your GD performance depending how you handle it. Speak first only10_____ you have something sensible to say. 11_____ keep quiet and let someone else start.

Confirm your answers by checking with the Answer key.

4.10 PRONUNCIATION

Here are some more collocations. You can hear them on the tape. Repeat as you hear each one.

1. cost control
2. market share
3. express an opinion
4. draw a conclusion
5. break the deadlock
6. illustrate the point
7. beside the point
8. made any headway
9. reach a compromise
10. for the time being

4.11 SUMMARY

In this Unit you learnt about:

1. What is a Group Discussion?
2. The importance of GD as a tool for assessment
3. Types of Group Discussions
4. Assessment criteria for GDs
5. Language used in GDs

6. Do's and don'ts for GDs
7. How to take part in an actual group discussion
8. Word collocations

4.12 SUGGESTED READINGS

1. M V Rodrigues, *Effective Business communication*. Concept Publishing Company
2. Lyn R Clark, Kenneth Zimmer, Joseph Tinervia. *Business English and Communication* McGraw Hill International.

4.12 ANSWERS TO CHECK YOUR PROGRESS

Reading

Check Your Progress 1

The 21st century has witnessed an increased focus and dependence on technology. Consequently we spend a lot of time in front of our computers. **E. If we're not careful, we may lose the ability to communicate effectively face-to-face.** Regardless of the use of Information technology, major decisions and sales are made on the basis of interpersonal communication. **B. Hence the importance of interpersonal communicative skills cannot be overstated.**

In the world of Sales, it's often said that people don't just buy products; they buy concepts sold to them through the ideas and feelings of their salesperson. **A. Plain and simple, people like to do business with people they like.** Some of the most important interpersonal communication skills necessary to communicate effectively face-to-face include speaking and listening, establishing rapport, and understanding and accommodating differences when communicating across personality, gender, and cultural lines. **C. These precisely are the skills required for Group Discussions.**

A Group Discussion is a test of the interpersonal communication skills of a candidate. **D. It is often used as a tool for evaluating the effectiveness of a person in a group activity.** It assesses the capacity of a person to interact constructively as member of a group and to make a meaningful contribution to the discussion. You can do so only if you have a good knowledge base, the ability to structure your arguments logically and the skill to communicate your ideas effectively.

Check Your Progress 2

Types of group discussions

More preparation time will be required for the Case Study based group discussion because the candidates need to be given time to read and understand the case before they begin their discussion.

Check Your Progress 3

1. Do not be aggressive.
2. Do not allow high performers to overshadow low performers.
3. Do not allow the group to drift away from the main topic.
4. Do not be verbose and wordy.
5. Do not ask moderators to comment on your performance.

Writing Check Your Progress 4

2. Ensure you get enough airtime

It is for you to make sure that you take the opportunity to present your viewpoints and arguments and speak for enough time to make a creative and meaningful contribution to the discussion. The airtime is the amount of time you speak.

4. Build up a good knowledge base.

Building up a wide knowledge base means increasing your knowledge and general awareness so that you are well equipped with information and viewpoints. This can be done by doing a lot of general reading from newspapers, magazines and books. Listening to or watching programmes on current affairs, social welfare, economics, commerce, environment, etc can also be extremely useful.

Listening

Tape script

In order to succeed at any unstructured group discussion, you must define what your objective in the group is. A good definition of your objective is - to be seen to have contributed meaningfully in an attempt to achieve the right consensus. The key words in this definition are 'seen', 'meaningfully', and 'attempt'.

Let us understand what each of these imply in terms of action points :

The first implication is that merely making a meaningful contribution in an attempt to achieve consensus is not enough. You have to be seen by the evaluator to have made a meaningful contribution in an attempt to build the right consensus. In other words, you must ensure that you are heard by the group. If the group hears you so will the evaluator. You must get at least some airtime. If you are not a very assertive person you will have to simply learn to be assertive for those 15 minutes.

The second important implication is that making just any sort of contribution is not enough. Your contribution has to be meaningful. A meaningful contribution suggests that you have a good knowledge base, are able to structure arguments logically and are a good communicator. These are qualities that are desired by all evaluators.

One way of deciding what sort of contribution is meaningful at what point of time is to follow two simple rules.

First, in times of chaos, a person who restores order to the group is appreciated. Your level of participation in a fish market kind of scenario can be low, but your degree of influence must never be low. In other words, you must make positive contributions every time you speak, and not merely speak for the sake of speaking. The second rule is applicable when the group is floundering. In this situation a person who provides a fresh direction to the group is given credit.

The third implication is that you must be clearly seen to be attempting to build a consensus. Nobody expects a group of ten people, all with different points of view on a controversial subject to actually achieve a consensus. But did you make the attempt to build a consensus? The reason why an attempt to build a consensus is important is because in most work situations you will have to work with people in a team, accept joint responsibilities and take decisions as a group. You must demonstrate the fact that you are capable and inclined to work as part of a team. What are the ways that you can try to build consensus?

Firstly, you don't just talk. You also listen. You must realize that other people also may have valid points to make. You should not only try to persuade other people to your point of view, but also come across as a person who has an open mind and appreciates the valid points of others.

You must try and resolve contradictions and arguments of others in the group. You must synthesize arguments and try and achieve a unified position in the group. Try and summarize the discussion at the end. In the summary do not merely restate your point of view; also accommodate dissenting viewpoints. If the group did not reach a consensus, say so in your summary. You must carry people with you.

One last point. You must not agree with another participant in the group merely for the sake of achieving consensus. If you disagree, say so. You are not there to attempt to build just any consensus. You have to attempt to build the right consensus.

Check Your Progress 5

- | | |
|--|-------|
| 1. You must contribute towards reaching a consensus. | TRUE |
| 2. In order to be heard you must speak for at least 15 minutes. | FALSE |
| 3. You can make a meaningful contribution even if you do not know much about the topic being discussed. | FALSE |
| 4. A fish market scenario is one where each one tries to talk at the same time and emphasize his/ her point of view. | TRUE |
| 5. If you fail to contribute towards reaching a consensus it means you are not very good at team work. | TRUE |
| 6. A good listener agrees with what others say. | FALSE |
| 7. In the end you must summarize only your own point of view. | FALSE |

Check Your Progress 6

Vocabulary

1. The **surest** way of antagonizing others in the GD as well as the examiner is to appoint yourself as a de facto **chairperson** of the group. Do not try to impose a system whereby everyone gets a chance to speak in turn. A GD is meant to be a free **flowing** discussion. Let it proceed naturally. Do not ever try to take a vote on the topic. A vote is no substitute for discussion.

Do not address only one or two persons when **speaking**. Maintain eye contact with as many members of the group as possible. This will involve others in what you are saying and increase your **chances** of carrying them with you. Do this even if you are **answering** a specific point raised by one person.

2. Word Collocations

- | | |
|----------------|-----------------------|
| 1. Build | a consensus |
| 2. Restore | order |
| 3. Take | decisions |
| 4. Resolve | contradictions |
| 5. Synthesize | arguments |
| 6. Accommodate | dissenting viewpoints |
| 7. Maintain | eye contact |
| 8. Summarize | the discussion |
| 9. Provide | a fresh direction |
| 10. Convey | ideas convincingly |
| 11. Accept | responsibility |
| 12. Define | your objective |

Check Your Progress 7

Linking Words

In most GD's the opening speaker is the person 1 **who** is likely to get the maximum uninterrupted airtime. The reason is simple. At the start most other participants in the GD are still trying to understand the basic issues in the topic, 3 **or** are too nervous to speak 4 **and** are waiting for someone else to start. 5 **Therefore** the evaluators get the best chance to observe the opening speaker. Now this is a double-edged sword. 6 **If** the opening speaker talks sense naturally he will get credit because he opened and took the group in the right direction. 7 **If** on the other hand the first speaker doesn't have too much sense to say, he will attract the undivided attention of the evaluators to his shortcomings. He will be marked as a person 8 **who** speaks without thinking merely for the sake of speaking, as someone who leads the group in the wrong direction 9 **and** does not make a positive contribution to the group.

So remember, speaking first is a high-risk high return strategy. It can make 10 **or** mar your GD performance depending how you handle it. Speak first only 11 **if** you have something sensible to say. 12 **Otherwise** keep quiet and let someone else start.

Pronunciation (tape script)

1. 'cost con'trol
2. 'market 'share
3. ex'press an o'pinion
4. 'draw a conc'lusion
5. 'break the 'deadlock
6. 'illustrate the 'point
7. be'side the 'point
8. make any 'headway
9. reach a 'compromise
10. for the 'time 'being

This is where the stress would be in any sentence with these collocations.

UNIT 5 MANAGING ORGANISATIONAL STRUCTURE

Structure

- 5.0 Objectives
- 5.1 Warm Up: Ability to Influence and Lead
- 5.2 Reading: The Role of a Manager
- 5.3 Vocabulary: Leadership
- 5.4 Speaking and Listening
- 5.5 Language Focus: Degree of Probability
- 5.6 Grammar: Modals
- 5.7 Writing: Reports
- 5.8 Pronunciation
- 5.9 Summary
- 5.10 Suggested Readings
- 5.11 Answers to Check Your Progress

5.0 OBJECTIVES

Managing organizational structures primarily involves a relationship between the leader and the team. In this unit you will learn about:

- managing people at all levels of organization.
- motivating teams
- dynamics of leadership
- managing conflicts
- taking and implementing decisions

5.1 WARM UP: ABILITY TO INFLUENCE AND LEAD

Read the following statements and rate yourself on a scale of 1 to 5 for each of the following statements. (1 = Not strong in this area, 5 = Very strong in this area).

1. Competence

- | | | | | | |
|--|---|---|---|---|---|
| - the ability to do a job successfully | 1 | 2 | 3 | 4 | 5 |
| - doing the job better than expected | 1 | 2 | 3 | 4 | 5 |

2. Discretion

- | | | | | | |
|--|---|---|---|---|---|
| - ability to distinguish between good and bad, right and wrong | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

3. Attitude

- | | | | | | |
|--|---|---|---|---|---|
| - ability to maintain a positive attitude in negative situations | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

4. Honesty and Openness

- | | | | | | |
|--|---|---|---|---|---|
| - ability to stand for principles | 1 | 2 | 3 | 4 | 5 |
| - appreciate and disapprove without bias/prejudice | 1 | 2 | 3 | 4 | 5 |

Skills Needed at the Workplace-I

5. Communication

- effective communication ability so that everyone understands	1	2	3	4	5
- convey decisions without being rude	1	2	3	4	5
- listen to everyone without hierarchical blockades	1	2	3	4	5
- deal with everyone sensitively	1	2	3	4	5

Honestly rate yourself by counting the points.

If you score between 10 and 20 – You need to develop certain skills for effective leadership.

If you score between 30 and 40-You already have skills to lead effectively except for a few things which need improvement.

If you score 50 it means you would be successful in achieving personal as well as organizational goals.

5.2 READING:THE ROLE OF A MANAGER

The passage below tells you about the role of a manager. Read it carefully and then answer the questions given at the end of the passage:

The role of a manager is closely related to the powers that are given at different levels of the organization – top level, middle level and lower level management. The function of a manager can be divided into formal and informal aspects. Formal functions are to win contracts, delegate duties, express opinion and takes judicious decisions. Informal functions of a manager are related to personal style, ability to influence/charisma, concern for colleagues at all levels i.e. – the way a manager interacts with other people.

A manager leads the team with example and takes the business towards the goals inspite of expected or unexpected changes. In the process s/he achieves personal as well as the company’s objectives.

A manager should be able to deal intelligently with tricky situations keeping in mind existing conflicts of interest in the organization. For this the executive should be able to resolve or manage his/her inner conflicts so that his/her decisions are strongly grounded in reality. Greater attention must be given to the organizational structure and creating a strong feeling of security or the organization will greatly suffer.

Check Your Progress 1

Can you answer the given questions on the basis of your reading of the passage? Write out your answers in your own words. Check your answers with the key.

1. In how many aspects are the functions of a manager divided?
.....
2. How does a manager lead a team?
.....

3. How should an executive deal with a tricky situation?
.....
.....
4. What should be done to avoid loss in an organization?
.....
.....
5. Name two duties that come under formal and informal functions of a manager.
.....

5.3 VOCABULARY: LEADERSHIP

Check Your Progress 2

1. Insert suitable words from the box to complete the following text on Leadership. Check your answers with the Answer key.

credibility	shared	relationships	rank
commitment	profit	violated	trust
company	expenditure	led	

There are many aspects that bind employees and corporations together but it is a leader who builds _____. He or she is not primarily a _____ generating robot or someone who ensures that the _____ should survive and prosper at any cost. Such leaders are themselves _____ by _____ and not principles. They abandon their policies as soon as profit graph changes. Their _____ to the organization takes a new turn as the profit dips. They talk about controlling the _____ but keep drawing astronomical salaries for themselves whereas equality and opportunity rights are _____ for junior staff.

Today Leaders in industrial organizations must understand that leadership is not a position or a _____; it is primarily and fundamentally a relationship of _____ between leaders and other employees. The more the leaders honor this trust, the greater will be their _____ with their staff and the more effective will be the ability to build and achieve a _____ vision.

2. Here is draft of a memo. In an advertisement agency, groups of people operate as teams. One of the groups has been a troublemaker who refuse to improve. Even the verbal warnings have had no effect. The GM writes a memo to the Creative Head. Fill in the words from the box to complete the text.

MEMORANDUM

From : The General Manager To : The Creative Head
 Subject: Disciplinary Action Date : 18/4

A number of _____ have been made against the Visualizing Department. There have been reports of unnecessary delay in completing the _____ tasks.

The Marketing Head has provided _____ where three crucial presentations were cancelled due to the carelessness of this department.

The Finance Department has already voiced _____ over the probable loss to the organization due to _____ of two contracts. In spite of _____ warning on 16.01.2003 and _____ of improvement nothing has changed. Therefore you are requested to give a clarification within three days or face disciplinary _____ as per the company rules.

action	concern	assigned	presentation	complaints
clarification	verbal	assurance	instances	cancellation

5.4 SPEAKING AND LISTENING

1. Listen to this conversation carefully. Here workers are discussing the work environment of their organization. Practice the dialogue with your friend.

Worker A: We can come and go to our work as we please. You know, we follow flexi-timing.

B: It can't be possible. There should be registers where the workers check-in and check-out.

A: Would you believe this? We may even be asked to decide how much of the profit to share with our employers and how much to invest in the company.

B: You must be joking.!

A: No, the employers feel that the workers must participate in the profit sharing of the company and be stake-holders.

B: That's amazing!

A: The workers will soon decide their own salaries soon. In this way, we will try and deserve our salaries.

B: Your company must be the only one with such a democratic structure!

Check Your Progress 3

1. Here are prompts for 5 pairs of discussion and responses. Write them down and then check your answers with the audio/transcript.

A: It shouldn't /happened. There/ways/asking/people/go.

B: Jenny couldn't keep/office/policy. She/corrected. More/once.

.....

A: I/really/excited/get /job. I/going/part/organization/has/international reputation.

B: Yes, they/structured team/salaries/good. Work/routine/different/interesting

.....

A: I can't cope/gadgets. I can get training /competent teachers but management/feels/expensive

B: No, negotiations are going on /training colleges/reducing/cost. Now/department/arrange/training.

.....

A: It/me/hour/reach/work. I/tired/boss does not /understand.

B: Have/spoken/him/this? Does he/ about/problem?
.....
.....

3. Write out the following jumbled speech in the right order. Listen to the audio cassette and check if you have got the sequence right.

1. Of equal importance will be the continued focus on development financing.
2. Friends, after bailing out of the first quarter successfully.
3. First operation turn around and its timing and sequence.
4. Heads of the units are requested to form core teams.
5. Each unit will frame action plans and set targets
6. Today let us pledge to work towards reaching the top together.
7. The targets will have to be achieved within a defined period.
8. There are two issues which take top priority.
9. Thirdly, we are preparing a blue print to revitalise the ailing units.

5.5 LANGUAGE FOCUS:DEGREE OF PROBABILITY

1. Situations often require that the speaker express their meaning with precision. The degree of probability has to be defined.

100%	-	Certain	I am certain of the profit.
75%	-	Possible	Likely It is likely to be installed today.
50%-			It is possible that targets may not be met this quarter due to floods.
25%	-	Unlikely	It is unlikely that he would be called for an investigation.
0%	-	Impossible	It is impossible that she will be called again.

Check Your Progress 4

Use the suitable degree of probability to complete the sentences. Check your answers with the key.

1. His crime is such that it is _____ that the management will let him continue as supervisor.
 2. The changes in the purchase department will make a definite mark, I am _____ of it.
 3. The new manager has sent in his letter of acceptance. He is _____ to join tomorrow.
 4. We understand your situation, it is _____ that you may get leave.
 5. It is _____ that we will get permission to buy new furniture for our department.
2. Here are some ways which you could use to get people to do things.

Requesting

- I'd like you to _____ please.
 Could you ask _____ to _____ for me?
 Could you _____ please ?
 Do you think you could _____ ?
 Would you mind _____ ing _____ ?

Skills Needed at the Workplace-I

Granting Permission or refusing

Sure, go ahead.

By all means

I'm afraid that's not possible, because _____

I won't be able to _____, because _____

I'm sorry but _____

No, I'm afraid you can't, because _____

Criticising/Complaining

I'm sorry to have to say this but _____

I think you may have forgotten _____

It may have slipped your mind, but _____

There may have been a misunderstanding about _____

I'm afraid norms have been forgotten _____

Appreciating/encouraging

Thanks for your co-operation, without it _____

I would like to extend my personal appreciation _____

We could do it because of team effort _____

Each member contributed beyond _____

We are back in business because of _____

Check Your Progress 5

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

1. Voicing your concern for staff conflicts
2. Refusing permission of leave.
3. Thanking staff for the support.
4. Requesting staff for the extra work.
5. Negotiating differences.
6. Reminding of pending work.
7. Granting permission to purchase material.
8. Make people work for you.
9. Reminding norms of organization.
10. Paying compliment.

5.6 GRAMMAR: MODALS

The **modal verbs** are a special group of **auxiliary verbs**. We use them **before other verbs** to express certain meanings—for example **permission, ability, possibility, certainty**.

We list below some of the modals and their functions.

Can	= (ability; requests; permission)
Could	= (ability, possibility; polite requests)
Would	= (polite request)
Will	= (offer) (expressing the future)
Shall	= suggestion, offer
Should	= advice
May	= possibility
Have got to	= obligation
Must	= obligation
Need	= necessity

Check Your Progress 6

Underline the correct option. The first one is done for you.

May/*should/mustn't* I help you?

1. If you travel to U.K. you can/*should/must* have a visa.
2. You *shouldn't/don't have to/couldn't* laugh at old people.
3. Passengers *must/must not/should not* smoke in the toilets.
4. I think you *should/must/may* eat less and exercise more.
5. You *mustn't/may not/needn't* tell me if you don't want to.
6. You *may/have to/should* drive on the left in Britain.
7. She makes new clothes every week. She *can/could/must* have plenty of money
8. She doesn't answer the phone. She *mustn't can't/shouldn't* be in her office.

5.7 WRITING: REPORTS

Check Your Progress 7

Imagine that your Director has asked you to find out the precautions and preparations needed to arrange for the disaster management provisions in your company.

These are the notes you've made. Draft a report to your director by expanding the notes into paragraphs.

Identified Dangers

1. Fire-particularly in areas where a lot of paper is stored
2. Earthquake – cracks due to previous earthquake.
3. Lightening – inadequate safety measures

Proposals

1. Fire frightening equipment to be maintained regularly
2. Fire fighting training to the support staff.
3. Display of safety regulations in the area.
4. Hooters to be installed –signal warning
5. Exit outlets to be highlighted
6. Important telephone numbers-Hospital, Fire Brigade, Doctors, officials.
7. Action committee to be formed.

Begin your report as follows:

To : Mr. Sunil Sen, Director

From : (Your name)

Date :

Before you write your report we would like to offer a few suggestions.

Steps In Writing Reports

Before you begin writing a report, you must ask yourself a number of questions: what is the purpose of the report? What problem or problems are you expected to solve? Is it to pass on information, or persuade someone to take a particular course of action? Or to answer a question? Who are your readers? When is the report due? etc.

After you have a clear idea of the kind of problem that you are expected to investigate, you may begin the actual work of research and collection of facts. It may be a good idea to write down your statement of purpose; it will help you to be precise

Skills Needed at the Workplace-I

and remind you of your focus. The procedure leading to the writing of the report would involve six distinct stages:

1. investigating the sources of information
2. taking notes
3. interpreting and analyzing the facts
4. writing the outline of the report
5. writing the actual report
6. editing and revising the report.

The Format of the Report

Most reports have at least three and sometimes four parts. These include: Introduction, Body, Conclusion, and Recommendations. The introduction should state the subject and the purpose of the report. It may also include any background information that is necessary for the reader to follow the report. The introduction is often a good place to refer briefly to any conclusions that may be drawn.

In the body of the report, the writer must include a clearly organized account of the subject of the report, e.g. the results of the survey carried out, an account of the fire in the factory and the damage to life and property.

The conclusion of the report contains a summary of the findings and their significance.

Finally, in the recommendations are included any suggestions that the writer may make-based on the facts of the situation. The recommendations indicate any practical course of action that may be taken. These are often the most important part of the report, and their adoption or rejection depends on how they are presented.

5.8 PRONUNCIATION

These are some of the words which occur in the unit. Listen how these words are pronounced. Now practice saying the words:

- | | | | | |
|----|-------------|--------------|---------------|-------------|
| A. | 1. Product | 2. Accounts | 3. Problem | 4. Purchase |
| | 5. Research | 6. Dispatch | | |
| B. | 1. Employee | 2. Organise | 3. Department | 4. Develops |
| | 5. Customer | 6. Marketing | | |

5.9 SUMMARY

In our professional life, we often have to work in teams, perhaps take up the leadership of a team. In this unit, we tried to give you linguistic competence in managing various levels of the organization, participating as a team member as well as a and a leader.

5.10 SUGGESTED READINGS

Adelstein, M.E. and Sparrow, W.K. (1983) **Business Communications**. New York: Harcourt Brace Jovanovich

Rai, U, and Rai, S.M. (1989) **Business Communication**. Mumbai: Himalaya Publishing House

Sharma R.C. and Mohan, K. (1978) **Business Correspondence and Report Writing**. New Delhi: Tata McGraw Hill.

Thill, J.V. and Bovee, C.L. (1993) **Excellence in Business Communication**. New York: McGraw Hill.

5.11 ANSWERS TO CHECK YOUR PROGRESS

Reading

Check Your Progress 1

Possible answers to the questions.

- 1 The functions of a manager can be divided into formal and informal aspects.
- 2 A manager leads the team by example.
- 3 An executive should resolve his/her inner conflicts so that his/her decision are strongly grounded in reality.
- 4 Greater attention must be given to the organizational structure and creating a strong feeling of security or the organization would suffer.
- 5 Formal duties- delegate duties and win contracts
Informal duties – Charisma and concern for colleagues.

Check Your Progress 2

1.

There are many aspects that bind employees and corporations together but it is a leader who builds relationships. He or she is not primarily a profit generating robot or someone who ensures that the company should survive and prosper at any cost. Such leaders are themselves led by policies and not principles. They abandon their policies as soon as the profit graph changes. Their commitment to the organization takes a new turn as the profit dips. They talk about controlling the expenditure but keep drawing astronomical salaries for themselves whereas equality and opportunity rights are violated for junior staff.

Today Leaders in industrial organizations must understand that leadership is not a position or a rank; it is primarily and fundamentally a relationship of trust between leaders and other employees. The more the leaders honor this trust, the greater will be their credibility with their staff and the more effective will be the ability to build and achieve a shared vision.

2. complaints; assigned; instances; concern; cancellation; verbal; assurance; action;

Check Your Progress 3

1.

- A: It shouldn't have happened. There are ways of asking people to go.
B: Jenny couldn't keep up with the office policies. She was corrected for indiscipline more than once.

Skills Needed at the Workplace-I

- A: I am really very excited about getting this job. I am going to be part of an organization that has an international reputation.
- B: Yes, they have structured terms, and their salaries are good. And the work is not routine and boring, but different and interesting..
- A: I can't cope with gadgets. I can get training from competent teachers but the management feels its expensive.
- B: No, negotiations are going on with training colleges for reducing the cost. Now the department will arrange for the training.
- A: It takes me an hour to reach to work, I get tired but the boss does not understand my problem.
- B: Have you spoken to him about this? Does he know about the problem?
2. 2, 8, 3, 1, 9, 6, 7, 8, 9

Check Your Progress 4

1. His crime is such that it is unlikely that the management will let him continue as supervisor.
2. The changes in the purchase department will make a definite mark. I am certain of it.
3. The new manager has sent in his letter of acceptance. He is likely to join tomorrow.
4. We understand your situation, it is possible that you may get leave.
5. It is unlikely that we will get permission to buy new furniture for our department.

Check Your Progress 5

(Expressions to be used in various situations)

1. Voicing your concern for staff conflicts/Negotiating differences/Reminding norms of organization/Reminders of pending work.
 - I am sorry to have to say this but.....
 - I am afraid norms have been forgotten.....
 - It might take alarming shape if
2. Refusing permission of leave
 - I am afraid that's not possible, because
 - I won't be able to,because.....
 - No, I am afraid you can't, because.....
3. Requesting staff for extra work/make people work for you.
 - I'd like you toplease.
 - Could you.....please?
 - Do you think you could.....?
 - Would you mind.....+ing.....?
4. Thanking staff for support/showing appreciation
 - Thanks for your co-operation, without it.....
 - I would like to extend my personal appreciation.....
 - We could only have achieved our target because of team effort.....

Check Your Progress 6

1. Must
2. Shouldn't
3. Must not

4. Should
5. Needn't
6. Have to
7. Must
8. Mustn't

Check Your Progress 7

To : Mrs. Sunil Sen, Director

From : Your Name

Date : 25th November 2003

After the survey it was found that we need protection from three possible dangers - Fire, Earthquake and lightening. The warehouse is the most sensitive area because of the large amount of paper stored and inadequate safety measures. The cracks of the last Earthquake have widened and the trees around the factory have been burnt by the lightening.

As we are placed in the area which is prone to the above mentioned dangers, the following precautions and improvements are necessary to avert major disasters.

Fire fighting equipment should be maintained regularly and staff should be trained to handle them. Safety regulations should be displayed at various places.

At the time of any disaster, hooters should be sounded to signal warning and exit outlets to be highlighted for safe evacuation of the people.

Important telephone numbers such as those of Hospitals, Fire-Brigade, Doctors, Company Officials should be displayed at various places.

Last, but not the least, an Action Committee should be formed and trained to handle the situation calmly.

xyz
Manager.

