

Indira Gandhi National Open University (IGNOU)

Bachelor of Library and Information Science (BLIS)

STUDY MATERIALS

Course code: BLI-225
Communication Skills



JATINDER SINGH
BLIS (JULY-2018)

www.jatinderjyoti.in
jatinderjyoti84@gmail.com
[fb/insta: jatinderjyoti.raina](https://www.facebook.com/jatinderjyoti.raina)

Block

1

COMMUNICATION FUNDAMENTALS

UNIT 1

The Basics

5

UNIT 2

Social Skills

21

UNIT 3

Introducing the Institution

40

Programme Design Committee

Prof. Uma Kanjilal (Chairperson)
Faculty of LIS, SOSS, IGNOU

Prof. B.K.Sen, Retired Scientist
NISCAIR, New Delhi

Prof. K.S. Raghavan, DRTC
Indian Statistical Institute, Bangalore

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Dept. of LIS, University of Delhi, Delhi

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Retired Professor, Faculty of LIS, SOSS
IGNOU

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SOSS, IGNOU

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Prof. T. Viswanathan
Retired Director, NISCAIR, New Delhi

Dr. Zuchamo Yanthan
Faculty of LIS, SOSS, IGNOU

Conveners:

Dr. Jaideep Sharma
Faculty of LIS, SOSS, IGNOU

Prof. Neena Talwar Kanungo
Faculty of LIS, SOSS, IGNOU

Programme Coordinators

Prof. Jaideep Sharma and Prof. Neena Talwar Kanungo

Course Coordinator

Dr. Zuchamo Yanthan

Course Preparation Team

Unit No(s)
1-3

Unit Writer(s)
Mr. P Jayarajan
Revised by
Prof. Anju Sahgal Gupta

Course Editor
Prof. Anju Sahgal Gupta

Internal Faculty

Dr. Zuchamo Yanthan

Print Production

Mr. Manjit Singh
Section Officer (Pub.)
SOSS, IGNOU, New Delhi

Secretarial Assistance

Ms. Premlata Lingwal
P.A., School of Humanities
IGNOU, New Delhi

Cover Design

Ms. Ruchi Sethi
Web Designer
E Gyankosh, IGNOU

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UNIT 1 THE BASICS

Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Warm Up
- 1.3 Reading Comprehension: Different Styles of Communication
- 1.4 Vocabulary
- 1.5 Listening: Barriers to Listening
- 1.6 Speaking: Some Suggestions
- 1.7 Grammar: Simple Present Tense
- 1.8 Writing: Paragraph Writing
- 1.9 Summary
- 1.10 Answers to Self Check Exercises
- 1.11 References and Further Reading

1.0 OBJECTIVES

After reading this Unit, you will be able to:

- understand the different styles of communication;
- extend your vocabulary by matching words from the text;
- get an understanding of barriers to listening and get some tips on effective speaking; and
- practice the simple present tense and paragraph writing.

1.1 INTRODUCTION

Communication is all about getting the message across correctly. To make this happen, you need to have good speaking skills and good writing skills. If you have these skills coupled with good listening skills and interest in reading, you have all the potential to be a good communicator. Along with these, you also need to have proficiency in vocabulary, grammar, pronunciation and presentation. In this introductory Unit, you will be introduced to some of the basic but important aspects of communication. The importance of all these in communication is stressed along with guidance notes and tips to help you.

1.2 WARM UP

- 1) Reflect on the following:
 - i) Think of an instance when your meaning was distorted because of miscommunication.
 - ii) Did it create a ‘comedy of errors’ or lead to a ‘sad situation/sorry state of affairs’?
 - iii) How should you have communicated to be effective?

2) How will you react when faced with the following situations? Give your answers both through verbal and non-verbal communication. The first one has been done for you.

i) Your grandparents have come to visit you.

You will greet them verbally by saying 'namaste', 'salaam', etc. The non verbal greeting would be a warm hug, a welcoming smile and/or touching their feet in respect. The communicative mode is thus a mix of both formal and informal.

ii) You have gone with your friends to see a film. You meet your teacher at the theatre who is going to administer a test the next day.

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iii) You meet an old friend unexpectedly in the library.

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iv) You want to complain to the librarian about the problem of noisy teenagers talking in the library.

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v) You have to visit your boss who has lost his father recently. You must also mention whether you want to use the formal or informal mode of communication.

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1.3 READING COMPREHENSION: DIFFERENT STYLES OF COMMUNICATION

Read the text below. After that you will find some questions. Answer these questions.

Styles of Communication

The way in which we express ourselves is our style of communication. Consider the situation of a delay in the departure of the Rajdhani train. The different ways of reacting to this situation are:

- a) Some people become very angry and show it through their facial expressions and body gestures. They may walk up to the customer help desk and shout at the person sitting behind the counter, using bad language and a rude tone.
- b) Others may react in a passive way by shrugging their shoulders and resign themselves to a long wait.
- c) Some others may walk up to the counter and try to enquire about the cause of delay. They may probably be given the option of refund of fare or a food voucher and they will, in all probability, walk away smiling.

The situation is the same for all groups yet the reactions are differently conveyed. In order to communicate effectively it is important to understand our own style of communication which could fall into any one of the above categories or be a combination of these styles.

The Relater

For the relator the focus is relating to people and building interpersonal relationships. They are easy to work with and are cooperative. They are ready to provide a listening ear and helping out others. They do not like conflicts, disagreements or arguments and prefer to have matters sailing smoothly. They may not be amenable to change if it upsets their smooth pattern of working (this could work negatively).

How to deal with them:

- Share personal experiences or common interests with them
- Build a rapport with them
- While discussing any matter, impress upon them the facts of the case and focus on how changes may affect relationships.

The Socialiser

They are enthusiastic, expressive individuals who value relationships and have a desire to be socially accepted. They are useful to have on a team as they can motivate others and work well in a group. Their focus on the larger picture rather than on smaller details can prove to be negative at times. They dislike routine and prefer change and challenges. For them, disagreements are a matter of spirited discussion rather than a setback. They often make decisions based on their intuition rather than on facts.

How to deal with them:

- Try to keep pace with them
- Be patient and bring them to the main subject when they stray from it
- Involve them in group activities
- Keep a watch on them if they have been assigned any job independently.

The Thinker

They are systematic, logical people with a tendency to focus upon facts and figures. They approach problems in a precise methodical way and prefer to work independently. They could lose sight of the larger picture in their efforts to focus on details. Emotions and conflict have no place in their scheme of working. They are not very open to change and need time to adjust to it.

How to deal with them:

- Present new ideas in a logical format backed with data and evidence
- Do not rush them in conversation or in work
- In case of changes taking place, help them by presenting a logical explanation as to why the changes are necessary.

The Director

Such people tend to be forceful, dominating and aggressive. They are bold, direct and don't believe in a soft approach. They believe that achieving the goal is more important than focusing on the ways to accomplish it. It is not a matter of concern for them if a few people are hurt in the process. For them, people and emotion are secondary to the goal. They handle conflict mainly by imposing their ideas upon others. They may not be able to work as a team as they are confrontational and not open to listening to other people's views.

How to deal with them:

- Do not ramble, get to the point directly
- Communicate your ideas clearly and quickly
- Relate your ideas to the set goals
- If working in a group with them, try to maintain peace and harmony as such people disrupt smooth functioning with their aggressive behaviour.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

1) Mention any two characteristics of relaters and say how you can handle them.

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2) Does 'socialisers' mean socially acceptable people? What are the ways of dealing with them?

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3) Thinkers are obviously people who think their way through things. Does this mean that they have intellectual abilities but no heart? How will you deal with them?

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4) Suppose your colleague at work is dominating and aggressive in his manner. Into which category or type would you put him? What will you do to ensure smooth functioning of work?

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5) Find words/phrases from the reading text which match with their meanings given below. You may consult a dictionary if necessary.

- i) A gesture showing disinterest
- ii) Serious disagreement and argument about something important
- iii) Willing to do something
- iv) A relationship where you understand each other's feelings or points of view
- v) Full of positive energy
- vi) Unexplained feelings

- vii) Not concentrating on the particular topic, but thinking or starting to talk about something else
 - viii) Behaving in a forceful way without caring about the feelings of others
 - ix) Talking in a confused way without any order
 - x) Prevent something from proceeding.
- 6) Look at the table given below. Some parts are filled in while others remain empty. Fill in the gaps with suitable and appropriate information. Check your answers with the answers provided at the end of the Unit.

Factors→ ↓	Types Relaters	Socialisers	Thinkers	Directors
How to recognise Them?	Helpful, like positive attention, want people to like them			
Tend to ask: Why, How, What, Who? (Choose the correct question type)		Who? (The personal, dominant question)		What? (The result oriented question)
What they dislike?	Don't like people to be uncaring towards them, hate rejection	Don't like boring explanations, or too many facts & figures		
Reaction to pressure		Become argumentative and try to sell their ideas		Become more dominating and take charge and control
Best way of dealing with them			Provide lots of data and information	
Like to be measured by	Friends, close relationships			Results achieved, goal oriented
Best results with		Inspire and encourage them to better and bigger accomplishments	Structure a framework or "track" to follow	

1.5 LISTENING: BARRIERS TO LISTENING

Mark “yes” or ‘no” against the following questions:

- i) Are you a good listener?
- ii) Do you listen to radio/television news daily?
- iii) When someone at home speaks to you, do you always listen with concentration?
- iv) Do you get irritated when you notice that the person to whom you are talking to is not listening to you?

To be a good communicator it is important to be a “good listener” first. Being a good listener helps you to develop and maintain good interpersonal relations, it helps you to succeed in your career/workplace, in the classroom, and indeed at home. When you are in meetings or attending lectures, if you have good listening skills, you do not miss out on the important points. It is a fact that many people do not have good listening skills as they do not pay much importance to it. As a result, they find their attention wavering away easily from the current conversation.

We spend a great deal of our time, starting from the very early stage in our life, listening to others: our parents, relatives, friends, teachers, employers, colleagues and so on. We also make others listen to us. Think of a day in the recent past and check how much time you must have spent listening to others.

Activities

Listen to the audio on ‘Barriers to Listening’ and answer the questions given below. You may play the CD provided and listen to the audio as many times as you require. Please note that the text of the audio has been provided in the answers section.

2) Fill in the blanks with appropriate words/phrases:

- i) The 5 barriers to communication are: (a)
(b) (c)
(d) (e)
- ii) The first barrier means (a).....
..... and (b)
- iii) A perceptual barrier is there because of our individual ways of
.....
- iv) As children, we have always been told to (a)
..... and not to
.....
- v) In global communication it is considered rude to.....
.....
- vi) Indians do not always understand the of
British and American English.

3) Listen to the recording again and give one word answers to the following phrases:

- i) that which hinders or obstructs
- ii) incorrect/faulty communication
- iii) a person's way of seeing the world around herself/himself
- iv) relating to people's state of mind
- v) what human beings use for communicating

1.6 SPEAKING: SOME SUGGESTIONS

Ask your friend to speak about himself/herself to you. At the end of it, critically review the contents and style of the presentation, and give feedback to your friend. Next, you make a similar presentation about yourself to your friend, keeping in mind the kind of feedback you have given to your friend. Ask your friend to give you feedback.

Speaking About Oneself

If you are professional, you will be often required to speak about yourself, both at formal and informal occasions. The occasion could be a training session, a classroom, tea party, a formal meeting, an interview, meeting someone for the first time and so on. If it is a formal occasion you will get enough time to prepare, both in terms of contents and style. On the other hand, if it is an informal occasion, often you will not get any time to prepare.

Depending on the occasion and the mood of the person(s) to whom you are speaking, you should be able to make changes to what you want to speak. You could add a bit of humor, you could say something about your nick name, your likes and dislikes in life, interesting anecdotes, etc. Watch the reaction and body language of the person(s) carefully to check if they are getting irritated or bored. In that case, take an on the spot decision and change your script!!

Body Language

While speaking, how you present yourself is most important. Your dress, your posture, movement of your body parts, eye contact, and facial expression: you need to get all these right. There is no standard prescription for any of these! You will need to decide the "hows", taking clues from the person(s) to whom you are making your speech. Another important point is that your dress should be appropriate for the occasion.

Tips for Effective Speaking

- Understand who the audience is
- Prepare your speech keeping in mind the educational level of the audience
- Prepare well and ensure that you have included everything that you wanted to include
- Rehearse your speech in front of a mirror or with a friend
- Incorporate any suggestion
- Use simple language and short sentences

- Use words you are familiar with
- Keep the structure simple and logical
- Go with total confidence
- Speak clearly and loudly, don't mumble
- Don't speak too fast
- Repeat important messages to make sure that everyone has understood it
- Summarize at the end, if the situation warrants
- Watch the reaction and body language of the audience from the beginning.

1.7 GRAMMAR: SIMPLE PRESENT TENSE

We use the simple present tense in the following situations:

a) **To show an action that happens daily or very often.**

It represents habits, hobbies and daily events.

Examples:

Some people *become* very angry and *show* it through their facial expression and body gestures.

I never *indulge* in small talk.

The trains usually *run* late this season because of the fog.

My office work *begins* at 9 am.

b) **To show likes and dislikes.**

Examples:

I *love* chatting with friends. It's such fun.

They *are* enthusiastic expressive individuals who value relationships...

c) **To show events that are scheduled to happen in the near future.**

Examples:

The train *leaves* this afternoon at three.

When *do* we begin the meeting?

d) **To show permanent truths.**

Examples:

It *is* important to have a short social conversation before you actually begin to talk shop.

Small talk *requires* important social skills.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

7) Now complete these sentences with verbs in the simple present:

i) I to office everyday.

- ii) I my house at 8 o'clock in the morning.
- iii) I my office by 8.30 am.
- iv) I my lunch in the office canteen.
- v) I home by 6 pm.
- vi) In the evening I for a walk.
- vii) On weekends I badminton in the club.
- viii) Once a year I out on a holiday with my family.
- 8) Complete the following questions using suitable verbs in the simple present tense. The first one is done for you.

Q1. How are you?

A. I am fine.

Q2. Where

A. I live in Bhopal.

Q3. What

A. I like reading and watching TV.

Q4. What

A. I like to read books on self improvement.

Q5. What kind of TV programmes

A. I like to watch reality shows.

Q6. How often

A. I travel out of Bhopal once in two months.

Q7. How

A. I usually travel by train.

Q8. What

A. On weekends I watch movies.

Q9. What

A. I like to watch action movies.

1.8 WRITING: PARAGRAPH WRITING

It is important to realise that once something is written, it cannot be taken back. Communicating in written form is more concrete than verbal communication, with less room for mistakes. This also makes written communication more challenging: one can be caught if mistakes are made! One needs to be meticulous about spelling, grammar, punctuation, capitalisation, use of abbreviations, writing style, choice of words and so on.

Activity

- 4) Write a paragraph of not more than 15 sentences about your best friend. Include information on factors such as the following:

- 3) **Thinkers** are logical and systematic people who value facts and figures above emotions and feelings. However, this does not mean that they have no heart. They just need to be approached with data and evidence in a logical format. We have to give them time to adjust to changes.
- 4) A dominating and aggressive colleague could be categorised under the '**Director**' type. For working effectively and smoothly with such a person, we need to be direct, clear and precise with him/her. Allow him/her to be in charge and relate our ideas to the set goals. Also we need to try and maintain peace and harmony with them while working in a group.
- 5) i) A gesture showing disinterest — **Shrugging their shoulders**
 ii) Serious disagreement and argument about something important **Conflict**
 iii) Willing to do something — **Cooperative**
 iv) When you understand each other's feelings or points of view — **Rapport**
 v) Full of positive energy — **Enthusiastic**
 vi) Unexplained feelings — **Intuition**
 vii) Not concentrating on the particular topic, but thinking or starting to talk about something else — **Stray**
 viii) Behaving in a forceful way without caring about the feelings of others — **Aggressive**
 ix) Talking in a confused way without any order — **Ramble**
 x) Prevent something from proceeding — **Disrupt**

6)

Factors ↓	Types→ Relaters	Socialisers	Thinkers	Directors
How to recognise them?	Helpful, like positive attention, want people to like them	They get excited and are enthusiastic.	They ask for data, ask too many questions, and function methodically and systematically	They like to have their own way; they are decisive and have strong views and opinions
Tend to ask: Why, How, What, Who? (Choose the correct question type)	Why? (The personal non goal question)	Who? (The personal, dominant question)	How? (The technical, analytical question)	What? (The result oriented question)
What they dislike?	Don't like people to be uncaring towards them, hate rejection	Don't like boring explanations, or too many facts and figures	They don't like spontaneous occurrence of things; don't like being caught on the wrong foot or being unprepared	They don't like anyone being in charge or making decisions for them

Reaction to pressure	Become silent, withdrawn and introspective	Become argumentative and try to 'sell' their ideas	Seek out more data and information for analysis and problem solving	Become more dominating, and try to take charge and control
Best way of dealing with them	Support them by caring for them	Catch their enthusiasm and express your ideas and feelings	Provide them with lots of data and information	Allow them to be in charge
Like to be measured by	Friends, close relationships	Praise, feedback and recognition	Being busy and involved in activities that lead to results	Results achieved, goal oriented
Best results with	Give them care and provide them with specific plans and activities to be achieved	Inspire and encourage them to better and bigger accomplishments	Structure a framework or "track" to follow	Give them freedom to do things their own

- 7) i) I **walk** to office everyday.
 ii) I **leave** my house at 8 o'clock in the morning.
 iii) I **reach** my office by 8.30 am.
 iv) I **have** my lunch in the office canteen.
 v) I **return / come back** home by 6 pm.
 vi) In the evening I **go** for a walk.
 vii) On weekends I **play** badminton in the club.
 viii) Once a year I **go** out on a holiday with my family.

8) Q1. How *are you*?

A. I am fine.

Q2. Where *do you live*?

A. I live in Bhopal.

Q3. What *do you like to do in your free time*?

A. I like reading and watching TV.

Q4. What *kind of books do you like to read*?

A. I like to read books on self improvement.

Q5. What kind of TV programmes *do you like to watch*?

A. I like to watch reality shows.

Q6. How often *do you travel out of Bhopal for work*?

A. I travel out of Bhopal once in two months.

- Q7. How *do you usually travel*?
- A. I usually travel by train.
- Q8. What *do you do on weekends*?
- A. I watch movies on weekends.
- Q9. What *kind of movies do you enjoy*?
- A. I like to watch action movies.

Text for the audio on 'Barriers to Listening'

Many people think communication is easy. It is something we have been doing all our lives. It becomes difficult and complex when we put barriers in its way resulting in miscommunication. The word 'barrier' usually carries the meaning of an impediment at different levels. It could be a physical wall or fence, as well as a mental wall or obstruction which hinders thoughts and perceptions. Some of the barriers to communication are:

- 1) Physical barriers
 - 2) Perceptual barriers
 - 3) Emotional barriers
 - 4) Cultural barriers
 - 5) Language barriers
- 1) **Physical barriers** include
 - marked out areas into which strangers are not allowed, e.g. offices having electronic doors which can be opened by access cards.
 - Separate areas/rooms for people of different status.
 - One working unit which is physically separated from other such areas.
 - 2) **Perceptual barriers** are the individual ways of perceiving or looking at things around us. In the process of perceiving things, we select information, organise it and then interpret it in our own way. This may also prove to be a barrier to communication.
 - 3) **Emotional barriers** are our fears, mistrust, misgivings and suspicion of others. We have often heard in our childhood that children should be seen and not heard nor should they question or retaliate to elders. As a result many people hold back from communicating their thoughts and feelings. Psychological factors or personal problems can also come in the way of communication.
 - 4) **Cultural barriers** cause miscommunication because of the presence of diverse cultures, each having its own expressions and behavioral patterns. With global communication, it has become common to adopt global etiquette, e.g. it is considered rude to burp after a meal especially in public.
 - 5) **Language barriers** occur when we communicate with people who are not familiar with our expressions, slang or jargon. Indians do not always understand the idiomatic expressions of British or American English.

Activities

- 1) Do it yourself.
- 2) i) (a) physical (b) perceptual (c) emotional
(d) cultural (e) language
ii) (a) marked out areas where strangers are not allowed,
(b) separate areas for people of different status/ physically demarcated
working areas.
iii) perceiving/looking at the world around us.
iv) (a) be seen and not heard (b) question or answer back to elders.
v) burp after a meal especially in public.
vi) idiomatic expressions
- 3) One word answers to phrases:
i) that which hinders or obstructs — **barrier/obstruction/impediment**
ii) incorrect/faulty communication — **miscommunication**
iii) a person's way of seeing the world around herself/himself — **perception**
iv) relating to people's state of mind **psychological**
v) what human beings use for communicating — **language**
- 4) Do it yourself.

1.11 REFERENCES AND FURTHER READING

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UNIT 2 SOCIAL SKILLS

Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Meeting and Greeting
- 2.3 Reading Comprehension: Characteristics of a Good Conversation
- 2.4 Vocabulary
- 2.5 Language Focus: Greetings
- 2.6 Speaking and Listening
- 2.7 Samples of Greeting
- 2.8 Writing: Current Affairs
- 2.9 How Good are your Social Skills?
- 2.10 Avoiding Embarrassments: Safe and Unsafe Topics for Small Talk
- 2.11 Grammar: Contractions
- 2.12 Summary
- 2.13 Answers to Activities
- 2.14 References and Further Reading

2.0 OBJECTIVES

After reading this Unit, you will be able to:

- explain the characteristics of good conversation;
- practice how to greet, introduce yourself and your colleague/friend;
- write a coherent paragraph;
- discuss about topics of conversation to be avoided; and
- practice contractions in grammar.

2.1 INTRODUCTION

This Unit will help you to understand the importance of communication in a social setting. You will be made aware of important aspects like how to conduct yourself when you meet someone, how to respond when you are presented to someone, how to avoid embarrassment to others and to yourself and so on. To feel comfortable in any social gathering, it is important that you are able to speak intelligently on any subject that comes up for discussion. Such subjects could be the latest happenings around the world, a controversial or well-reviewed book, a new movie, an individual who has hit the headlines for some reason or the other or anything under the sun! The only route to equip yourself for such occasions is to keep yourself up-to-date: read, read, read!!! It is also important to use appropriate language in greeting, introducing and proceeding with your conversation in both formal and informal situations. Above all, however, you need to be sensitive and congenial to others. This Unit will take you through various activities in these important areas.

2.2 MEETING AND GREETING

When meeting people, it is most important to make a positive impression on them. That first impression can have lasting value. If you fail here, you may not get a second chance. You should be careful of your body language, the way you greet the person, what you say to the person and how you say it. Sincerity and a genuine interest should reflect on your face and in your actions.

Normally, when you meet a friend, the language and style will be informal, and if the person is a stranger, the language and style should be more formal.

Activities

- 1) List a few statements that you normally make when meeting someone in the library whom you know well.

.....OR
.....OR
.....

- 2) List also a few statements that you normally make when accosting someone you don't know in the library.

.....OR
.....OR
.....

- 3) Just like opening or starting a conversation well, it is also important to close it properly. The manner in which you close the conversation, can be a deciding factor if that person would meet you again! List a few statements that you normally make when closing/ending a conversation.

.....OR
.....OR
.....

2.3 READING COMPREHENSION: CHARACTER-ISTICS OF A GOOD CONVERSATION

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. 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” (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.

As you are aware 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 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.

Conversations, it is pointed out, do not simply begin and end. The openings and closings of conversations and other types of speech events are organised 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.

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. In a library, you are generally expected to be silent. Conversation must be brief and usually must consist of either asking for information or giving information.

The process of conversation involves some sort of 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.

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 different languages.

2.4 VOCABULARY

There are several ways to improve your vocabulary. When attempting to improve our vocabulary, it is important to be clear about how much you want to achieve and in what areas. Reading is of course a wonderful way to improve your vocabulary, but there are some other ways that you must also consider.

- Learn new words according to particular themes. This will help you memorise words more quickly.
- Use the ‘learned’ vocabulary quickly even if you have to create sentences for no purpose but to learn those words.
- Keep a specific vocabulary note book which you can refer to time and again.

Activity

4) Complete this paragraph. Fill up the gaps with suitable words from the box.

develop	impact	overcome	conversation
influences	shyness	master	professional
difficult	crucial	recognise	break
discovered	successful	perceive	start

Small talk is in any relationship. Everyday conversation can make or relationships in our personal and lives. Unfortunately, most people don't realise how important small talk is, and hence do not do anything to or improve this skill. Developing the ability to make small talk is not as as many other work related skills once we its importance and worth.

A Stanford University School of Business study showed its on business success. It tracked MBA's 10 years after graduation, and that grade point averages had no bearing on their success – but did. Most were those who could make conversation with anyone – from strangers, to secretaries, to bosses to customers.

Small talk has a great impact on your success in 'personal' relationships, because it how others see you in terms of intelligence and confidence. Most people good conversationalists as more intelligent and confident.

Despite the importance of small talk, most people don't do it well. One major reason is and another common reason is not knowing how to a conversation. There are also some who do not have anything to say. All of these difficulties can be once you decide to this art.

2.5 LANGUAGE FOCUS: GREETINGS

Activities

5) Listen to following greetings from the CD and state whether they are formal, semi-formal or informal. Check your responses with the answers given at the end of the Unit.

- i) Hi!
- ii) How do you do?
- iii) How are you doing?
- iv) What's up?
- v) Hello!
- vi) How are you?
- vii) Good Morning/Afternoon / Evening



viii) Good to see you.

ix) How's it going?

x) How are things?

6) Match the responses with the greetings:

	Greeting		Response
i	Hi	a	Very well, thank you. And you?
ii	How do you do?	b	Hello
iii	How are you doing?	c	Good to see you too.
iv	What's up?	d	How do you do?
v	Hello	e	Nothing much.
vi	How are you?	f	Good Morning/afternoon/evening
vii	Good Morning/afternoon/ evening	g	Alright. How about you?
viii	Good to see you	h	Hi / hello

7) **Introducing Yourself**

*I'm Anjana Iyer.
My name's Anjana Iyer.*

Do not say

Myself Anjana Iyer.

There are a number of phrases that are commonly used to introduce strangers.

For Example:

*I don't think you've
met Radhika?*

Can you think of at least two other ways in which you can introduce someone to the others?

8) Here are some typical **business situations** where you need to greet people. Match the situation to the appropriate dialogue box. Now practice the conversation with your partner.

Situations:

- A Receiving a foreign customer at the airport
- B Running into someone you know at a conference
- C After being introduced to someone at a business event e.g. Book Fair
- D Meeting someone in a restaurant for a business lunch to which you've been invited
- E Receiving an important visitor in your library.

Dialogue Boxes

- i) You: How are you? I hope I didn't keep you waiting too long!
B: Fine thanks. I just arrived a couple of minutes ago.
You: Nice place. Have you ordered anything yet?

- ii) A: Hello!
You: Oh Hi! Imagine running into you like this.
A: Yes, it's so good to see you after such a long time. How have you been?
You: Great! How about you?

- iii) You: How do you do, Mr. Shwartz?
Shwartz: How do you do?
You: Did you have a comfortable flight?
Shwartz: Not too bad, thank you.

- iv) You: Good morning Mr. Iyer. I've been waiting to see you.
Iyer: It's good to see you too.
You: How are you?
Iyer: I'm fine thank you.

- v) You: It's a pleasure to meet you Mr. Chhabra. How are you?
Chhabra: Fine thank you. I'm pleased to meet you too.

2.6 SPEAKING AND LISTENING

Activities

- 9) Respond to the following instructions. You may then compare your responses with the audio on the CD. Please note that the text of the audio has been provided in the answers section as Text-1.

- i) Introduce yourself
- ii) Greet someone formally
- iii) Introduce your colleague / companion
- iv) Enquire from your visitor about his / her journey

10) Now imagine that you are talking to a visitor. **You will hear her part of the conversation on audio.** You must respond to whatever she says. Speak after the beep. After you have spoken you will hear a sample response on the audio. Please note that the text of the audio has been provided in the answers section as Text-2.

Visitor: Good morning Mr. Siddiqui.

You:

Visitor: How are you?

You:

Visitor: I'm fine too. It's been long since we last met.

You:

11) You will now listen to two people talking about themselves and their work. Listen to the audio and complete the blanks. Please note that the text of the audio has been provided in the answers section as Text-3.

i) Name:

Name of Library:.....

Has been working since.....

Job responsibility:.....

.....

Likes:.....

Dislikes:.....

ii) Name:

Works as:

Working hours:.....

Takes care of:.....

Likes:.....

12) Practice your own introduction using the following clues:

Name:.....

What you do:

Where you study / work:

What are your job responsibilities (if applicable):

.....

.....

What you like about your work / studies:.....

.....

What you don't like about your work / studies:.....

.....

2.7 SAMPLES OF GREETING

Starting a conversation involves making people feel relaxed and comfortable. You may have to start a conversation while welcoming users in the library, or even initiate a conversation at a meeting, party or social gathering.

Starting a conversation involves three steps:

- a) greeting;
- b) introducing yourself; and
- c) asking after the other person's well-being.

The formulas for these are fixed and usually carry no literal meaning. We say 'Good morning' even if it is not a good morning and the answer for 'How are you?' is 'Fine, thanks,' even if you are not well. No one, except your close friends, really want to know about your troubles. These are routine courtesies that are followed. The expression you use will vary according to your relationship.

Activity

13) Read the short pieces below and decide on the following for each dialogue:

- i) Where is the conversation taking place?
- ii) What is their relationship?
- iii) Strangers/friends/family/acquaintances/ colleagues/neighbours
- iv) Underline the words/expressions that tell you about their relationship.

i) **Dixit:** What a pleasure to see you, Mr. Sharma. How are you keeping?

Sharma: Not bad. How are you doing, Mr. Dixit?

ii) **Nitoo:** Good morning. Welcome to Fergusson College, ma'am. The Seminar is in Room number 16 down this corridor.

iii) **KK:** Mr. Peter Walsh, How do you do? I'm Krishna Kumar, the chief librarian here.

PW: Thank you, Mr. Kumar. How do you do?

iv) **VS:** Good morning, Sir!

AR: Good morning, Vikram. I didn't see you in class yesterday. Are you keeping well?

VS: Yes Sir, thank you very much.

v) **AG:** Hi! I'm Amrita Gill. We've just moved into this locality.

RK: Hi! I'm RK and this is Anu. Anu's in the ninth at Springdale's and I'm in the twelfth at Father Agnel. What about you?

vi) **Students:** Good morning, ma'am.

Teacher: Good morning? It's well past 12 o'clock.

Students: Good afternoon, ma'am.

Teacher: Good afternoon. Sit down, please.

vii) **Visitor:** Good evening, I have an appointment with Ms. Rashmi Chandra.

Reception: Good evening, could you sit down for a moment? I'll find out whether Ms. Chandra is in.

Visitor: Of course, I'm Ajay Makeja from Select Books.

2.8 WRITING: CURRENT AFFAIRS

When you meet someone, after the initial introductions and business talks, there is always a possibility of some kind of a discussion centering on some important and latest news. Any topic can come up for such discussions, and you will cut a sorry figure if you can't contribute to this discussion.

How do you prepare yourselves for such a situation? The only way is to keep yourself up-to-date with what is happening around us in the world. This can be achieved only by reading and listening to news. It is important to read a couple of national newspapers and also some local ones daily. In addition to this, one should also watch television news in national and local channels.

List below three important news items that had appeared in today's newspaper.

1)

.....

2)

.....

3)

.....

List below five important news items that had appeared in newspapers in the last week:

1)

.....

2)

.....

3)

.....

4)

.....

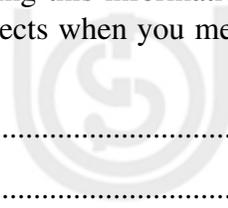
5)

.....

Write a paragraph on each of the five news items mentioned above. You may consult any source for gathering this information. Finally, you talk about any one or two of these subjects when you meet your friends next time.



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Some Tips on Paragraph Writing:

Before you write, we will like you to keep in mind certain points about writing a paragraph.

- It is a good idea to write out the topic sentence of the paragraph.
- This sentence need not occur in the beginning of the paragraph but can occur any where, i.e. middle and end as well.
- In order to develop the central idea of a paragraph, you can add more information, explanation, examples, illustration and so on.
- Before writing the paragraph, write down all you know about the topic. As you make your list don't stop to question whether a detail fits or not. Any that doesn't can be left out later. This will help you generate ideas.
- When you start writing, see that every sentence contributes to the central idea, which may be contained in the topic sentence only then will your paragraph have unity.
- For each sentence to relate to the other, we need to make use of **linking devices**. Look at the list of linking devices and their functions below.

The following list includes other words and phrases that function as transitional devices:

- to express result: therefore, as a result, consequently, thus, hence
- to give examples: for example, for instance, specifically, as an illustration
- to express comparison: similarly, likewise
- to express contrast: but, yet, still, however, nevertheless, on the other hand
- to express addition: moreover, furthermore, also, too, besides, in addition
- to indicate time: now, later, meanwhile, since then, after that, before that time
- to express sequence: first, second, third, then, next, finally.

2.9 HOW GOOD ARE YOUR SOCIAL SKILLS?

Every individual will have her/his own positive as well as negative social skills. Some will have more positive skills and less negative skills. For many others, it will be the other way, more negative skills and less positive skills! In either case, it is important to make good use of the positive skills and also to build on these and side by side make every effort to reduce the negative skills. The latter can be done by attending training programmes, reading, and learning from colleagues, friends, etc.

Take 10 minutes to think about your own social skills. You certainly will have both positive and negative skills. Write these below and say how you plan to reduce your negative skills.

Positive

- 1)
- 2)
- 3)

Negative

- 1)
- 2)
- 3)

Your plan to reduce negative skills:

.....

.....

.....

.....

.....

2.10 AVOIDING EMBARRASMENTS: SAFE AND UNSAFE TOPICS FOR SMALL TALK

The ability to make ‘small talk’ is highly valued. Though it may appear to be simple, but in reality, many people find it extremely difficult to handle social small talk because, unlike business conversations, where you are in control of the content, in small talk you can’t be sure about what may be considered as appropriate. Here are some widely accepted topics which you could talk about:

- Sports – current matches or games, favorite teams, etc.
- Any major activities that are going on at the moment.
- Current affairs – recent incidents.
- Hobbies.
- Weather – this may sound boring, but it can help to break the ice!
- Family – general questions, not questions about private matters.
- Media – films, books, magazines, websites, etc.
- Holidays – where, when, etc.
- Home town – where do you come from/grew up; how is it different/similar to this town.
- Job – once again, general questions not too specific.
- Latest fashion and trends.
- Celebrities.
- Festivals.

And here are some taboo topics that you’d like to avoid or it may lead to embarrassment:

- Salary – how much do you earn?
- Politics – including political ideologies / philosophies.
- Marital status.

- Age.
- Intimate relationships.
- Religion.
- Death.
- Financial – related to salary or the cost of anything you possess including your house.
- Sales – Don't try to sell something to someone you have just met.

Activity

14) Take a look at these bits of conversation in the speech balloons and say whether they are appropriate for small talk.

i)



How much does your company pay you?

ii)



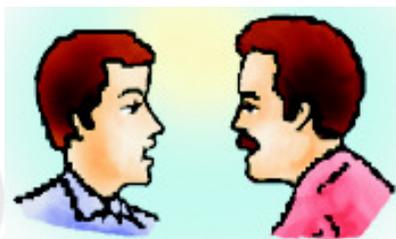
Did you have a comfortable journey?

iii)



Are you married or single?

iv)



Is this your first visit to Delhi?

Now check your answers with the answers given at the end of the Unit and read about why some of these conversations are inappropriate for small talk.

2.11 GRAMMAR: CONTRACTIONS

Contractions are words that have been shortened. This is done by missing out letters. An apostrophe replaces the missing letters.

For example: **doesn't** - for *does not*
we'll - for *we will*
it's - for *it is*
they're - for *they are*

Contractions are generally used in speech and informal writing. They are also frequently used in e-mails.

Activities

15) Can you write these words in the contracted form?

- i I am
- ii She is
- iii We are
- iv We have
- v You have
- vi I would
- vii You would
- viii Do not
- ix Are not
- x Should not
- xi Should have
- xii Need not
- xiii It is
- xiv That is

We will now see how they are used in **Introductions and Greetings**.

I'm (I am) Pawan Dhingra. **I'd** (I would) like to introduce you to my colleague, Preeti Shukla. **She's** (She is) the Archivist of our library. **We've** (We have) been working together for two years.

16) Here are some expressions commonly used in Introductions and Greetings. Rewrite them using appropriate contracted forms.

- i) I am Niti Wadhvani.
.....
- ii) He is my colleague Rahman Siddiqui.
.....
- iii) We are working together on your project.
.....
- iv) We have almost completed the first phase of the project.
.....
- v) We would like to show you the plan for the second phase.
.....

vi) My name is Gagan Srivastava.

.....

vii) What is your name?

.....

viii) I am pleased to meet you.

.....

ix) I would like you to meet my colleague Sadhna Suman.

.....

x) She is my senior in the department.

.....

xi) We are both from the same college.

.....

xii) I am very pleased to meet you both.

.....

xiii) It has been a pleasure.

.....

xiv) What is your program for the evening?

.....

xv) Let us meet in the evening for dinner.

.....

2.12 SUMMARY

Social skills are the most important set of abilities a person can have. Possession of these can make life easier, interesting and enjoyable. Social skills combined with good communication skills can make one wanted. On the other hand lack of these can lead to a lonely life, contributing to anxiety and depression. Good social skills help you to meet interesting people, get the job you want, progress further in your career and relationships, and finally achieve success in life.

2.13 ANSWERS TO ACTIVITIES

- 1) Do it yourself.
- 2) Do it yourself.
- 3) Do it yourself.
- 4) Missing words are given in bold.

Small talk is **crucial** in any relationship. Everyday conversation can make or **break** relationships in our personal and **professional** lives. Unfortunately, most people don't realise how important small talk is, and hence do not do anything to **develop** or improve this skill. Developing the ability to make small talk is not as **difficult** as many other work related skills once we **recognise** its importance and worth.

A Stanford University School of Business study showed its **impact** on business success. It tracked MBA's 10 years after graduation, and **discovered** that grade point averages had no bearing on their success — but **conversation** did. Most **successful** were those who could make conversation with anyone — from strangers, to secretaries, to bosses to customers.

Small talk has a great impact on your success in 'personal' relationships, because it **influences** how others see you in terms of intelligence and confidence. Most people **perceive** good conversationalists as more intelligent and confident.

Despite the importance of small talk, most people don't do it well. One major reason is **shyness** and another common reason is not knowing how to **start** a conversation. There are also some who do not have anything to say. All of these difficulties can be **overcome**, once you decide to **master** this art.

- i) Informal
- ii) Formal
- iii) Semi-formal
- iv) Informal
- v) Semi-formal
- vi) Semi-formal
- vii) Formal
- viii) Semi-formal
- ix) Informal
- x) Semi-formal

Greeting			Response
i	Hi	b	Hi / Hello
ii	How do you do?	d	How do you do?
iii	How are you doing?	g	Alright. How about you?
iv	What's up?	e	Nothing much.
v	Hello	h	Hello
vi	How are you?	a	Very well, thank you. And you?
vii	Good Morning/ Afternoon/Evening	f	Good Morning/Afternoon/Evening
viii	Good to see you	c	Good to see you too.

- 7) I don't think you know Radhika.
 May I introduce you to Radhika?
 I'd like to introduce you to Radhika.
 Sunil, do you know Radhika?
 Sunil, I'd like you to meet Radhika.

Texts for the activities 9-11**Text -1:**

- i) I'm Rohan Sharma.
- ii) Good evening. How are you?
- iii) Please meet my colleague Ms. Mohita Jain. She's the Assistant Librarian.
- iv) Did you have a comfortable journey?

Text -2:

Visitor : Good morning Mr. Siddiqui.

You : *Good Morning.*

Visitor : How are you?

You : *I'm fine thank you. And how about you?*

Visitor : I'm fine too. It's been long since we last met.

You : *Oh yes. It's been a few months.*

Text -3

- i) I am Sonia Parashar. I work in Circulation Section of Delhi Public Library. I joined the library in 2009 as a trainee. I got promoted to the Circulation In charge this year. I'm responsible for looking after the issue and return of books. I also help the people in finding books they want.

If the users of our Library have any problems, I listen to them and then take the necessary action to solve their problems. I enjoy dealing with different kinds of people and get a lot of satisfaction from being able to help them. What I don't like about my job is dealing with those people who return books late and then don't want to pay the fine.

- ii) My name is Amit Sen. I work in a private bank as a cashier. The name of my bank is HFRC. My working hours are 9 am to 6 pm, six days a week. I often get late at work and reach home only by 8 pm or so. I handle a lot of cash. Hence I need to be very alert and careful all the time. However, I like my work. The work environment in my bank is good and my colleagues are very friendly and supportive.

9) Do it yourself.

10) Do it yourself.

- 11) i) Name : *Sonia Parashar*
- Name of Company : *Delhi Public Library*
- Has been working since : *2009*
- Job responsibility : *Looking after issue and return of books.*
- Likes : *Dealing with different kinds of people, helping people*

Dislikes	:	<i>Dealing with library users who return books late and then don't want to pay the fine.</i>
ii) Name	:	<i>Amit Sen</i>
Works as	:	<i>Cashier</i>
Working hours	:	<i>9 am to 6 pm</i>
Takes care of	:	<i>Cash</i>
Likes	:	<i>Work environment, colleagues who are very friendly and supportive.</i>

12) Do it yourself.

13) i) **Formal** situation like office or neighbourhood, could be colleagues or neighbours, who do not know each other well.

ii) **Formal**: College. Student and a teacher.

iii) **Formal**: Office. Visitor and librarian.

iv) **Formal**: Outside class. Teacher and student.

v) **Informal**: Teenagers-Neighbourhood-Strangers.

vi) **Formal**: Classroom-Teacher and class.

vii) **Formal**: Office-Meeting for the first time.

14) (i) and (iii) are inappropriate for small talk. Topics like salaries and marital status invade the personal territory of people and hence are too personal to be asked.

15) Contracted forms

i) I'm

ii) She's

iii) We're

iv) We've

v) You've

vi) I'd

vii) You'd

viii) Don't

ix) Aren't

x) Shouldn't

xi) Should've

xii) Needn't

xiii) It's

xiv) That's

16) Contracted forms

- i) I'm...
- ii) He's...
- iii) We're...
- iv) We've...
- v) We'd...
- vi) ...name's...
- vii) What's...
- viii) I'm...
- ix) I'd...
- x) She's...
- xi) We're...
- xii) I'm...
- xiii) It's...
- xiv) What's...
- xv) Let's...

2.14 REFERENCES AND FURTHER READING

Saunders D. and T. O'Sullivan. *Key Concepts in Communication and Cultural Studies (Studies in Culture and Communication)*. Routledge, 1993. Print.

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Pictures in this Unit have been taken from Block 3 of IGNOU course, BEGE-104, English for Business Communication.

UNIT 3 INTRODUCING THE INSTITUTION

Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Warm Up
- 3.3 Reading Comprehension
- 3.4 Vocabulary
- 3.5 Institutional Profile: The Contents
- 3.6 Study Skills: Use of Abbreviations
- 3.7 Writing Institutional Profile
- 3.8 Listening
- 3.9 Grammar: Verbs Describing Job Responsibilities
- 3.10 Summary
- 3.11 Answers to Self Check Exercises
- 3.12 References and Further Reading

3.0 OBJECTIVES

After reading this Unit, you will be able to:

- explain how to talk about your institution;
- write a profile about it;
- talk about the jobs and responsibilities of various people in your organisation; and
- use verbs pertaining to jobs and responsibilities.

3.1 INTRODUCTION

You will be often required to introduce your organisation/department to others: visitors to the organisation, at meetings, at social events, to your contacts and friends and so on. You should be proud of this opportunity you get to introduce your organisation. This Unit will prepare you to do this effectively by teaching you what type of contents you should include in such a presentation, how you should structure the presentation, how you should handle the presentation, etc.

3.2 WARM UP

If you are asked to introduce the university /college where you studied, list below the type of information will you include in that presentation:

.....

.....

.....

.....

3.3 READING COMPREHENSION

Read the text below and then answer the questions that follow:

During the last two decades the image of librarianship has changed. With every advancing day librarians are confronted with competition from the Web resources including the Google as their users come to the library mostly after they have exhausted their searches on the Web. Librarians, therefore, have to have much better information which the Web can't normally offer to untrained surfers. It always serves better if librarians know in advance what their users generally ask for and also if they know how much DELNET can offer to satisfy their information needs. DELNET is the network that empowers librarians with quality information resources and those librarians who use DELNET resources make a mark in their institutions. Librarians have a meaningful role to play by knowing what quality resource exists on a subject and in arranging those resources for their users.

DELNET was started at the India International Centre Library in January 1988 and was registered as a society in 1992. It was initially supported by the National Information System for Science and Technology (NISSAT), Department of Scientific and Industrial Research, Government of India. It was subsequently supported by the National Informatics Centre, Department of Information Technology, Ministry of Communications and Information Technology, Government of India and Ministry of Culture, Government of India.

DELNET has been established with the prime objective of promoting resource sharing among the libraries through the development of a network of libraries. It aims to collect, store, and disseminate information besides offering computerised services to users, to coordinate efforts for suitable collection, development and also to reduce unnecessary duplication wherever possible.

DELNET has been actively engaged with the compilation of various union catalogues of the resources available in member-libraries. It has already created the Union Catalogue of Books, Union List of Current Periodicals, Union Catalogue of Periodicals, CD-ROM Database, Database of Indian Specialists, Database of Periodical Articles, Union List of Video Recordings, Urdu Manuscripts' Database, Database of Theses and Dissertations, sample databases of language publications using GIST technology and several other databases. The data is being updated in each of these databases and is growing rapidly. All the DELNET databases have been resident on DELSIS, an in-house software developed on BASIS Plus, an RDBMS, the product of Information Dimensions Inc. of USA which has been provided to DELNET courtesy National Informatics Centre, New Delhi.

DELNET provides an array of facilities including e-mail to its member-libraries including both institutional and associate institutional members. DELNET's relentless efforts in resource sharing have proved extremely effective. It has indeed been a big leap towards the modernisation of libraries in India.

Source: www.delnet.nic.in

Self Check Exercise

- Note:** i) Write your answers at the space given below.
ii) Check your answers with the answers given at the end of this Unit.

1) In what way has the image of the librarian changed in recent years? Why has it changed?

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

2) What is the prime objective of DELNET? Name any two services offered by DELNET?

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

3) Read the activities in which DELNET has been engaged with in paragraph 4. Why are they important?

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

4) Should an ordinary user of the library be informed about DELNET? How and why?

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

3.4 VOCABULARY

Self Check Exercise

Note: i) Write your answer at the space given below.

ii) Check your answer with the answers given at the end of this Unit.

5) Find words from the Reading Comprehension passage which mean the same as the following:

i) Accepting a difficult fact and dealing with it

ii) Used up or consumed completely

iii) To make a distinct or lasting impression

iv) Large number of different items

v) Determined and ceaseless

vi) An important advance

3.5 INSTITUTIONAL PROFILE: THE CONTENTS

There is no hard and fast rule on what an institutional profile should contain. But, it is important to realise that the profile should give the user a clear idea about the institution. The format, the design, the style of writing, the language, the structure, etc. should be appropriate. Even at a glance the reader should be able to get an idea about the institution. Elements such as the following could be considered for inclusion in an institutional profile. However, the contents would normally vary according to the nature of the institution, its status, its size and so on.

- 1) Year of establishment
- 2) Brief history of the institution
- 3) Its mission statement/objectives/vision
- 4) Main achievements over a period of time
- 5) Description of its main activities
- 6) At whom its services/products are aimed at/ the target audience
- 7) What the customers can expect from the institution
- 8) Information on key staff
- 9) Future plans
- 10) Contact details.

Information Gathering

If you are asked to write the profile of your library, what sources will you consult to get comprehensive and up-to-date information about the library?

1)

2)

- 3)
- 4)
- 5)
- 6)

Filtering of Information

Once you have identified/collected all the required sources of information, you need to select the important ones from these, and weed out the others. This selection will depend upon the purpose for which you are expected to give the presentation. If the purpose is to brief the students, you need to select more on the facilities offered by the college and details about the courses. On the other hand, if it is for briefing a group of librarians from other colleges, the focus should be the library.

If you have to write the profile of a library what type of information would you include about the library:

- 1)
- 2)
- 3)
- 4)
- 5)

To introduce an institution you can use different presentation techniques. It could be any of the following or even a combination of one or more of the following:

- Conducted tour of the institution
- Lecture
- Lecture aided by multimedia presentation
- PowerPoint Presentation
- Question - answer session
- Distribution of reading material/CD

Again, such an introduction can be done by one person or a team.

The mode of presentation will also depend on the academic/professional level of audience, its size, time available, the venue and so on.

If you have to introduce your library to a group of post graduate students in library science, comprising about 50, in your college hall, what will be the mode of your presentation?

Collation of Information

You have by now selected various sources, all giving relevant information, to enable you to make a presentation. While selecting the material you have kept in mind the level and size of the audience to whom you are going to give the

presentation. Now you need to put all the information in a logical sequence, which you think will be helpful to the audience. The structure of the presentation should be such that information should flow from one section to the next.

3.6 STUDY SKILLS: USE OF ABBREVIATIONS

Self Check Exercise

Note: i) Write your answer at the space given below.

ii) Check your answer with the answers given at the end of this Unit.

- 6) Given below are 10 abbreviations, which are frequently used in library and information field. Please find the expansion for these and write these down. Please note that you may have to use reference sources such as dictionaries of abbreviations as well as websites to find the answers.

AACR 2

CILIP

IFLA

LC

BNB

IASLIC

NISCAIR

DRTC

UDC

INFLIBNET

An abbreviation is a shortened form of a word or phrase that is usually used to save space in written documents. Although they are used most often in technical writing, they can also be used in other forms writings too.

Basic Rules for Using Abbreviations

These are some basic rules that should be followed by a student using abbreviations in her/his writing:

- 1) Use abbreviations sparingly, especially in formal writings.
- 2) When in doubt, don't use abbreviation, instead spell it out.
- 3) When an abbreviation is only one or two alphabets shorter than the full word, the word should not be abbreviated.
- 4) When in doubt, check a dictionary for the correct and acceptable format of any abbreviations to be used.
- 5) Use abbreviations consistently. When you use an abbreviated form of a word once, it is vital that you continue to use the same abbreviated form through out.

- 6) When using an abbreviation in a text, it is important to write the expanded form the first time, with abbreviated form in brackets. For example, University Grants Commission (UGC)... After writing so the first time, you need to write only the abbreviated form in subsequent use.
- 7) Never begin a sentence with an abbreviation.
- 8) Use abbreviations only when you have to use it more than once in a text.

Locate at least two abbreviations dictionaries in any library. Check if the abbreviations listed above are given in these dictionaries. Write down the details of the dictionaries below:

Dictionary 1

Title :
Year of Publication :
Name of Publisher :

Dictionary 2

Title :
Year of Publication :
Name of Publisher :

Self Check Exercise

- Note:** i) Write your answer at the space given below.
ii) Check your answer with the answers given at the end of this Unit.
- 7) Identify two websites exclusively dealing with abbreviations, and write down their URLs below
URL of website 1
URL of website 2

3.7 WRITING INSTITUTIONAL PROFILE

Activity 1

The following passage on Indian Digital Library in Engineering Science and Technology (INDEST) is reproduced from website www.iita.ac.in . This passage is about the important initiative on information sharing and networking started in India a few years ago. Making use of the contents in this, and also the other information available on the website “www.iita.nic.in”, write a profile of INDEST. The profile should include a minimum of five aspects mentioned in Section 3.5 of this Unit.

Indian Digital Library in Engineering Science and Technology

The Ministry of Human Resource Development (MHRD) has set-up a “Consortia-based Subscription to Electronic Resources for Technical Education System in India” on the recommendation made by the Expert Group appointed by the ministry under the chairmanship of Prof. N. Balakrishnan. The consortium is named as the Indian National Digital Library in Science and Technology (INDEST) Consortium.

3.8 LISTENING

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

8) Departments: You may play the CD provided and listen to the audio for this section. You will hear from 10 people who do different kinds of work in a Library. Identify the departments that they work in. Please note that the text of the audio has been provided in the answers section as Text - 1.

i) vi)

ii) vii)

iii) viii)

iv) ix)

v) x)

9) You will hear 3 people talking about their jobs and responsibilities. Listen to them and decide what they work as. Please note that the text of the audio has been provided in the answers section as Text -2.

i) ii)

iii)

3.9 GRAMMAR: VERBS DESCRIBING JOB RESPONSIBILITIES

Profiling your work and job responsibilities involves stating what you do and outlining your responsibilities. The choice of appropriate verbs is of utmost importance here.

Now look at this profile of a computer operator. The verbs are highlighted for you in this profile.

Computer Operator

Job Purpose : To **input** and **extract** data quickly and accurately using a computer terminal.

Job Responsibilities : **Enter** standard documents into the computer quickly and accurately using the keyboard.

Check data entered for accuracy and refer any queries to supervisor or data originator.

Select appropriate program or software for data being entered.

Report any data entry problems to supervisor.

Self Check Exercise

Note: i) Write your answer at the space given below.

ii) Check your answer with the answers given at the end of this Unit.

10) Now look at the profile of a Management Consultant and fill in the blanks with missing verbs. You may need phrases in some of these blanks. You may use words given below in case of difficulty. You can use one word / phrase more than once.

maintain	carry out	develop	conduct
prepare	analyse	determine	present
implement	identify	assist	

Management Consultant

Job Profile: To analyse problems, and provide advice and guidance to a range of organisations on issues and problems relating to policies, procedures and methods and to recommend appropriate actions, providing assistance with implementation where required.

Job Responsibilities:

- i) market research to identify consultancy opportunities.
- ii) presentations and proposals for prospective clients to sell consultancy projects.
- iii) client problems and make attempts to resolve it.
- iv) research, problems and potential solutions for a variety of client projects to present workable solutions or provide specialist advice to enable clients to resolve business problems.
- v) and reports setting out the findings, conclusions and recommendations arising from consultancy projects.
- vi) regular contact with the client to ensure that there is regular information about project progress.
- vii) with implementation of consultancy recommendations.
- viii) all required project and client data to ensure that full information is available for project planning, contract management and business development.
- ix)an awareness of progress in relevant field of expertise to ensure that advice given is accurate and up to date.

These verbs express achievements or something a person does in a concise and persuasive manner. For example:

Develop a new design

compiles various Union Catalogues of the resources available in member-libraries and offers E-mail services to its member-libraries including both institutional and associate institutional members.

- 3) The activities in which DELNET has been engaged with are important because they enable librarians to collect and compile and share resources. It helps reduce unnecessary duplication and helps the librarians to stay abreast and updated. The activities will help the librarians to have a meaningful role to play by knowing what quality resource exists on a subject and in arranging those resources for their users.
- 4) Surely an ordinary user of the library should be informed about the DELNET as it will help him/her to search for resources in a productive manner without wasting time and energy. The user can access the vast data compiled by DELNET and also make use of related services offered. The librarian can educate library members through the notice board bulletins, net-worked library computers, information kiosks and the like.
- 5)
 - i) Accepting a difficult fact and dealing with it (**confronted**)
 - ii) Used up or consumed completely. (**exhausted**)
 - iii) To make a distinct or lasting impression (**make a mark**)
 - iv) Large number of different items (**array**)
 - v) Determined and ceaseless (**relentless**)
 - vi) An important advance (**a big leap**)
- 6) **AACR**: Anglo American Cataloguing Rules
 - CILIP** : Chartered Institute of Library and Information Professionals
 - IFLA** : International Federation of Library Associations and Institutions
 - LC** : Library of Congress
 - BNB** : British National Bibliography
 - IASLIC** : Indian association of Special Libraries and Information Centres
 - NISCAIR** : National Institute for Scientific Communication and Information Research
 - DRTC** : Documentation Research and Training Centre
 - UDC** : Universal Decimal Classification
 - INFLIBNET** : Information and Library Network
- 7) www.abbreviations.com www.alphadictionary.com

Text -1

- i) I send orders for buying books in the library.
- ii) I check the bibliographic details of the books for processing.
- iii) I shelve books.
- iv) Stock verification is one of the duties assigned to me.

- v) Users come to me requesting for bibliographies on their subjects.
- vi) I maintain the records of periodicals received in the library.
- vii) My duty is to issue books to the readers.
- viii) I get books for users that are not available in our library from other libraries on loan.
- ix) I look after audio-video equipment in a library.
- x) I maintain attendance record of employees in the library.

Text - 2

- i) Ms. Neeti Joshi – I take care of the reading needs of the users. I try to get for my users any new book that is published. Users keep sending in their demands but it requires us to be on our toes knowing about the latest publications through catalogues, book reviews, etc. It requires working with book vendors. A close liaison is to be maintained with them. It's a two way relation, both working to help each other. The vendors provide us timely service and we try to make them payments in time.
- ii) Dr. Sundaram – Books after being acquired need to be processed before they can be provided to users for use. I am involved in checking the bibliographical details of the book from the library catalogue before processing. In case it is available, the same can be used. Otherwise I process it afresh assigning the class number and the cataloguing entries.
- iii) Ms. Nancy – Users in our library are very demanding. They want their information needs to be fulfilled immediately. We need to be prepared well in advance with the latest developments in their fields of interest to serve them well. I maintain the profiles of projects being handled in our institution. I scan literature in those areas and provide bibliographic details of the latest literature to the users. I also circulate the table of contents of periodicals to the user groups. Everyday I answer queries of users on my desk from 10 a.m. to 1 p.m.

- 8) i) Acquisition section ii) Cataloguing section
- iii) Maintenance section iv) Maintenance section
- v) Reference section vi) Periodical section
- vii) Circulation section viii) Circulation section, interlibrary loan service
- ix) Technical section x) Administration section
- 9) i) Acquisition section ii) Cataloguing section
- iii) Reference section
- 10) i) Carry out, ii) Prepare, iii) Identify, iv) Carry out, analyse, identify
- v) Prepare, present, vi) Maintain, vii) Assist, viii) Maintain, ix) Develop

11) First set of answer:

- i) Introduce a scheme
- ii) Create a new design
- iii) Present your findings

- | | |
|----------------|------------------------------------|
| iv) Publicise | an awareness programme |
| v) Negotiate | a settlement |
| vi) Document | data |
| vii) Volunteer | to do some kind of social service |
| viii) Maximise | profits |
| ix) Examine | new equipment |
| x) Survey | the sales possibilities in an area |

Second set of answer:

- i) **Introduced** a new method of dealing with paper wastage.
- ii) **Created** an interior design layout for the office which improved functionality.
- iii) **Presented** a new research project.
- iv) **Publicised** the environmental awareness programme initiated by my company.
- v) **Negotiated** price reduction of up to 25% with our new suppliers.
- vi) **Documented** all news coverage of our company in the last 2 years.
- vii) **Volunteered** to work in the home for the elderly on weekends.
- viii) **Maximised** profits by 15% in the month of March.
- ix) **Examined** the use of new safety equipment to minimize accidents on the production floor.
- x) **Surveyed** a sample population of all departments to get inputs on improving the working conditions.

Activity

Do it yourself.

3.12 REFERENCES AND FURTHER READING

Attwood, G. and J. Harold. *Communication: A Keyboard Approach*. London: McGraw-Hill, 1984. Print.

Jones, L. and R. Alexander. *New International Business English Updated Edition Workbook*, Cambridge University Press, 2000. Print.

Zakaria, Matthew T. *Successful Writing Skills*. Commonwealth Publishers, 2009. Print.

UNIT 4 YOUR PROFILE

Structure

- 4.0 Objectives
- 4.1 Warm Up
- 4.2 Reading Comprehension: Profile of Ranganathan
- 4.3 Vocabulary: Qualities
- 4.4 Listening
- 4.5 Speaking: Self-Profile
- 4.6 Importance of Profiles
- 4.7 Writing Your Profile
- 4.8 Grammar: Simple Past Tense
- 4.9 Pronunciation
- 4.10 Summary
- 4.11 Answers to Self Check Exercises
- 4.12 Answers to Activities
- 4.13 References and Further Reading

4.0 OBJECTIVES

This Unit will help you to understand the importance of personal profiles. This will guide you to write your own profile. This Unit discusses the kind of information that should be included in a profile and also provides tips on profile writing. Personal profiles are an important tool while applying for jobs, and it is important that you get it right.

4.1 WARM UP

Read the following conversation between two friends, Amir and Salman, who are both looking for a job:

Salman : You know, our final year of college is almost getting over, and I am so confused about my future. I don't know what kind of a job I want. What about you?

Amir : I know that I want a job with a decent salary.

Salman : But you must be having some job objectives?

Amir : My objectives are very simple. I want job security and also the opportunity to do well in life.

Salman : But everyone tells me that I should have long-term as well as short-term goals.

Amir : I think that's a good way of planning our future.

Now enact a role-play. One of you takes the role of Salman and the other of Amir. You may add to the conversation with your own questions and answers.

4.2 READING COMPREHENSION: PROFILE OF RANGANATHAN

Shiyali Ramamrita Ranganathan is considered to be the father of library science in India. He was born on August 9, 1892 in Shiyali, Tamil Nadu. He belonged to a middle-class family in British-ruled India. He was an innovative mathematician and a librarian. His most notable contributions to the field were his five laws of library science and the development of the first major analytico-synthetic classification system, the Colon Classification.

Education and Early Career

Ranganathan began his professional life as a mathematician; he earned B.A. and M.A. degrees in mathematics from Madras Christian College. His lifelong goal was to teach mathematics, and he was successively a member of the mathematics faculties at universities in Mangalore, Coimbatore and Madras (all within the span of five years). As a mathematics professor, he published a handful of papers, most on mathematics history.

In 1923, the University of Madras created the post of University Librarian to oversee their poorly organised collection. Among the 900 applicants for the position, none had any formal training in librarianship, and Ranganathan's few papers satisfied the search committee's requirement that the candidate should have a research background. His sole knowledge of librarianship came from an Encyclopaedia Britannica article he read days before the interview.

Ranganathan was initially reluctant to pursue the position (he had forgotten about his application by the time he was called for an interview). To his own surprise, he received the appointment and accepted the position in January of 1924.

At first, Ranganathan found the solitude of the position intolerable. In a few weeks, complaining of total boredom, he went back to the university administration to beg for his old position back. A deal was struck that Ranganathan would travel to London, to study contemporary Western practices in librarianship, and that, if he returned and still rejected librarianship as a career, the mathematics lectureship would be his again.

Ranganathan traveled to University College in London, which at that time housed the only graduate degree programme in library science in Britain. At University College, he earned marks only slightly above average, but his mathematical mind latched onto the problem of classification, a subject typically taught by rote in library programmes of the time. As an outsider, he focused on what he perceived to be flaws with the popular decimal classification, and began to explore new possibilities on his own. While in England he began drafting the system that was ultimately to become the Colon Classification. He refined it as he returned home, even going so far as to reorder the ship's library on the voyage back to India.

Ranganathan returned with a powerful passion for libraries and librarianship and a vision of its importance for the Indian nation. He returned to and held the position of University Librarian at the University of Madras for twenty years. During that time, he helped to found the Madras Library Association, and lobbied actively for the establishment of free public libraries throughout India and for the creation of a comprehensive national library.

Ranganathan was considered by many to be a workaholic. During his two decades in Madras, he consistently worked 13-hour a day, seven days a week, without taking a vacation for the entire time. It was during this period that he produced what have come to be known as his two greatest legacies: Five Laws of Library Science (1931) and Colon Classification (1933).

Later Career

After two decades of serving as librarian at Madras University, a post he had intended to keep until his retirement, Ranganathan retired from his position after conflicts with a new university Vice-Chancellor became intolerable. At the age of 54, he submitted his resignation. After a brief bout of depression, he accepted a professorship in library science in August 1945 at the Banaras Hindu University. This was to be his last formal academic position. There, he cataloged the university's collection; by the time he left four years later, he had classified over 100,000 items personally.

Ranganathan headed the Indian Library Association from 1944 to 1953, but was never a particularly adept administrator, and left amid controversy when the Delhi Public Library chose to use the Dewey Decimal Classification system instead of his own Colon Classification. He held an honorary professorship at Delhi University from 1949 to 1955 and helped build that institution's library science programmes with S. Das Gupta, a former student of his.

Ranganathan's final major achievement was the establishment of the Documentation Research and Training Centre in Bangalore in 1962, where he served as honorary director for five years. In 1965, he was honored by the Indian government for his contributions to the field with the title of "National Research Professor."

On 27 September 1972, Ranganathan died of complications from bronchitis. Ranganathan's autobiography, published serially during his life, is titled *A Librarian Looks Back*. (Adapted from the internet sites).

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

- 1) How did Ranganathan become the university librarian even though he was a mathematician?

.....

- 2) Why was Ranganathan initially reluctant to pursue his career as a University Librarian?

.....

3) Why did Ranganathan go to London?

.....
 THE PEOPLE'S UNIVERSITY

4) What was the impact on Ranganathan of his experience at University College London?

.....
 THE PEOPLE'S UNIVERSITY

5) Did the transformation that Ranganathan experienced prove beneficial for India? If yes, explain how.

.....
 THE PEOPLE'S UNIVERSITY

6) Read the information about Ranganathan and complete the table given below:

Date and place of birth	
Education	
Early career	
Additional qualification	
Later career	
Major achievements	
Honours	
Personal qualities	

4.3 VOCABULARY: QUALITIES

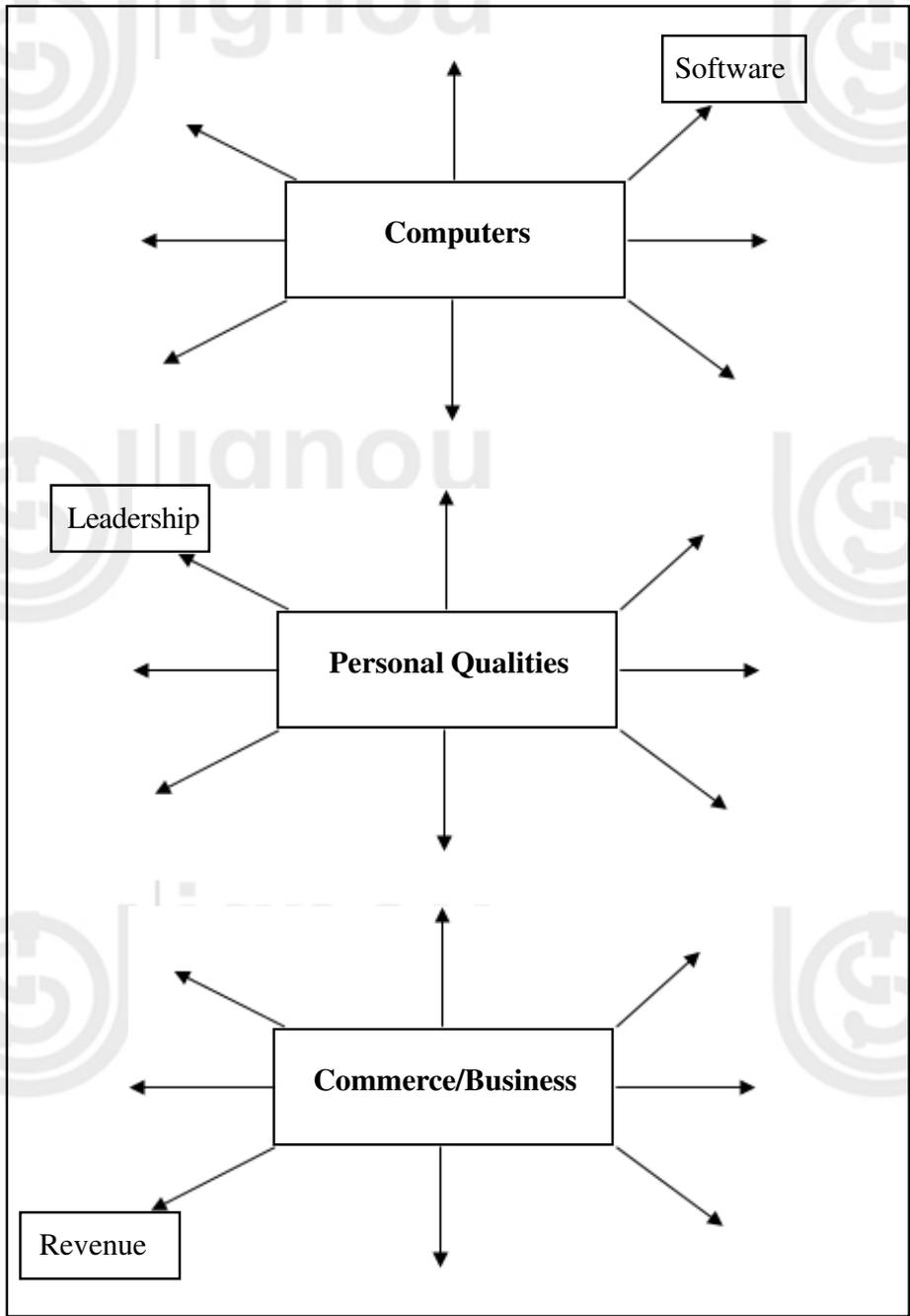
Successful communication depends a lot on your grasp of vocabulary, i.e. words. You should use the right word at the right place. To enable you to do that, you need to know the meanings of as many words as possible. Building your word power will help you throughout your life, while communicating, whether in the written or oral mode. It is a good practice to write down the words whose meaning is unknown to you, whenever you come across one. Later consult a good dictionary

and look at those words and write down their meanings. In this way you can strengthen your vocabulary gradually.

Activity

- 1) Look at the following jumbled words, taken from the profile of Bill Gates. Put these in the appropriate group presented below. You may add your own words to each of these groups.

Leadership, revenue, internet, access, visionary, BASIC, fiscal year, chairman, organisation, personal computer, language, Microsoft, programming, software, foresight, cost-effective, philanthropic, global company.



From the list given, say which three qualities from each list are important for a librarian. Why are they important according to you?

Computers

Personal qualities

Business

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

4.4 LISTENING

Activity

2) Listen to Arthi Mathur’s profile and fill in the information about her:

i) Her educational background.

.....

ii) Did she have any work experience, if so what?

.....

iii) What are her main achievements?

.....

iv) What are her future plans?

.....

v) Hobbies and interests.

.....

vi) Something about her family.

.....

4.5 SPEAKING: SELF-PROFILE

Activity

3) You have listened to your friend talking about himself/herself. Now you have to give a brief self-profile to a group of people who do not know much about you. Use the following hints while speaking about yourself:

- Give your full name, age, etc.
- Tell something about your educational background
- Include highlights of your career
- Say what you wish to do in life
- Talk about your special achievements
- Describe your strengths and weaknesses
- Talk about your hobbies and interests

While presenting your self- profile, keep a watch on the body language of the audience to check if they are listening. If not, try to cut a joke or pose one or two interesting questions to the audience. At the end of your presentation, while

interacting with members of the audience you will be able to get an idea if they have actively listened to your presentation or not.

4.6 IMPORTANCE OF PROFILES

Cyberspace has become the main medium for communication, replacing traditional face-to-face communication and even communication over the telephone. In the era of cyberspace communication, it is critical that personal profiles are written well. During face-to-face communication other clues and cues are present. You can hear the other's voice, tone, see their body language, notice how they dress and present themselves to the world. All these factors and many more flood our senses and help flesh out our mental picture of the other.

Only old fashioned "letters" come close to e-mail communication. And even then, one gets a chance to know more about the person from clues such as handwriting, choice of stationery and the writing implement.

While preparing your profile you should keep in mind that you will be sending your profile primarily via e-mail.

Tips for Preparing your Profile

Make sure that your profile is perfect: no spelling mistakes or grammatical mistakes. Check spelling and punctuation, and avoid using abbreviations. If at all you have to use abbreviations, give its expanded form when you use it first. Use capital letters correctly; there are rules on when and how capital letters should be used.

The recipient may use your profile for a variety of purposes, such as

- To short list for a job
- To place you in a ranked list
- To use it during an interview
- To check how honest you are

Keep a watch on the length of your profile! If it is too long it is likely that many won't read it fully. It is better to keep it short, say not more than one page, broken into 3 or 4 paragraphs. Highlight words/sentences which you think should not miss the attention of whoever reads it. Keep the language simple and sentences short.

4.7 WRITING YOUR PROFILE

A profile should include aspects such as the following.

- Major achievements, as a student and /or employee. (*should have evidence to produce, if asked for, so don't bluff!*).
- Skills and competencies you want to highlight (*do not include your qualifications here*).
- Hobbies, if any (*write about serious hobbies only, it is very likely that you will be asked more on this at the time of interview*).
- Long term goals (*be realistic on this*).

I/you/he/she/it/we/they **worked / did not (didn't) work.**

Did I/you/he/she/it/we/they **work? (Yes, I/you/etc. did/No, I/you/etc. didn't.)**

The verb **to be** follows a different pattern.

I/he/she/it **was/was not (wasn't)...**

We/you/they **were/were not (weren't)...**

Was I/he/she/it ...? (Yes, I/he/she/it **was.** / No, I/he/she/it **wasn't.**)

Were we/you/they ...? (Yes, we/you/they **were.** /No, we/you/they **weren't.**)

Functions:

We use the Simple Past Tense for an action or an event that occurred at a definite time in the past and is over at the time of speaking. Adverbs of time are commonly used:

Yesterday at 6:30	on Monday in January	last week a few days ago	in the 1960s
----------------------	-------------------------	-----------------------------	--------------

Examples:

- 1) To his own surprise, Ranganathan **received** the appointment and accepted the position in January 1924.
- 2) Ranganathan briefly **moved** to Zurich, Switzerland, from 1955 to 1957

We use the simple past to refer to an action which took place over a period of time in the past, or which took place regularly and repeatedly, but is over now.

- William (Bill) H. Gates **was** the Chairman of Microsoft Corporation.
- Ranganathan **began** his professional career as a Mathematician.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

- 8) Fill in the blanks with the correct past tense forms of the verbs given in brackets:

William (Bill) H. Gates ¹.....(be) the Chairman of Microsoft Corporation, the worldwide leader in software, services and solutions, that helps people and businesses realise their full potential. Microsoft ².....(have) revenues of US\$ 55.12 billion for the fiscal year ending June 2007.

On June 15, 2006, Microsoft ³.....(announce) that effective July 2008 Gates will move out of a day-to-day role in the company and spend more time on his global health and education work at the Bill and Melinda Gates Foundation.

Born on October 28, 1955, Gates ⁴.....(grow) up in Seattle with his two sisters. Their father, William H. Gates II, is a Seattle attorney. Their late mother, Mary Gates, ⁵.....(be) a schoolteacher, University of Washington Regent, and Chairwoman of United Way International.

Gates ⁶.....(attend) a public elementary school and the private Lakeside School. There, he ⁷.....(discover) his interest in software and ⁸..... (begin) programming computers at age 13.

In 1973, Gates⁹.....(enter) Harvard University as a freshman. While at Harvard, Gates¹⁰.....(develop) a version of the programming language BASIC for the first microcomputer – the MITS Altair.

In his junior year, Gates¹¹.....(leave) Harvard to devote his energies to Microsoft, a company he¹².....(found) in 1975 with his childhood friend Paul Allen.

- 9) Write a short paragraph of about 10 lines about your father’s career, giving dates where possible.

For example:

My father’s name is Shri Virender Sahgal. He went to University in 1953, where he studied Architecture. He graduated in 1958 and started his own architecture firm.

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

4.9 PRONUNCIATION

Listen to these words and repeat them after the teacher.

- Profile
- Global health
- Architecture
- Seattle
- Harvard University
- Valuable tool
- Foresight
- Vision
- Mission
- Non-profit organisation

4.10 SUMMARY

A personal profile should be a true description of you, what you are, how you reached where you are now and where you want to go from here and why. It is an opportunity to highlight your achievements, your contributions and to show how different you are from others. Your profile should project a positive image of yourself. It is a marketing tool; you should use your profile to market yourself. Make sure it is perfect in all respects.

4.11 ANSWERS TO SELF CHECK EXERCISES

- 1) Ranganathan's lifelong goal was to teach mathematics but when the University of Madras created the post of University Librarian in 1923 to oversee their poorly organised collection, he applied for the position along with 900 other applicants. Though he did not have any formal training in librarianship, Ranganathan's few published papers satisfied the search committee's requirement that the candidate should have a research background. This facilitated his appointment as the University librarian.
- 2) Ranganathan was initially reluctant as he did not have the required qualification or adequate knowledge for the position of a librarian. His sole knowledge of librarianship came from an Encyclopaedia Britannica article he read days before the interview.
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- 4) At University College London, though Ranganathan did not excel academically his mathematical mind latched onto the problem of classification, a subject typically taught by rote in library programmes of the time. As an outsider, he focused on what he perceived to be flaws with the popular decimal classification, and began to explore new possibilities on his own. He began drafting the system that was ultimately to become the Colon Classification. He refined it as he returned home, even going so far as to reorder the ship's library on the voyage back to India. He returned with a powerful passion for libraries and librarianship and a vision of its importance for the Indian nation.
- 5) The transformation that Ranganathan experienced proved extremely beneficial for India. He returned to India and held the position of University Librarian at the University of Madras for twenty years. During that time, he helped to found the Madras Library Association, and lobbied actively for the establishment of free public libraries throughout India and for the creation of a comprehensive national library.

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- 6) Do it yourself.
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- 9) Do it yourself.

4.12 ANSWERS TO ACTIVITIES

1) **Computers:** software, programming, internet, access, BASIC, personal computer, Microsoft.

Personal qualities: leadership, visionary, philanthropic, foresight.

Commerce/Business: revenue, fiscal year, organisation, cost effective, global company, chairman.

Text for the audio on Profile

Hi Everybody. I am Arthi Mathur working as a Communications Manager with a media firm called Convergence. I hail from a place called Jaisalmer in Rajasthan. I am 27 years old and have spent most of my life in Jaisalmer. I did my schooling in the Kendriya Vidyalaya. It was for my higher studies that I moved out of Jaisalmer for the first time. I pursued a Bachelor's in Communication Studies and went on to do my Masters at the prestigious Mudra Institute of Mass Communication (MICA), Ahmedabad.

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- 2) Do it yourself.
- 3) Do it yourself.
- 4) Do it yourself.

4.13 REFERENCES AND FURTHER READING

Dignen, B. *Communicating in Business English (with Audio CD)*. Compass Publishing, 2013. Print.

Samson, T. *Business English (With Audio CD)*. Tata McGraw-Hill Education, 2008, Print.

BLOCK 2 PREPARING FOR JOB INTERVIEW

Introduction

The whole process of job-hunting is often long-drawn and anxiety-ridden. We may have fears such as “What should I include in my CV?” “How should I prepare for my interview?” “What questions will be asked?” “Will I be able to answer them?” and so on. Our attempt in this Block has been to answer some of your fears and doubts.

The first thing you should have in front of you is your **profile** – what are you interested in, what has been your career so far, what is your education, etc. You should collect all your achievements, projects and other relevant work that you have done from time-to-time, this would be your **portfolio**. The information from the profile and portfolio will help you write your **curriculum vitae (CV)**. Finally, you need to **prepare for the interview**.

All the units in this Block will address all your questions and needs. The units are as follows:

Unit 4 : Your Profile

Unit 5 : Preparing Your Portfolio

Unit 6 : Preparing Your Resume /Curriculum Vitae

Unit 7 : The Job Interview

Acknowledgement

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UNIT 4 YOUR PROFILE

Structure

- 4.0 Objectives
- 4.1 Warm Up
- 4.2 Reading Comprehension: Profile of Ranganathan
- 4.3 Vocabulary: Qualities
- 4.4 Listening
- 4.5 Speaking: Self-Profile
- 4.6 Importance of Profiles
- 4.7 Writing Your Profile
- 4.8 Grammar: Simple Past Tense
- 4.9 Pronunciation
- 4.10 Summary
- 4.11 Answers to Self Check Exercises
- 4.12 Answers to Activities
- 4.13 References and Further Reading

4.0 OBJECTIVES

This Unit will help you to understand the importance of personal profiles. This will guide you to write your own profile. This Unit discusses the kind of information that should be included in a profile and also provides tips on profile writing. Personal profiles are an important tool while applying for jobs, and it is important that you get it right.

4.1 WARM UP

Read the following conversation between two friends, Amir and Salman, who are both looking for a job:

Salman : You know, our final year of college is almost getting over, and I am so confused about my future. I don't know what kind of a job I want. What about you?

Amir : I know that I want a job with a decent salary.

Salman : But you must be having some job objectives?

Amir : My objectives are very simple. I want job security and also the opportunity to do well in life.

Salman : But everyone tells me that I should have long-term as well as short-term goals.

Amir : I think that's a good way of planning our future.

Now enact a role-play. One of you takes the role of Salman and the other of Amir. You may add to the conversation with your own questions and answers.

4.2 READING COMPREHENSION: PROFILE OF RANGANATHAN

Shiyali Ramamrita Ranganathan is considered to be the father of library science in India. He was born on August 9, 1892 in Shiyali, Tamil Nadu. He belonged to a middle-class family in British-ruled India. He was an innovative mathematician and a librarian. His most notable contributions to the field were his five laws of library science and the development of the first major analytico-synthetic classification system, the Colon Classification.

Education and Early Career

Ranganathan began his professional life as a mathematician; he earned B.A. and M.A. degrees in mathematics from Madras Christian College. His lifelong goal was to teach mathematics, and he was successively a member of the mathematics faculties at universities in Mangalore, Coimbatore and Madras (all within the span of five years). As a mathematics professor, he published a handful of papers, most on mathematics history.

In 1923, the University of Madras created the post of University Librarian to oversee their poorly organised collection. Among the 900 applicants for the position, none had any formal training in librarianship, and Ranganathan's few papers satisfied the search committee's requirement that the candidate should have a research background. His sole knowledge of librarianship came from an Encyclopaedia Britannica article he read days before the interview.

Ranganathan was initially reluctant to pursue the position (he had forgotten about his application by the time he was called for an interview). To his own surprise, he received the appointment and accepted the position in January of 1924.

At first, Ranganathan found the solitude of the position intolerable. In a few weeks, complaining of total boredom, he went back to the university administration to beg for his old position back. A deal was struck that Ranganathan would travel to London, to study contemporary Western practices in librarianship, and that, if he returned and still rejected librarianship as a career, the mathematics lectureship would be his again.

Ranganathan traveled to University College in London, which at that time housed the only graduate degree programme in library science in Britain. At University College, he earned marks only slightly above average, but his mathematical mind latched onto the problem of classification, a subject typically taught by rote in library programmes of the time. As an outsider, he focused on what he perceived to be flaws with the popular decimal classification, and began to explore new possibilities on his own. While in England he began drafting the system that was ultimately to become the Colon Classification. He refined it as he returned home, even going so far as to reorder the ship's library on the voyage back to India.

Ranganathan returned with a powerful passion for libraries and librarianship and a vision of its importance for the Indian nation. He returned to and held the position of University Librarian at the University of Madras for twenty years. During that time, he helped to found the Madras Library Association, and lobbied actively for the establishment of free public libraries throughout India and for the creation of a comprehensive national library.

Ranganathan was considered by many to be a workaholic. During his two decades in Madras, he consistently worked 13-hour a day, seven days a week, without taking a vacation for the entire time. It was during this period that he produced what have come to be known as his two greatest legacies: Five Laws of Library Science (1931) and Colon Classification (1933).

Later Career

After two decades of serving as librarian at Madras University, a post he had intended to keep until his retirement, Ranganathan retired from his position after conflicts with a new university Vice-Chancellor became intolerable. At the age of 54, he submitted his resignation. After a brief bout of depression, he accepted a professorship in library science in August 1945 at the Banaras Hindu University. This was to be his last formal academic position. There, he cataloged the university’s collection; by the time he left four years later, he had classified over 100,000 items personally.

Ranganathan headed the Indian Library Association from 1944 to 1953, but was never a particularly adept administrator, and left amid controversy when the Delhi Public Library chose to use the Dewey Decimal Classification system instead of his own Colon Classification. He held an honorary professorship at Delhi University from 1949 to 1955 and helped build that institution’s library science programmes with S. Das Gupta, a former student of his.

Ranganathan’s final major achievement was the establishment of the Documentation Research and Training Centre in Bangalore in 1962, where he served as honorary director for five years. In 1965, he was honored by the Indian government for his contributions to the field with the title of “National Research Professor.”

On 27 September 1972, Ranganathan died of complications from bronchitis. Ranganathan’s autobiography, published serially during his life, is titled *A Librarian Looks Back*. (Adapted from the internet sites).

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

1) How did Ranganathan become the university librarian even though he was a mathematician?

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2) Why was Ranganathan initially reluctant to pursue his career as a University Librarian?

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3) Why did Ranganathan go to London?

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4) What was the impact on Ranganathan of his experience at University College London?

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5) Did the transformation that Ranganathan experienced prove beneficial for India? If yes, explain how.

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6) Read the information about Ranganathan and complete the table given below:

Date and place of birth	
Education	
Early career	
Additional qualification	
Later career	
Major achievements	
Honours	
Personal qualities	

4.3 VOCABULARY: QUALITIES

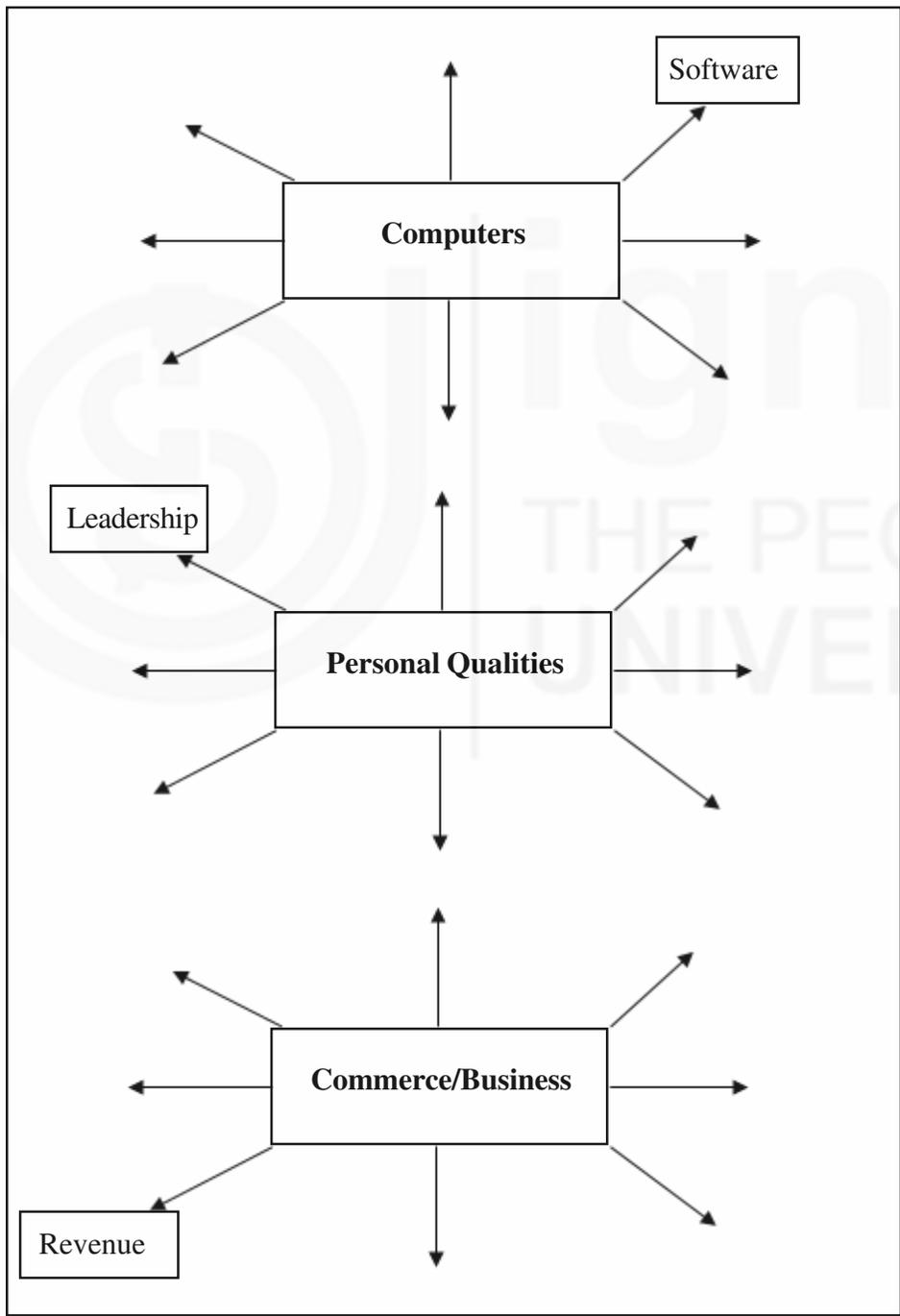
Successful communication depends a lot on your grasp of vocabulary, i.e. words. You should use the right word at the right place. To enable you to do that, you need to know the meanings of as many words as possible. Building your word power will help you throughout your life, while communicating, whether in the written or oral mode. It is a good practice to write down the words whose meaning is unknown to you, whenever you come across one. Later consult a good dictionary

and look at those words and write down their meanings. In this way you can strengthen your vocabulary gradually.

Activity

- 1) Look at the following jumbled words, taken from the profile of Bill Gates. Put these in the appropriate group presented below. You may add your own words to each of these groups.

Leadership, revenue, internet, access, visionary, BASIC, fiscal year, chairman, organisation, personal computer, language, Microsoft, programming, software, foresight, cost-effective, philanthropic, global company.



From the list given, say which three qualities from each list are important for a librarian. Why are they important according to you?

Computers	Personal qualities	Business
.....
.....
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4.4 LISTENING

Activity

2) Listen to Arthi Mathur’s profile and fill in the information about her:

i) Her educational background.

.....

ii) Did she have any work experience, if so what?

.....

iii) What are her main achievements?

.....

iv) What are her future plans?

.....

v) Hobbies and interests.

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vi) Something about her family.

.....

4.5 SPEAKING: SELF-PROFILE

Activity

3) You have listened to your friend talking about himself/herself. Now you have to give a brief self-profile to a group of people who do not know much about you. Use the following hints while speaking about yourself:

- Give your full name, age, etc.
- Tell something about your educational background
- Include highlights of your career
- Say what you wish to do in life
- Talk about your special achievements
- Describe your strengths and weaknesses
- Talk about your hobbies and interests

While presenting your self- profile, keep a watch on the body language of the audience to check if they are listening. If not, try to cut a joke or pose one or two interesting questions to the audience. At the end of your presentation, while

interacting with members of the audience you will be able to get an idea if they have actively listened to your presentation or not.

4.6 IMPORTANCE OF PROFILES

Cyberspace has become the main medium for communication, replacing traditional face-to-face communication and even communication over the telephone. In the era of cyberspace communication, it is critical that personal profiles are written well. During face-to-face communication other clues and cues are present. You can hear the other's voice, tone, see their body language, notice how they dress and present themselves to the world. All these factors and many more flood our senses and help flesh out our mental picture of the other.

Only old fashioned "letters" come close to e-mail communication. And even then, one gets a chance to know more about the person from clues such as handwriting, choice of stationery and the writing implement.

While preparing your profile you should keep in mind that you will be sending your profile primarily via e-mail.

Tips for Preparing your Profile

Make sure that your profile is perfect: no spelling mistakes or grammatical mistakes. Check spelling and punctuation, and avoid using abbreviations. If at all you have to use abbreviations, give its expanded form when you use it first. Use capital letters correctly; there are rules on when and how capital letters should be used.

The recipient may use your profile for a variety of purposes, such as

- To short list for a job
- To place you in a ranked list
- To use it during an interview
- To check how honest you are

Keep a watch on the length of your profile! If it is too long it is likely that many won't read it fully. It is better to keep it short, say not more than one page, broken into 3 or 4 paragraphs. Highlight words/sentences which you think should not miss the attention of whoever reads it. Keep the language simple and sentences short.

4.7 WRITING YOUR PROFILE

A profile should include aspects such as the following.

- Major achievements, as a student and /or employee. (*should have evidence to produce, if asked for, so don't bluff!*).
- Skills and competencies you want to highlight (*do not include your qualifications here*).
- Hobbies, if any (*write about serious hobbies only, it is very likely that you will be asked more on this at the time of interview*).
- Long term goals (*be realistic on this*).

First note down the points you want to highlight in your profile. It could be any from the above list, or even something outside it. After that, group these into three or four sets. Decide which set you want to put first, then second, third and fourth. Write a few brief sentences on each of the points you have noted. Read it, make corrections where needed, spell check and grammar check on your computer. Use a dictionary in case of doubt. Show the profile to one of your friends or teachers or someone whose English is good and has knowledge about business communication. Incorporate their suggestions if you think fit. Use good typeface and type size.

Activity

4) Write a profile of yourself on the basis of the four points given.

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4.8 GRAMMAR: SIMPLE PAST TENSE

Self Check Exercise

Note: i) Write your answer at the space given below.

ii) Check your answer with the answer given at the end of this Unit.

7) Tick (✓) mark the sentences which are correct. Say why the others are wrong.

- i) Before language was invented, people have used gestures to convey information and feelings.
- ii) I go to a very interesting seminar last week.
- iii) Yesterday, a fire broke out in a cloth shop.
- iv) The fire has destroyed all the other shops in the market.
- v) The door opened suddenly and armed men rushed in.
- vi) Did you check the figure?

Form:

The Simple past (positive) is formed by using the past tense form. Regular verbs add **-d** or **-ed** to the bare infinitive to form the past tense. For negatives and questions we use the auxiliary **did** and the infinitive.

I/you/he/she/it/we/they **worked / did not (didn't) work.**

Did I/you/he/she/it/we/they **work? (Yes, I/you/etc. did/No, I/you/etc. didn't.)**

The verb **to be** follows a different pattern.

I/he/she/it **was/was not (wasn't)...**

We/you/they **were/were not (weren't)...**

Was I/he/she/it ...? (Yes, I/he/she/it **was.** / No, I/he/she/it **wasn't.**)

Were we/you/they ...? (Yes, we/you/they **were.** /No, we/you/they **weren't.**)

Functions:

We use the Simple Past Tense for an action or an event that occurred at a definite time in the past and is over at the time of speaking. Adverbs of time are commonly used:

Yesterday	on Monday	last week	in the 1960s
at 6:30	in January	a few days ago	

Examples:

- 1) To his own surprise, Ranganathan **received** the appointment and accepted the position in January 1924.
- 2) Ranganathan briefly **moved** to Zurich, Switzerland, from 1955 to 1957

We use the simple past to refer to an action which took place over a period of time in the past, or which took place regularly and repeatedly, but is over now.

- William (Bill) H. Gates **was** the Chairman of Microsoft Corporation.
- Ranganathan **began** his professional career as a Mathematician.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

- 8) Fill in the blanks with the correct past tense forms of the verbs given in brackets:

William (Bill) H. Gates ¹.....(be) the Chairman of Microsoft Corporation, the worldwide leader in software, services and solutions, that helps people and businesses realise their full potential. Microsoft ².....(have) revenues of US\$ 55.12 billion for the fiscal year ending June 2007.

On June 15, 2006, Microsoft ³.....(announce) that effective July 2008 Gates will move out of a day-to-day role in the company and spend more time on his global health and education work at the Bill and Melinda Gates Foundation.

Born on October 28, 1955, Gates ⁴.....(grow) up in Seattle with his two sisters. Their father, William H. Gates II, is a Seattle attorney. Their late mother, Mary Gates, ⁵.....(be) a schoolteacher, University of Washington Regent, and Chairwoman of United Way International.

Gates⁶.....(attend) a public elementary school and the private Lakeside School. There, he⁷.....(discover) his interest in software and⁸..... (begin) programming computers at age 13.

In 1973, Gates⁹.....(enter) Harvard University as a freshman. While at Harvard, Gates¹⁰.....(develop) a version of the programming language BASIC for the first microcomputer – the MITS Altair.

In his junior year, Gates¹¹.....(leave) Harvard to devote his energies to Microsoft, a company he¹².....(found) in 1975 with his childhood friend Paul Allen.

- 9) Write a short paragraph of about 10 lines about your father’s career, giving dates where possible.

For example:

My father’s name is Shri Virender Sahgal. He went to University in 1953, where he studied Architecture. He graduated in 1958 and started his own architecture firm.

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4.9 PRONUNCIATION

Listen to these words and repeat them after the teacher.

- Profile
- Global health
- Architecture
- Seattle
- Harvard University
- Valuable tool
- Foresight
- Vision
- Mission
- Non-profit organisation

4.10 SUMMARY

A personal profile should be a true description of you, what you are, how you reached where you are now and where you want to go from here and why. It is an opportunity to highlight your achievements, your contributions and to show how different you are from others. Your profile should project a positive image of yourself. It is a marketing tool; you should use your profile to market yourself. Make sure it is perfect in all respects.

4.11 ANSWERS TO SELF CHECK EXERCISES

- 1) Ranganathan's lifelong goal was to teach mathematics but when the University of Madras created the post of University Librarian in 1923 to oversee their poorly organised collection, he applied for the position along with 900 other applicants. Though he did not have any formal training in librarianship, Ranganathan's few published papers satisfied the search committee's requirement that the candidate should have a research background. This facilitated his appointment as the University librarian.
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- ii) Wrong.went to
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Text for the audio on Profile

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Since childhood I was fascinated by the colourful world of television and magazines. I witnessed how cable T.V. revolutionised the lifestyles of Indians. Be it the 24 hour news channels or the soap operas, the masses couldn't just have enough. I realised the immense potential media had in reaching out to the masses and I wanted to play a role in tapping this potential.

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Later I got a chance to be on the editorial board of MICA's monthly newsletter. This experience sensitised me to the creativity and hard work that goes into the layout of the newspaper, the editing, the graphic designing etc.

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- 4) Do it yourself.

4.13 REFERENCES AND FURTHER READING

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UNIT 5 PREPARING YOUR PORTFOLIO

Structure

- 5.0 Objectives
- 5.1 Warm Up
- 5.2 Reading Comprehension: Portfolio
- 5.3 Vocabulary: Nouns Used as Verbs
- 5.4 Grammar: Modals Indicating Obligation
- 5.5 Making Your Own Portfolio
- 5.6 Listening Comprehension: Portfolio on the Website
- 5.7 Pronunciation
- 5.8 Summary
- 5.9 Answers to Self Check Exercises
- 5.10 Answers to Activities
- 5.11 References and Further Reading

5.0 OBJECTIVES

In this Unit, you will learn about the purpose of having a portfolio. It also discusses the type of material that should be included in a portfolio and the order in which these should be kept. It also discusses the importance of having a web version of a portfolio

5.1 WARM UP

Activity

- 1) Take a look at these pictures. What qualities of a person do you think each picture highlights?



- i)
-

- ii)
-





iii)

iv)



v)

2) Now look at the following character traits and decide which pictures best represents these traits. You may add some relevant characteristics of your own.

- i) Creativity
- ii) Dedication
- iii) Communication skills
- iv) Spirit of Competition
- v) Teamwork
- vi) Ambition
- vii) Spirit of adventure

3) Make a list of your strengths which you would like to highlight while applying for a job.

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5.2 READING COMPREHENSION: PORTFOLIO

Pre-reading

Before you read the passage on Portfolios, given below, attempt the following questions. After that, read the passage and check your answers.

- 1) Is “portfolio” just another name for “resume”?
- 2) Is “resume” part of “portfolio”?
- 3) Can pictures be included in a portfolio?
- 4) How long does it take it take to collect documents for a portfolio?

Normally, when you talk to someone who is preparing for an interview and ask if his/her portfolio is up-to-date, the response you get is that of bewilderment. People never think of a portfolio, and more often question the need for one! But as you can see it is a necessary and useful tool. **However, you must always send your CV or resume.**

Portfolio

1) How is a portfolio different from a curriculum vitae or resume?

“Portfolio” is a comparatively recent development in the career development scene. Called “career portfolio”, it can help you when you apply for a job.

- A portfolio is not a resume. The first personal document in a portfolio is the resume.
- It contains tangible evidence of your skills and competencies.
- It may contain graphics relevant to the skills and competencies required for the purpose.
- A portfolio is not sent out like a resume; it is normally taken along at the time of an interview.

2) How will you use your portfolio?

You can take it with you if you are attending an interview, to show it to the interview panel.

OR

You can send it to with your resume, if you are applying for a job.

OR

You can send it to potential employers, along with your resume.

Depending on the purpose, you may need to make minor changes to your portfolio, for e.g. the sequence in which the items are organised, whether you need to include everything or only selected portions.

A portfolio is a powerful interviewing tool for all job seekers. It is a visual presentation of your abilities, skills, competencies, knowledge, qualities etc., and so it represents your potential. It presents tangible proof of your skills and competencies.

Physically, it is a collection of things that represent work-related events in your life. Remember that while pursuing hobbies or volunteer activities, or simply pursuing your interests, you probably developed skills that can now be extremely useful in a work-related environment. The portfolio provides ‘evidence’ of your potential by demonstrating what you have accomplished in the past.

3) Why is a portfolio worth the work?

A portfolio helps you to :

- Make focused preparation for interviews.
- Convince others of your skills, competencies and abilities pertaining to the job requirement.
- Showcase and hence communicate your skills clearly.
- Demonstrate the results of your work.
- Establish the habit of documenting your achievements.
- Create a personal database.
- Assess your progress in your career development.

A portfolio can be an important learning tool for students to help them to assess their learning and to compare it to what the job in question requires.

4) How do you make a portfolio?

First, look at yourself the way the prospective employers would look at you. Your portfolio should have everything in it that would impress the employer. The folder/binder, the contents, the organisation of the contents, accuracy, style, relevance of the contents, etc. should reflect your personality. Give meticulous attention to everything in the portfolio: spelling, grammar, language, style.

The items selected for the portfolio should showcase your skills and competencies and the relevance of these to the job in question. These should be the very best of your achievements.

Start by developing a portfolio “collection” that contains all of your artifacts. Include whatever you have achieved, written, developed, created, earned. The format of these collected items could be a printout, a photograph, a photocopy, or in digital format, or any other. The items could include anything such as the following:

- Articles written by you or about you
- Awards /recognitions received by you
- Drawings made by you
- Educational qualifications, copies of certificates etc.
- Letters of commendation
- Letters of reference
- Appropriate photographs
- Presentations, if any made by you
- Training certificates.

5) **Some important Tips**

Ensure that the contents of your portfolio are relevant to the job in question or the purpose for which you are using it, Don't send everything, just because you have it!

Include visual examples of your work, if available, e.g. photographs, drawings.

Use shorter write ups instead of lengthy ones.

Don't expect a prospective employer to read everything you have sent, even if you think that everything you have sent is great!

6) **Organising the Portfolio**

The portfolio should be housed in a smart and sleek binder. The binder should be neat and orderly and the contents well organised.

Though there is no hard and fast rule about the size of a folder, it is important to ensure that it is not extra large or too small. About 20 – 25 pages is ideal. This allows you to add or delete documents as per the requirement.

The normal practice is to put the contents in the folder in chronological order. However, sometimes it may be better to put the contents according to their importance – the most important first and the least important last.

One way to organise a portfolio is as follows:

First section: Index/contents page

This page should give the user of the portfolio a concise overview of what is contained in the folder. This will enable him/her to look at the documents of interest, and quickly get an idea about your achievements etc.

Second section: Your resume or curriculum vitae. This concise document should include brief information about education, work experience and other achievements.

Third section: Copies of all certificates, commendations, reference letters, any other document which is important.

Fourth section: Personal information about you, in brief, including information on extra-curricular activities, hobbies, etc.

A portfolio, like a resume, should be fluid. Adjustments and re-organisation will need to be made in it, as and when required depending on the purpose for which it is used. It is also important to keep the portfolio updated and complete. Your portfolio gives you the first and the best opportunity to demonstrate your suitability to a potential employer. So make sure that you have one which is perfect in every respect.

Self Check Exercise

- Note:** i) Write your answers at the space given below.
ii) Check your answers with the answers given at the end of this Unit.

Read the text on 'Portfolio' once again and answer the following questions:

1) Define a portfolio

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2) What are the basic differences between a portfolio and a resume?

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3) Name four qualities that a portfolio can represent?

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4) How does building a portfolio act as a learning tool for students?

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5) How should artifacts be placed in a portfolio?

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6) When should a person start collecting artifacts for his/her portfolio?

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5.3 VOCABULARY: NOUNS USED AS VERBS

Activity

4) Find a word in the text on “Portfolio” that is similar in meaning to each of the following words/phrases:

- i) Results that are easy to see so there is no room for any doubt
- ii) Evidence that shows people your abilities
- iii) Ornamental objects of no great value
- iv) Arranged in order of time of occurrence
- v) An object produced or shaped by human craft
- vi) An official award or recognition
- vii) Expressing much in few words
- viii) Coming before.

Look at the following sentence from the passage on “portfolio”.

“The portfolio should be housed in a binder”

As you are aware the verb “housed” is derived from the noun “house”. There are other such words which are normally nouns but are occasionally used as verbs. For example: carpet – carpeted, elbow – elbowed.

Activity

5) Fill in the blanks below, with the correct form of the words in the box

motor	queue	captain	carpet	pocket
pilot	floor	butter	bud	shoulder

- i) I want my room
- ii) Wedown to Lucknow.
- iii) He the plane in a skillful manner.
- iv) Who will the team?
- v) We up for the tickets.

- vi) After his father’s death, he..... all responsibilities.
- vii) Let me the toast.
- viii) Plants in spring.
- ix) He all the money and left.
- x) His last question completelyme.

5.4 GRAMMAR: MODALS INDICATING OBLIGATION

Modals are auxiliary verbs that indicate the functions of the language. They express functions such as suggestions, advice, capability, possibility and so on.

In this Unit we will look at the modals which express “suggestions” and “obligations”

The modals are *should, must, have to, have got to, ought to, need to*.

Examples:

- However, you *must* always send your CV or resume.
- Your portfolio *should* have everything in it that would impress the employer.
- You *ought to* carry the original copies of your certificates at the interview.

Suggestion	Obligation	No obligation	Prohibition
should	must	needn’t	mustn’t
ought to (strong)	have to	don’t have to	can’t
need to			shouldn’t

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

7) Fill in the gaps in the following sentences using the words given below:

should	shouldn’t	have to/has to	don’t have to
must	mustn’t	need(s)	

- i) Although you make a portfolio to apply for a job, it helps to represent your skills and competencies better.
- ii) You send/mail your portfolio to the organisation, but take it with you to the interview.
- iii) One preserve and file all records and proofs of achievement in all fields in order to create an impressive portfolio.
- iv) The first document in the portfolio..... be the resume.
- v) The candidate to make adjustments in the portfolio for each position sought.

- vi) One try to dress up the portfolio with unnecessary frills to make look impressive. It look professional.
- vii) It be put in a proper binder as this allows you to add and delete documents when needed.
- 8) Choose the correct phrase /words in italics to complete each of the following sentences:
 - i) Applicant *must /need* include the names of two referees.
 - ii) You *needn't/mustn't* stay back late, we have cancelled the meeting.
 - iii) You *needn't/mustn't* send that reminder to Khalid and Sons; they paid their dues this morning.
 - iv) Airline pilots *should/have to* have excellent eyesight.
 - v) You *should/must* save the file before you turn the computer off, or you will lose the data.
 - vi) Employees are reminded that they *mustn't/needn't* use the office phone to make personal calls.
 - vii) You *must not/don't have to* come to the meeting if you have more important things to do.
 - viii) University teachers *must/should* be graduates in their respective areas.
 - ix) They *must/should* have a Ph D if possible.
 - x) They *need/should* have several publications in referred journals.

5.5 MAKING YOUR OWN PORTFOLIO

Activity

- 6) Make a portfolio of yourself. It should include your profile, resume, copies of important certificates, copies of any awards or recognitions and brief note on your extracurricular activities and hobbies. The portfolio should not be more than 20 pages. You may show it to your teacher at the study centre.

5.6 LISTENING COMPREHENSION: PORTFOLIO ON THE WEBSITE

Listen to a talk on 'Portfolio on the Website' and answer the questions given below:

With the ever-increasing popularity of the internet and web technology, it is becoming increasingly important for you to put your portfolio on the website. Consider creating a web version of your portfolio, with links to full text of your publications. It is an excellent way to display your achievements and impress the potential employers. Placing your portfolio on a website is extraordinarily powerful. It also demonstrates that you are current and contemporary.

Remember that your portfolio is a work in progress. You don't need to upload everything at one go. Do it in phases. It is important to keep your portfolio up-to-

date always. Check regularly to ensure that everything is in order, especially to ensure that there are no broken images and no outdated information. If you have provided a link to your e-mail address, test it to make sure that the link is working.

From your resume give a link to your portfolio and mention this in your covering letter, to enable the employers to access detailed information on you quickly and easily.

Some Points to Remember while Building Online Portfolio

- If you decide to use free web space to create your portfolio, be mindful of domain names and conditions on free space usage.
- Many free sites use banner advertisements to support their sites and you will have no control over what type of advertisement might be displayed.
- Use images, graphics and colour to make your site attractive and lively.
- Edit and update your site regularly.

Self Check Exercise

Note: i) Write your answer at the space given below.

ii) Check your answer with the answer given at the end of this Unit.

9) Complete the following sentences. You may make points as you listen. The answer may be in your own words.

i) Creating a web version of your portfolio is an excellent

ii) Placing your portfolio on a website demonstrates that

iii) You don't need to upload everything, you can do it in

iv) You need to check your website regularly to

v) If you use free web space to create your portfolio you must be

5.7 PRONUNCIATION

Listen to these words and repeat them after the teacher.

portfolio	creativity	dedication
spirit of competition	resume	tangible proof
focused preparation	curriculum vitae	time of occurrence
Competencies		

5.8 SUMMARY

A portfolio, like a resume, should be fluid. Adjustments and re-organisation will need to be made in it, as and when required, depending on the purpose for which it is used. It is also important to keep the portfolio updated. Your portfolio gives you the first and the best opportunity to demonstrate your suitability to a potential employer. So make sure that you have one which is perfect in every respect.

5.9 ANSWERS TO SELF CHECK EXERCISES

- 1) A portfolio is a visual presentation of a person’s abilities, skills, competencies, knowledge and qualities. It presents tangible proof of these in the form of artifacts, certificates etc. The portfolio provides evidence of a person’s potential by demonstrating what he/she has accomplished in the past.
- 2) A **resume** is concise document that outlines all of a person’s relevant credentials, education and work experience. It does not include any additional documents. A **portfolio** on the other hand has detailed proof of these credentials in the form of documents. It may also contain photographs. A resume is always the first document in a portfolio.
- 3) Some qualities a portfolio can represent in the form of documented evidence are a person’s skills, competencies, knowledge and achievements.
- 4) A portfolio acts as an important learning tool for students. It helps to form the habit of documenting your achievements and to make a focused preparation for interviews. It also helps you to assess your own progress in career development and compare it with the employer’s requirements.
- 5) The portfolio begins with an index. The first document in a portfolio is always the resume. The next section contains certificates, commendations and other credentials. The third section has all educational degrees, achievements, extra-curricular activities, volunteer work etc. The final section contains brief personal information.
- 6) A portfolio collection is developed over a period of time. It is always a “work in progress” and should be updated regularly. Whenever you develop, create, write or do anything that could be of value to you in your work, you should file a copy as part of your portfolio collection.
 - i) Although you **don’t have to** make a portfolio to apply for a job, it helps to represent your skills and competencies better.
 - ii) You **shouldn’t** send/mail your portfolio to the organisation, but take it with you to the interview.
 - iii) One **should/must** preserve and file all records and proofs of achievement in all fields in order to create an impressive portfolio.
 - iv) The first document in the portfolio **must** be the resume.
 - v) The candidate **needs to** make adjustments in the portfolio for each position sought.
 - vi) One **shouldn’t/mustn’t** try to dress up the portfolio with unnecessary frills to make look impressive. It **should** look professional.
 - vii) It **should** be put in a proper binder as this allows you to add and delete documents when needed.
- 8)
 - i) must
 - ii) needn’t
 - iii) needn’t

- iv) have to
 - v) must
 - vi) mustn't
 - vii) don't have to
 - viii) must
 - ix) should
 - x) should
- 9) i) Creating a web version of your portfolio is an excellent way to display your achievements.
- ii) Placing your portfolio on a website demonstrates that you are current and up-to-date technologically.
- iii) You don't need to upload everything at one go, you can do it in phases.
- iv) You need to check your website regularly to ensure everything is in order.
- v) If you use free web space to create your portfolio you must be mindful of domain names and conditions on free space usage.

5.10 ANSWERS TO ACTIVITIES

- 1) i) Team spirit, creativity, artistic temperament.
- ii) Sportsmanship, competitive spirit, ambition, dedication.
- iii) Ambition, teamwork.
- iv) Good communication skills, good interpersonal skills.
- v) Team spirit, spirit of adventure, fearlessness.
- vi) Innovative thinking, creativity.
- 2) Do it yourself.
- 3) Do it yourself.
- 4) i) Results that are easy to see so there is no room for any doubt – **Tangible**
- ii) Evidence that shows people your abilities – **Credentials**
- iii) Ornamental objects of no great value – **Frills**
- iv) Arranged in order of time of occurrence – **Chronological**
- v) An object produced or shaped by human craft – **Artifact**
- vi) Official award or recognition – **Commendation**
- vii) Expressing much in few words – **Concise**
- viii) Coming before - **Prior**
- 5) i) I want my room **carpeted**.
- ii) We **motored** down to Lucknow.
- iii) He **piloted** the plane in a skillful manner.
- iv) Who will **captain** the team?
- v) We **queued** up for the tickets.

- vi) After his father's death, he **shouldered** all responsibilities.
 - vii) Let me **butter** the toast.
 - viii) Plants **bud** in spring.
 - ix) He **pocketed** all the money and left.
 - x) His last question completely **floored** me.
- 6) Do it yourself

5.11 REFERENCES AND FURTHER READING

Bowstead, J.M. *A Guide to Preparing your Portfolio*. A&C Black, 2011, Print.

Brown D., *Preparing and Managing Your Career Portfolio*. 2013, Kindle Edition. Ebook.

UNIT 6 PREPARING YOUR RESUME / CURRICULUM VITAE

Structure

- 6.0 Objectives
- 6.1 Warm Up
- 6.2 Reading Comprehension: Writing a Resume
- 6.3 Vocabulary: Sub-headings in a Resume
- 6.4 Grammar: Subject-Verb Agreement
- 6.5 Listening Comprehension: Guidelines on Writing a Resume
- 6.6 Writing Your Own Resume
- 6.7 Pronunciation
- 6.8 Summary
- 6.9 Answers to Self Check Exercises
- 6.10 Answer to Activity
- 6.11 References and Further Reading

6.0 OBJECTIVES

In this Unit, you will learn about the importance of Resume or Curriculum Vitae (CV) while applying for a job. We will also prepare you to write your own resume or to update your existing one to ensure that it meets international standards. You will also learn what type of information you should include in your resume and how you should organise the information.

6.1 WARM UP

Imagine that you are a librarian in a school in India, and you are looking for a young person to be an assistant librarian. You have received many resumes in response to your advertisement. Put a tick mark against the personal information necessary to select the right candidate out of the following:

- Name
- Sister's name
- Date of birth
- Name of pet dog
- Favourite book
- Contact address
- E-mail id
- Mobile number
- Passport number

6.2 READING COMPREHENSION: WRITING A RESUME

Writing a Resume

“Resume” or “Curriculum Vitae (CV)” as it is often called, is the most important weapon when it comes to job hunting. It is a tool to advertise yourself to the world of potential employees and is an instrument to present yourself and impress your potential employer. An employer normally gets a large number of applications when a job is advertised. To ensure that your application stands out, it is most important to ensure that your Resume is perfect in every respect. A prospective employer will often make a snap judgment as soon as he/she reads your resume. Even the most qualified people can find themselves rejected if their resume fails to catch the attention of an employer.

In a resume two things are important:

The contents: how good your credentials are, that is your qualifications, experience, achievements, skills and competencies etc.

The presentation: even if you have a good story to tell about yourself, it is most important to communicate it properly.

Your resume is a summary of your work. Its appearance indicates how seriously you take your work and in turn, how seriously you should be taken. It is the first impression that you give of yourself, and creating a positive first impression depends on presenting a neat, error free, well organised and easy-to-read copy.

CV length

There are no set rules governing the length of your CV – this will be decided on the basis of your career history, education and achievements. If possible, try to keep it to one page, but if this looks too crowded then spread it out over two sheets. If you write more than this, the employer has too much to read.

Everyone has a different theory when it comes to the design of a CV. Don't make your design very complicated; just make sure everything is clearly marked. Include your career, progress, education and achievements prominently so your prospective employer doesn't have to search.

Basic Format

- Start off with your name, address and contact details clearly listed at the top of the page.
- Follow this with a profile of yourself which should include an outline of your skills, experience and immediate career goals.
 - After this you can put in your career history – in reverse chronological order over the past 10 years – with brief descriptions of your responsibilities and achievements.
 - Then comes education, interests/personal details and references.

You can't do much about the contents; you can only include what you possess! A bad presentation of good contents can result in the application getting rejected.

Writing a resume has never been as easy as it is now, thanks to the numerous websites that provide guidelines for preparing resumes substantiated with examples. Templates for resume, sample resume, ready-made resume etc. are now available on these sites. But don't have the impression that these are the standard ones and are perfect samples and offer readymade solutions! One can get ideas from these and then adapt to meet one's requirements. It is always better to have something to work on rather than starting from scratch.

Finally, remember that it is important to be truthful. Never try to smudge dates to hide periods of unemployment. A basic check will expose your deceit and ruin any chance of getting a job.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

Read the passage 'Writing a Resume' once again and answer the following questions:

1) How does a resume help in job hunting?

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2) Why is it important to keep your resume simple and readable?

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3) How long should your resume be?

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4) In which section will you include your career goals?

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5) What do you need to keep in mind while describing career history?

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6) Should you hide in your resume that you were unemployed for six months?

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6.3 VOCABULARY: SUB-HEADINGS IN A RESUME

There is no one single way to present a Resume. However, employers normally expect a Resume to cover the following:

- | | | |
|-----------|-------------------|--------------|
| Education | Personal details | Experience |
| Hobbies | Additional skills | Achievements |

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answer with the answer given at the end of this Unit.

7) Look at the following points and decide under which headings mentioned above, you would put them under:

- Fluent in English
- Photography
- University of Delhi
- Good communication skills
- Responsibility for cataloguing
- Assistant Librarian (2006 – 2008)
- Web designing
- 29 years

6.4 GRAMMAR: SUBJECT-VERB AGREEMENT

Read the following sentences:

- A Some *employers treat* their employees very badly.
- B An *employer normally gets* a large number of applications when a job is advertised.

In sentence A, the subject *employers* is in plural form. The verb *treat* is also in the plural form.

In sentence B, the subject *employer* is in the singular form, therefore, the verb *gets* which has been used, is also in the singular form.

A finite verb in a sentence always agrees with its subject in number and person. When the subject is singular, the verb must be singular. When the subject is plural, the verb must be plural. In English, the only subject that affects the ending of the main verb or auxiliary is the third person singular.

1st person singular	I work.
2nd person singular	You work.
3rd person singular	She/he/It works.

1st person plural	We work.
2nd person plural	You work.
3rd person plural	They work.

Let us now look at some rules of subject-verb agreement:

Singular Subjects That Look Plural

- 1) There are certain verbs which end in *s* and look plural, but they are singular in number. They take singular verbs.

Physics is one of the most interesting subjects.

The *news that everyone survived the crash is* good to hear.

Gulliver's Travels is a famous book.

- 2) When a proper noun is plural in form but stands for one 'thing' or 'company' it takes a singular plural.

Bahri and Sons is a famous book store in Khan Market.

Singapore Airlines is my favourite airlines.

- 3) When two nouns are joined with *and*, and refer to the same person or thing or concern one idea, they take the singular verb.

Rice and fish curry is my favourite dish.

Slow and steady wins the race.

- 4) When two singular subjects are joined by *or*, *either-or*, *neither-nor*, they take a singular verb.

Neither Australia nor England is likely to win the World Cup.

I'm sure he or his brother is to blame.

Either Sunita or Sumit has done it.

- 5) The following pronouns are always singular and they take singular verbs.

Anybody	anyone	anything	each	either
every/body/one/thing	neither	nobody	no one	somebody
someone	something			

Nobody is allowed to enter the building after office hours.

Everyone has a different theory when it comes to the design of a CV.

Neither of the managers is going on the trip.

- 6) When the subject is a unit of measurement or a mathematical unit, the verb used is singular.

Six months is a long time to wait.

Three kilometers is quite a long walk.

Subject which is Plural:

- 1) These nouns are always plural in form and take plural verbs like: trousers, pants, shorts, scissors, pliers, socks, spectacles.

My new spectacles are lost.

Your blue socks are in the drawer.

The trousers need repair.

Your new shorts look really cool.

- 2) Two and more singular nouns joined by and make a plural subject. They take a plural verb.

Jack and Jill are coming.

India and Pakistan are neighbours.

- 3) The following pronouns are always plural and take plural verbs:

both, many, few, several.

Both the twins look alike.

Many children participated in the Science Talent Contest, but few have passed.

Several of the paintings were destroyed in the fire.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

- 8) Fill in the blanks with the correct form of the verb given in brackets.

i) The cars parked on the street ahead. (is / are)

ii) The carpeta lot of stains. (has / have)

- iii) The Trade Union Members' Meeting being held in the Conference Room. (is / are)
- iv) Fifteen years a very long time! (is / are)
- v) Neither her father nor her mother very tall.(is / are)
- vi) Either this woman or that man stolen the watch. (has / have)
- vii) At the party, everyone well dressed. (was / were)
- viii) Baked beans and toast my favourite dish for breakfast. (is / are)
- ix) Many children injured in the accident. (was / were)
- x) Something amiss in this room. (seem /seems)

9) **Spot the Mistakes:** Read the following text. There are 12 verbs that are wrong. Rewrite the passage with the correct form of the verb in the space provided.

Some jobs is very demanding but nevertheless, someone have to do them. Recently, I saw an advertisement in the newspaper where Brown & Polson were looking for a Chocolate Purchase Manager. The Company were offering to pay \$ 40,000 per year for the right candidate.

The nature of the job are also very interesting. The applicant are expected to travel to Africa to selects the right cocoa to be used in the making of chocolate.

The company are expecting a lot of applications for the job. They is looking for someone who work hard, enjoy traveling and love chocolate.

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6.5 LISTENING COMPREHENSION: GUIDELINES ON WRITING A RESUME

Activity

- 1) Listen to the guidelines on writing a resume. Fill in the blanks to complete the instructions.

General guidelines for writing a resume:

- i) Try to contain your resume in
- ii) Start with your name and You must include phone numbers and
- iii) If you have any experience, state the same first and your
- iv) In case of experience and educational qualifications, always write theand the first and the earlier ones later
- v) It is helpful to give your, since many employers draw conclusions from these.
- vi)whatever you have written.
- vii) Ensure there are no spelling or.....
- viii) Since the Resume is the first contact you are making with an employer, there is no need to give details of....., unless asked for.
- ix)from sample Resumes from websites.
- x) Use good typeface and type size, and if sending by snail mail,.....

6.6 WRITING YOUR OWN RESUME

Using all the information you have gathered on writing Resume, now write a good Resume of yourself. Imagine that you are applying for the job of a Librarian in a college and that you hold a Bachelors degree in Library Science and have four years of experience in a University library as a Library Assistant.

You may consult any sample Resume on any job website or use the following template

Name:
Address:
Age:
Telephone :
E-mail:
Professional experience:
Educational qualification:
Additional skills and competencies, if relevant to the job:
Extracurricular activities/hobbies:

6.7 PRONUNCIATION

Listen to these words / phrases and repeat them after the teacher.

applications	templates	career goals
personal details	professional experience	educational qualifications
employer	employee	advertisement
contact address		

6.8 SUMMARY

In this Unit we have focused on the importance of writing a good resume. You have learnt that clarity and impact are necessary to make you stand out in the crowd. You also learnt about the type of information you need to include and how to organise these under different headings.

6.9 ANSWERS TO SELF CHECK EXERCISES

- 1) A resume helps in job hunting by giving a first overall impression of one's educational background, skills and competencies and achievements to the potential employer.
- 2) If a resume is not clear and readable it will get rejected. Most employers spend only a few seconds on a resume.
- 3) A resume should be one or maximum two pages only.
- 4) Career goals will be included in *my profile*.
- 5) Career history should be presented in reverse chronological order.
- 6) No. Most employers will check on the basic details. It is risky to lie in your resume.
- 7)

Fluent in English Photography University of Delhi Good communication skills Responsibility for cataloguing Assistant Librarian (2006 – 2008) Web designing 29 years	Additional skills Hobbies Education Additional skills Professional experience Professional experience Additional skills Personal details
--	---
- 8)
 - i) The cars **are** parked on the street ahead.
 - ii) The carpet **has** a lot of stains.
 - iii) The Trade Union Members' Meeting **is** being held in the Conference Room.
 - iv) Fifteen years **is** a very long time!
 - v) Neither her father nor her mother **is** very tall.

- vi) Either this woman or that man **has** stolen the watch.
- vii) At the party, everyone **was** well dressed.
- viii) Baked beans and toast **is** my favourite dish for breakfast.
- ix) Many children **were** injured in the accident.
- x) Something **seems** amiss in this room.

9) Text with correct form of the verbs:

Some jobs **are** very demanding but nevertheless, someone **has** to do them. Recently, I saw an advertisement in the newspaper where Brown & Polson **was** looking for a Chocolate Purchase Manager. The Company **was** offering to pay \$ 40,000 per year for the right candidate.

The nature of the job **is** also very interesting. The applicant **is** expected to travel to Africa to select the right cocoa to be used in the making of chocolate.

The company **is** expecting a lot of applications for the job. They **are** looking for someone who **works** hard, **enjoys** traveling and **loves** chocolate.

6.10 ANSWER TO ACTIVITY

- 1) i) one or maximum two pages
- ii) contact details, email id.
- iii) educational qualifications later
- iv) last experience/qualification first
- v) age and language proficiency
- vi) Proof-read
- vii) grammatical errors
- viii) referees
- ix) take guidance
- x) print on good quality A4 size paper

6.11 REFERENCES AND FURTHER READING

Corfield, R. *Preparing the Perfect CV*. Kogan Page India Private Limited, 2010, Print.

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Whitmore, T. *How to Write an Impressive CV & Cover Letter*. Rupa & Co., 2011, Print.

UNIT 7 THE JOB INTERVIEW

Structure

- 7.0 Objectives
- 7.1 Warm Up
- 7.2 Reading Comprehension
- 7.3 Listening Comprehension: The Recruiters' Point of View
- 7.4 Vocabulary: Verbs
- 7.5 Grammar: The Present Perfect Tense and the Present Perfect Continuous Tense
 - 7.5.1 The Present Perfect Tense
 - 7.5.2 The Present Perfect Continuous Tense
- 7.6 Interview: Quick Tips
- 7.7 Group Discussions
- 7.8 Writing: Frequently Asked Questions (FAQs) in Interviews
- 7.9 Pronunciation
- 7.10 Summary
- 7.11 Answers to Self Check Exercises
- 7.12 Answers to Activities
- 7.13 References and Further Reading

7.0 OBJECTIVES

Interviews continue to be the most important part of the selection process, where the recruiter asks you questions to see if you are the right person for the job in question. The recruiter will not only test your professional competencies, but also your personal and other skills and attributes. This Unit provides you some general guidance to help you face interviews confidently.

7.1 WARM UP

Answer the following questions about yourself:

- What do you notice most when you see someone for the first time?
- How soon do you form an opinion about someone you meet for the first time?
- How important is the first impression you form about someone?

7.2 READING COMPREHENSION

Read the following leaflet of an employment agency, designed to help young job seekers.

Congratulations! Your resume and covering letter have made a good impression and the employer has invited you for an interview. Now it is time to make sure that you also have the interview planned out as far as possible.

Most people want to know how much English they need. Well, here is the answer: effective communication skills in English might actually clinch the deal for you.

The number of people sitting on the interview panel depends on a number of factors, such as the location for the interview, the level of the job, the size of the organisation, the policy of the organisation etc. It could be as little as three or as high as seven. The panel may include external experts too.

The members in the panel normally look for the following:

1) **Are you the right person for the job?**

How can you expect the interview panel to pin down your positive qualities if you are not sure of them yourself. You also need to be able to turn your not-so-positive attributes into something more flattering. So get the facts about yourself clear in your mind. You should know your strengths and weaknesses, your positive attributes and negative attributes, what you are good at and what you can improve, and so on.

Make a sincere analysis of your strengths and weaknesses; seek views from your family, friends, teachers, etc. about your strengths and weaknesses.

Do realise the fact that your qualifications do not necessarily mean that you possess the necessary skills and competencies! The interview panel will never go by the qualifications!

2) **Your Personality**

This means many things to many people. Your appearance, your attitude, communication skills, body language, the way you respond to questions, etc. to some extent reveal your personality. People form an opinion about you, right or wrong, from any of these or a combination of any of these factors.

You could seriously harm your chances with something as trivial as not smiling at all during the interview! This can be interpreted as either that you are not able to cope under pressure or that you are a “dull” person!

You should try to give an impression that you are

- not under pressure
- relaxed
- confident
- a good learner
- happy to answer the questions
- honest and sincere

If you can achieve these, it is a good start, and the rest is likely to follow!

In a nutshell, for the whole interview never cease to be enthusiastic (relax and smile a little), attentive (be alert always, maintain good eye contact and nodding occasionally), and be positive.

WARNING! Do not go to the other extreme and appear cocky. No one likes a cocky person. Even if your CV is strong and you have already come across well in the interview, a little humility is always a very positive trait. Expressing a willingness to learn or admitting “I don’t know” will make you appear honest.

LAST PIECE OF ADVICE!! Get your 10 “must dos” ready and put these into practice at the interview. Your sociability will almost certainly be tested. Everyone you encounter needs to be impressed, from the peon to the chairperson. So be prepared to think on your feet and charm them all. You’ll feel exhausted, but if you get your head straight before you start, you’ll find it easier to sell yourself. Relax, be positive and face the panel with confidence.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

1) You have read the passage. Now, identify the most appropriate answers to the following questions.

i) Good communication skills in English:

- a) may help you get the job.
- b) may impress the interview panel.
- c) are not very necessary.

ii) A positive impression is created for a job interview when:

- a) you display your strengths and weaknesses in equal measure to the interview panel.
- b) your qualifications perfectly suit the job and make you overconfident.
- c) you are confident and unafraid to say “I don’t know” to some questions.

iii) How many of the following statement are true?

- a) a good CV is not enough if your attitude is not good.
- b) admitting mistakes will create a bad impression.
- c) personal attributes are a major part of what is being assessed in an interview.
- d) the way you are dressed could be the single most influential factor in an interview.
- e) you should make every effort to be at your best only in the interview room.

2) Make a list of “The Big 10 must dos” for the interview; you may add some of your own “Must Dos”.

- i)
- ii)
- iii)

- iv)
- v)
- vi)
- vii)
- viii)
- ix)
- x)

3) Do you know the meaning of the following terms? Try guessing from the context, and don't use any dictionary

- i) A profile of your professional/educational achievements and qualifications _ _ _ m _ _
- ii) Qualities or characteristics _ _ _ r _ _ t _ _
- iii) In brief; a small or concise package n _ _ _ _
- iv) Fatigue; what you feel after a hard day's work _ x _ _ _ _ _ _
- v) to be modest about one's achievements h _ _ _ _ _ _

7.3 LISTENING COMPREHENSION: THE RECRUITERS' POINT OF VIEW

Listen to the talk on "The Recruiters' point of view" and answer the questions given.

Most recruiters believe that hiring entry-level professionals is one of its toughest jobs. With experienced people there is a frame of reference – a track record. With new graduates there will be nothing like that. Often the only solid things that the interviewer will have is the examination results, which is a blind alley when it comes to test the suitability for a particular job. Employers consider employing new recruits a gamble!

After relying as best one can on examination results to evaluate your ability, the employer focus on questions that reveal how willing you are to learn and from there your potential.

You should stand out of the crowd, being just one among many is not good enough these days. Make sure that the interview panel will not brand you as average. Make good use of every opportunity to provide evidence of your achievements — achievements in the school, college, university, in society, at home and so on.

Contrary to popular belief, it isn't necessary to have snap answers ready for every question, because you, or anyone else for that matter, can never do that. In fact, it is important to pause and collect your thoughts before answering. By the same token, occasionally asking for time or asking for questions to be repeated is useful to gain time, though this should be done only occasionally.

Often recruiters would ask difficult questions, knowing fully that you will not be able to answer those. If you don't know the answer, say that, and never bluff; they will appreciate your honesty.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

4) Complete the following sentences with ideas from the passage “The Recruiters’ point of view”.

i) Most recruiters regard taking an entry level professional a tough job because

.....

ii) Examination results are not the only thing; interviewers will also focus on

.....

iii) One should not bluff through questions, because

.....

5) Choose the most appropriate answer:

i) What is the recruiter’s opinion about difficult questions:

a) Go ahead and give any answer that comes to you.

b) Take your time to think and then answer.

c) Just say you don’t know the answer.

ii) Examinations are not the only standard of judgment:

a) Because they never make sense anyway.

b) Workplace skills like teamwork, problem solving, adaptability and ethics are not tested in examination formats.

c) Because a good candidate can get a bad score once in a while.

iii) Concrete illustrations of the abilities that you claim to have will show:

a) That you have amazing memory.

b) That you are good at talking.

c) That you have done what you claimed.

7.4 VOCABULARY: VERBS

Activity

1) What do verbs do? Verbs describe what you did/do/are going to do.

Given below are some verbs to help you talk about your responsibilities and experience.

implement, analyse, document, arrange, upgrade, assist, conduct, consult, develop, facilitate, support, construct, justify, delegate, act, recommend, edit, collaborate

Use the appropriate form of these verbs to complete the sentences below:

- i) We got together and a new model for the science festival.
- ii) Many juniors have me about their physics projects.
- iii) We were taught our questions carefully.
- iv) I was in-charge of the freshers' party.
- v) I the sports coach.
- vi) I believe teamwork means harmoniously.
- vii) We a survey on students using mobile phones.
- viii) Projects are successful because of proper
- ix) All my projects have been in the portfolio.
- x) I a new application for this software.
- xi) I the college magazine this year.
- xii) Training progress, it allows us to improve our work.
- xiii) Plans need to be, not just designed.
- xiv) My claims are by my work during the apprenticeship.
- xv) I like to learn new skills and to keep on the old ones.
- xvi) We must our beliefs with actions, in other words do what we say.
- xvii) I have never had South African cuisine before. What would you ordering?

7.5 GRAMMAR: THE PRESENT PERFECT TENSE AND THE PRESENT PERFECT CONTINUOUS TENSE

7.5.1 The Present Perfect Tense

Read the sentences given below:

- 1) The employer **has invited** you for an interview.
- 2) Your resume and covering letter **have made** a good impression.
- 3) Even if your CV is strong and you **have already come across** well in the interview, a little humility is always a positive trait.

The words in bold are in the Present Perfect Tense.

Has/have + past participle of the verb

Function

- The Present Perfect Tense is used to talk about the present result of past actions. It is also used to talk about recent events.

Examples:

I have given your report to the Director. (S/He has it now.)

I have sent them the samples they wanted. (Samples are in the post now.)

- The Present Perfect Tense is used for a finished action at an unknown or unstated time, often with **ever**, **never**, **just**, **already**, **yet**, **since** and **for**.

Examples:

Sunil **has never been** to England.

I've **just finished** reading the report.

My office **has been** here **since** 1950.

Have you **spoken** to Sushant **yet**?

7.5.2 The Present Perfect Continuous Tense

Read the sentences given below:

- 1) We would like to know if you **have been providing** concession fares for student groups in the past.
- 2) I **have been working** through the day.

Function:

- The Present Perfect Continuous Tense is used with **for**, **since** and **how long**? and other expressions of duration (e.g. **all day**) to talk about activities that started happening in the past and are still happening now. The activity may have been going on continuously or repeated several times.

Examples:

They **have been manufacturing** scooters here for 10 years.

I **have been trying** to call him all day.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

6) Complete the following sentences by putting the verbs into the Present Perfect.

i) I'm going to send them a reminder. They (not pay) us for the last shipment.

ii) I (work) enough. I want to retire now.

iii) I arrived late to the airport, I(miss) my flight.

iv) He (spend) a lot of money on modernizing the factory, and it is now very well equipped.

v) Sumit,(you/meet) Rachita Sahgal? She's is our Managing Director.

vi) The dollar..... (fall) sharply.

7) You are working on a project pertaining to your course. Write a short paragraph saying what you have already done and what you haven't done yet. We give you an example:

I **have** already **completed** the needs analysis...
I **have** not **started collecting** the data as yet.

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

8) Complete this paragraph with the present perfect tense forms of the verbs in the brackets. The first one has been done for you.

Geeta ¹*has been* (be) my friend for a long time. We ²
(know) each other since we were children. Recently, she and her family
³.....(move) to a house in the same neighbourhood as me.

For the last ten years, Geeta and I ⁴(play) for the same
football team every Saturday. Geeta is a better player than I am. In the last
few months she ⁵(not be) able to play, as she is not in good
health. She ⁶ (see) the doctor several times. Geeta ⁷
..... (decide) to take a break from football for a while,
so that she can recover.

7.6 INTERVIEW: QUICK TIPS

Here are some tips that you must keep in mind when facing an interview.

1) **Positive factors**

Psychological and behavioral cues

- Early arrival
- Alert and active listening
- Good body language
- Appropriate dress
- Pleasing personality
- Good humor

Verbal cues

- To the point always
- Clarity in expression
- Clear voice
- Organised information
- Informed answers

2) Negative factors**Behavioural cues**

- Late arrival
- Inattentive
- Incongruous body language
- Over/under dressed
- Withdrawn and indifferent
- Casual attitude
- Arrogant

Verbal cues

- Not to the point
- Excessive details
- Confused statements/replies
- Not audible, mumbling
- Disorganised information
- Uncalled for humor
- Evasive
- Criticizing others

7.7 GROUP DISCUSSIONS

In addition to interviews, recruiters often consider group discussion as an assessment tool. This is particularly so while recruiting freshers. Nothing reveals attitudes, behaviour and skills as a discussion. A discussion by its very structure integrates skills that are essential in the workplace: teamwork, leadership, goal awareness, communication, and problem-solving skills, to name a few. It is a powerful tool, it reveals far more about you than you would imagine.

A group discussion gives you an opportunity to demonstrate your

- Communication Skills
- Listening skills
- Questioning skills
- Knowledge about a given subject
- Capability to co-ordinate and lead

- Inter personal relation
- Behavior in a group environment

7.8 WRITING: FREQUENTLY ASKED QUESTIONS (FAQS) IN INTERVIEWS

Activity

- 2) Look at your C.V. If you were the interviewer, what would you ask? Make a list. Then answer the questions as well.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

7.9 PRONUNCIATION

- Recruit
- Employment agency
 - Clinch the deal
- Interview panel
- Strengths and weaknesses
- Positive attributes
- Negative attributes
- Personality
- Characteristics
- Implement
- Develop
- Recommend

7.10 SUMMARY

The day of an interview is filled with a lot of uncertainties and expectations, and you will be under pressure to give your best performance. Like any other performance, good preparation can reduce the level of pressure. If you do the

preparations well, you will be relaxed and will enjoy the interview. This Unit has given you a lot of information for this preparation, the dos and don'ts, and last minute details. Remember that the recruiters are there to identify the best candidate for the job, from among many.

7.11 ANSWERS TO SELF CHECK EXERCISES

- 1) i) Good communication skills in English:
 - a) may help you get the job.
 - ii) A positive impression is created, for a job interview when:
 - c) you are confident and unafraid to say "I don't know" to some questions.
 - iii) True statements:
 - a) a good CV is not enough if your attitude is not good.
 - c) personal attributes are a major part of what is being assessed in an interview.

2) **The Big 10 must dos in an interview**

The following is a suggested list. You should have identified your own "10 dos".

- i) Communicate clearly
 - ii) Show positive attitude
 - iii) Think on your feet
 - iv) Smile to show you are relaxed
 - v) Confident
 - vi) Show willingness to learn
 - vii) Give positive answers
 - viii) Admit ignorance, don't bluff
 - ix) Listen actively
 - x) Ask questions, if needed.
- 3) i) A profile of your professional/educational achievements and qualifications: **Resume**
 - ii) Qualities or characteristics: **attributes**
 - iii) In brief; a small or concise package: **nutshell**
 - iv) Fatigue; what you feel after a hard day's work: **exhausted**
 - v) To be modest about one's achievements: **humility**
- 4) i) Most recruiters regard taking an entry level professional a tough job **because there is no previous work record to judge the candidate's workplace skills.**
 - ii) Examination results are not the only thing; interviewers will also focus **on your willingness to learn, ability to get the job done and how you would perform as an employee.**

- iii) One should not bluff through questions, because **most information is verifiable and recruiters do not want to hire anyone who is dishonest.**
- iv) Recruiters consider hiring entry level professionals a gamble, **because it is difficult to say for sure who will be a good employee and who will be a disappointment.**
- 5) i) What is the recruiter's opinion about difficult questions:
 - c) Just say you don't know the answer.
- ii) Examinations are not the only standard of judgment
 - b) Workplace skills like teamwork, problem solving, adaptability and ethics are not tested in examination formats.
- iii) Concrete illustrations of the abilities that you claim to have will show
 - c) That you have done what you claimed
- 6) i) have not paid
- ii) have worked
- iii) have missed
- iv) has spent
- v) have you met
- vi) has fallen
- 7) Do it yourself.
- 8) 1) has been, 2) have known, 3) have moved, 4) have played, 5) has not been, 6) has seen, 7) has decided

7.12 ANSWERS TO ACTIVITIES

- 1) i) constructed
- ii) consulted
- iii) to analyse
- iv) arranging
- v) assisted
- vi) collaborating
- vii) conducted
- viii) delegation
- ix) documented
- x) developed
- xi) edited
- xii) facilitates
- xiii) implemented
- xiv) supported
- xv) upgrading

xvi) justify

xvii) recommend

2) Sample questions:

i) What are your career goals?

ii) Where do you see yourself 5/10 years from now?

iii) Why should we hire you?

iv) What are your extracurricular interests?

v) What did you enjoy most in your college/university?

vi) What appeals to you most in this job?

vii) What are your greatest achievements?

viii) At this point in life what is the most important thing for you?

ix) How would your friends describe you?

x) What motivates you?

xi) What do you want out of life?

xii) What are your strengths and weaknesses?

xiii) Tell us about yourself?

xiv) How would you judge your interpersonal skills?

xv) What do you know about our company?

7.13 REFERENCES AND FURTHER READING

Gupta, N.K. *Cracking the Job Interviews*. G4 IBC Academy, 2012. Print.

Rogers, J. *Job Interview Success: Your Complete Guide to Practical Interview Skills*. McGraw-Hill Professional Publishing, 2011. Print.

BLOCK 3 WORKPLACE SKILLS

Introduction

In the previous Block we helped you with skills to enter the job market. In this Block, we will give you information and practice in skills which will help you at your job. Most jobs require you to use the telephone, make presentations, be part of group discussions. In this Block, we will give you tips and suggestions in these areas so that you may be appropriately equipped to convey your message effectively. The Units in the Block are:

Unit 8 : Presentation Skills

Unit 9 : Telephone Skills

Unit 10 : Group Discussions

Unit 11 : Body Language

We will be presenting these skills through language tasks in reading, writing, speaking and listening. We will give you practice in using relevant vocabulary and contextual grammar.

We hope you find the units enjoyable and useful. Do write to us and give your feedback.

Acknowledgement

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UNIT 8 PRESENTATION SKILLS

Structure

- 8.0 Objectives
- 8.1 Warm Up
- 8.2 Reading Comprehension: About Presentations
- 8.3 Preparation for Presentation
- 8.4 The Stages of Presentation
- 8.5 Using Visual Aids
- 8.6 Grammar: Prepositions (Audience Questions)
- 8.7 A Presentation Exercise
- 8.8 Evaluating a Presentation
- 8.9 Summary
- 8.10 Answers to Self Check Exercises
- 8.11 Answers to Activities
- 8.12 References and Further Reading

8.0 OBJECTIVES

To make effective presentations is essential for librarians. You will find that you need to make presentations when you are orienting a new batch of users; when you are introducing a new service – which happens quite often with new and updated e-resources being acquired quite frequently. Of course, you need to present well if you are attending seminars and conferences.

After reading this Unit, you will be able to:

- explain the important facts of presentations;
- use visual elements to highlight important points; and
- deliver a presentation effectively.

8.1 WARM UP

Can you remember three presentations you have seen or attended in the last one year? Write down the subject of the presentation and the name of the person who made the presentation. It could be a lecture, a speech, a training session and so on.

- 1)
- 2)
- 3)

Try to recollect the three presentations mentioned above, and write down what you liked /enjoyed and also what you did not like/enjoy in each of these.

Presentation 1

Liked

- a
- b
- c

Disliked

- a
- b
- c

Presentation 2

Liked

- a
- b
- c

Disliked

- a
- b
- c

Presentation 3

Liked

- a
- b
- c

Disliked

- a
- b
- c

How would you improve these presentations? You may come back to the list after you have read this Unit.

8.2 READING COMPREHENSION: ABOUT PRESENTATIONS

Pre-reading

Before you read the passage on presentation given below, attempt the following questions. Then read the text and check your answers.

1) Complete the following sentence:

The purpose of most presentations for librarians is either to
or to

2) Name three qualities of a good presentation.

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

3) Make a list of five different situations in which people are required to make presentations at the workplace.

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

- 4) Do you think presentations are part of the recruitment process? If so, what purpose would they serve for the selection panel?

.....

Presentations are a way of communicating ideas and information to a group. The objective of communication is to make your message understood and remembered. In order to achieve this, the presenter must be clear, coherent, articulate and convincing. A presentation puts the presenter on display in front of the audience. Therefore, in order to be effective and impressive in your presentation you need to prepare before you actually deliver the presentation.

Most presentations either inform the audience about something or try to persuade the audience about a product, a service, an idea or a concept. Hence, we often hear of sales presentations for existing or prospective customers, as well as presentations on projects, reports, proposals and updates on various business activities for business associates.

Nowadays, presentations have also become an important part of the recruitment process. Perhaps this is because the job market has become so competitive that job interviews alone are not enough to gauge the skills and competencies of the applicants. Therefore, in many organisations the shortlisted applicants are asked to make presentations before the selection panel. Through presentations the interviewers get yet another opportunity to look at the capabilities of the applicants. The applicants too get a chance to demonstrate their public speaking skills, their presentation skills, their ability to communicate to a group of people and display their confidence and leadership qualities.

The first few minutes of the presentation are very precious and crucial. If you fail to draw the attention of your audience at this stage, you may lose it forever. You make your first impression even before you start speaking. It's got to do with the way you look and carry yourself.

Your dress needs to be neat, smart and appropriate for the occasion. It is mostly formal for presentations. The next thing to pay attention to would be your posture. Your body communicates certain impressions to the audience. People not only listen to you, but also watch you. Slouching tells them that you are indifferent or you do not care, even though you might care a great deal! On the other hand, displaying good posture tells your audience that you know what you are doing and you are serious about it. While you need to be upright and look confident, you may need to guard against looking too stiff and uncomfortable. The key is to look relaxed and comfortable and at ease with your surroundings. Reaching the venue well in time could be immensely helpful in making you comfortable with the place.

Eye contact is another crucial factor. It signals interest in others and helps you to connect with your audience. The audience responds to you better

when you look at them straight. Do not keep your eyes away from the audience for too long, even when you are adjusting your equipment or organising your presentation material.

The expressions you wear on your face transmit a great deal. When you smile at somebody, chances are that s/he will smile back at you. A smile spreads happiness around you as it makes others smile in response. It also transmits happiness, friendliness, warmth, and liking.

The voice is probably the most valuable tool you possess. It is the vehicle that carries most of the contents that you wish to pass on to the audience. Hence, the presenter needs to use her/his voice to maximum advantage. You must have control on your speed as well as volume. The pitch and tone are other areas that need your attention. It is a good idea to practice before a colleague or friend and get feedback on whether you are too fast, too loud, too soft, etc. Do not speak in a monotone as it bores the listeners. Modulate your voice to draw the audience in, and raise it to make a point. Warmth of tone and expression of the right body language to accompany your words can help you to connect with the audience instantly.

Presentations are not just about well researched and painstakingly gathered material, well organised and structured, they are a lot about how you combine the human element with the content to reach out and connect.

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

1) Pick the sentence from the above text that best describes :

- i) Qualities of a good presentation.
- ii) Qualities of a good presenter.
- iii) The role of the audience.

2)) State whether the following statements are **true** or **false**. Write **doesn't say** for statements that the passage doesn't deal with.

- i) The speaker must reach the venue on time.
- ii) The person making a presentation should be dressed formally.
- iii) The audience spends more time watching a presenter than listening to her/him.
- iv) Use your smile sparingly during a presentation.
- v) The content of the presentation is more important than the human element.

3) Match the meaning of the following words/phrases with words from the text.

- i) Valuable and important
- ii) Capture
- iii) People's opinion about you

- iv) A way of standing with your shoulders bent forwards which makes you look lazy or tired
- v) Location
- vi) Someone who works with you
- vii) Optimum
- viii) With great effort.

8.3 PREPARATION FOR PRESENTATION

Before giving a presentation on a subject, one needs to do some home work to find out:

- Who the audience is?
- Where the presentation is scheduled to be held?
- What kinds of facilities are available at the venue?
- What is the duration?

Based on these factors, decide how you want to make the presentation. It could in the form of a lecture followed by questions and answers, a PowerPoint presentation, a seminar or a discussion.

Activity

- 1) If you have to make a presentation, what kind of information would you find out:
 - i) about the audience
 - ii) about the facilities at the venue

Audience

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Venue

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8.4 THE STAGES OF PRESENTATION

The three main stages of any presentation are:

- 1) The Beginning
- 2) The Middle
- 3) The Ending

A) The Beginning

- A1 Say “Good morning “or “Good evening” or “Good afternoon”, etc.
- A2 Welcome the audience.
- A3 Introduce yourself.
- A4 State the purpose of the presentation.
- A5 Relate subject to the audience.
- A6 Give a brief outline.

B) The Middle

- B1 Introduce your main theme, point by point.
- B2 Display the main points/ideas on slides if it is a PowerPoint presentation, and then elaborate.
- B3 Introduce the subject point by point elaborating each in detail, in case of a lecture or a speech.
- B4 Support your points/ideas by facts and examples.
- B5 Use signposting.
- B6 Use visuals, to support your explanations.
- B7 Restrict the main points/ideas to a maximum of five.

C) The Ending

- C1 Reiterate /reinforce what you have already said.
- C2 Summarise main points.
- C3 Make a conclusion or recommendation, if necessary.
- C4 Relate conclusion to the activities of the audience.
- C5 Invite questions.
- C6 Thank the audience.

Please note: Don’t introduce any new points/ideas at this stage.

Activity

- 2) Decide which of the following phrases below would you use at the different stages of your presentation? Mark your replies with the numbers shown above, e.g. A2, B1, C4, etc. The first two questions are answered below.

C3	In conclusion...		Secondly...
C2	To sum up...		And finally...
	Let’s turn to ...		I will begin with
	That brings me to...		After that we will look at ...
	Let us leave that and ...		What was the reason for ...?
	Let us start with...		Did you know that...?
	So that covers		Let’s move on to ...
	If you have any questions please feel free to ask...		Let us recap...

I have divided my talk into three...	To summarize the main ...
I would like to talk about...	I'd like to conclude...
I'm delighted to be here ...	Thanks for the opportunity ...
I would like to welcome you...	Thank you all for patiently listening ...
The purpose of my talk is ...	Would you mind repeating your?
Firstly...	I'm afraid I can't answer this...

Structuring Presentations

Structure of a presentation will depend upon the topic, the audience and time available. Here are some commonly used structures of presentations:

- 1) Past _____ Present _____ Future
- 2) Concept _____ Benefits _____ Drawbacks
- 3) Problem _____ Causes _____ Effect
- 4) Why? _____ What? _____ How?

To make your presentation enjoyable, try to capture the interest of the audience right from the beginning by,

- Asking rhetorical questions
- Telling interesting stories
- Telling some jokes
- Quoting
- Relating what you are saying to the audience
- Using illustrations
- Using examples
- Eye contact and body language

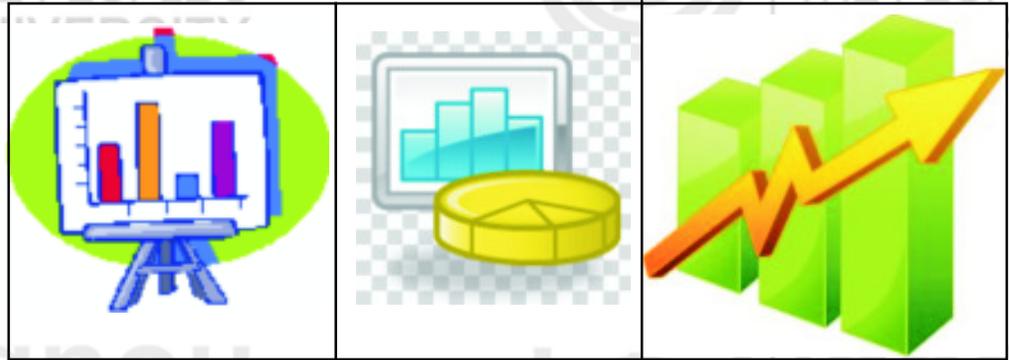
Wherever possible use PowerPoint slides. That is the best way to make a presentation.

Please note: Never read from your notes!

8.5 USING VISUAL AIDS

Visual aids help us to present figures, to make comparisons and contrasts, to project future trends, etc., thus enabling the presenter to deal with such information and data easily and effectively. This also helps the audience to understand things easily and clearly. A variety of visual aids like flip charts, line graph, pie charts, maps, tables, diagrams, photographs, etc., can be used for this purpose.

Visual aids also make a presentation more interesting. Moreover, they help you to cut down on the amount of talking you have to do. However, you must ensure that your visuals are relevant, appropriate and clear. Never overload them with information. Use visuals to reinforce and clarify and not to overwhelm the audience.



Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

4) Name five types of visual aids.

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5) Name two do's and two don'ts for use of visual aids.

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6) Name two major benefits of using visual aids.

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8.6 GRAMMAR: PREPOSITIONS (AUDIENCE QUESTIONS)

Activity

- 3) The following text deals with a very important aspect of presentations: 'The Audience Questions'. Fill up the blank spaces in the text with the help of these words given in the box. You will need to use some of these words more than once. Remember to reread the text after you've checked your answers with the answers given at the end of the Unit.

<i>of</i>	<i>to</i>	<i>until</i>	<i>in</i>	<i>on</i>
-----------	-----------	--------------	-----------	-----------

Audience questions are important _____ any presentation. You can have two policies _____ this issue. You may either allow the audience _____ ask you questions anytime during the course _____ your presentation or you may request your audience to hold questions _____ the end. Questions are an excellent indicator _____ the extent of involvement of the audience _____ your presentation. If you choose the first option _____ inviting the questions during the presentation, you will have the opportunity _____ clarify doubts as you go along and ensure that your point has been understood. But if you save them _____ the end you will get through the material uninterrupted. It is up to you _____ make the decision. Whatever you do, make sure you stay _____ time! If your allotted time is 10 minutes, do not exceed it. This way you can make sure that the audience remains engaged.

- 4) Given below are some frequently used expressions on presentations. Furnish the prepositions that will follow these words.
- i) Begin.....
 - ii) Emphasize.....
 - iii) I'd like to point
 - iv) I'm sure you would agree
 - v) I'd now like to turn
 - vi) To expand.....
 - vii) I'd like to illustrate this
 - viii) To disagree.....
 - ix) Moving on
 - x) To elaborate.....

8.7 A PRESENTATION EXERCISE

Write a short presentation on any of the topics listed below. Use some facts or statistics to substantiate or illustrate your points. Use PowerPoint for the presentation.

- 1) Getting children to develop a love for books
- 2) The changing face of libraries
- 3) Importance of libraries in education

Once you have completed the write up, make a presentation to your friends, and ask them to give you feedback on your presentation, specifically on the following:

- Contents
- Structure and coherence
- Language and vocabulary
- Body language
- Overall impact

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8.8 EVALUATING A PRESENTATION

It is important to evaluate your presentation, whenever you make one. That is the best way to identify the weaknesses and strengths of your presentation. It is also important to make use of the feedback you receive while making future presentations. You could use a format such as the following for that

Your Name:

Title of Presentation:

Date:

Presentation	Excellent	Good	Poor
Captured interest			
Clarity of delivery			
Timing			
Signposting			
Body language and confidence			
Visuals			
Overall rating			

8.9 SUMMARY

The main objective of most presentations is either to inform or to persuade the listeners about something, so it is important to pay due attention to the type of contents you use as well the way you deliver the presentation. Use of PowerPoint can help you feel more comfortable with your presentation and make it more engaging. Use of graphics can help you to present complex data in a simple and comprehensive manner. Practice your presentation to ensure you get familiar with the contents. This will also enhance your confidence.

8.10 ANSWERS TO SELF CHECK EXERCISES

- 1) **Qualities of a good presentation:** Presentations are not just about well researched and painstakingly gathered material, well organised and structured, they are a lot about how you combine the human element with the content to reach out and connect.

Qualities of a good presenter: The presenter must be clear, coherent, articulate and convincing.

The role of the audience: Most presentations either inform the audience about something or try to persuade the audience about a product, a service, an idea or a concept.

- 2) i) The speaker must reach the venue on time. **True**
 ii) The person making a presentation should be dressed formally. **True**
 iii) The audience spends more time watching a presenter than listening to her/him. **Doesn't say**
 iv) Use your smile sparingly during a presentation. **False**
 v) The content of the presentation is more important than the human element. **False**
- 3) i) Valuable and important – **Precious**
 ii) Capture – **Draw the attention**
 iii) People's opinion of you – **Impression**
 iv) A way of standing with your shoulders bent forwards which makes you look lazy or tired – **Slouching**
 v) Location – **Venue**
 vi) Someone who works with you – **Colleague**
 vii) Optimum – **Maximum**
 viii) With great of effort – **Painstakingly**
- 4) Pie charts, Maps, Tables, Diagrams, Photographs.
- 5) **Do's:** Visual aids must be relevant, appropriate and clear.
Don'ts: Don't overload.
- 6) Makes presentation more interesting. Cuts down on talking time

8.11 ANSWERS TO ACTIVITIES

1) Audience:

- The educational level of the audience
- Whether insiders or outsiders
- Approximate number

Venue:

- Open area or closed hall
- Size of the venue
- Seating arrangement
- Air conditioned or not
- Availability of plug points to connect laptop
- Availability of LCD projector
- Availability of mike for the speaker
- Availability of mike for the audience to ask questions.

2)	C3	In conclusion...	A4	Secondly...
	C2	To sum up...	A4	And finally...
	B5	Let's turn to ...	A4	I will begin with
	B5	That brings me to...	A4	After that we will look at ...
	B5	Let us leave that and ...	B4	What was the reason for ...?
	B5	Let us start with...	B4	Did you know that...?
	B5	So that covers	B5	Let's move on to ...
	C5	If you have any questions please free to ask...	C1	Let us recap...
	A6	I've divided my talk into three...	C1	To summarize the main ...
	A4	I would like to talk about...	C3	I'd like to conclude...
	A3	I'm delighted to be here ...	C6	Thanks for the opportunity ...
	A2	I would like to welcome you...	C6	Thank you all for your patient listening ...
	A4	The purpose of my talk is ...	C5	Would you mind repeating your...?
	A4	Firstly...	C5	I'm afraid I can't answer this...

- 3) Audience questions are important **in** any presentations. You can have two policies **on** this issue. You may either allow the audience **to** ask questions anytime during the course **of** your presentation or you may request the audience to hold questions **until** the end. Questions are an excellent indicator

of the extent of involvement of the audience **in** your presentation. If you choose the option **of** inviting questions during the presentation, you will have the opportunity **to** clarify doubts as you go along and ensure that your point has been understood. But if you save them **until** the end you will get through the material uninterrupted. It is up to you **to** make the decision. Whatever you do, make sure you stay **on** time! If your allotted time is 10 minutes, do not exceed it. This way you can make sure that audience remains engaged.

- 4) i) Begin **by telling you something/ with a personal...**
- ii) Emphasize **on ...**
- iii) I'd like to point **out ...**
- iv) I'm sure you would agree **with me / to this suggestion...**
- v) I'd now like to turn **to ...**
- vi) To expand **on ...**
- vii) I'd like to illustrate this **with the help of ...**
- viii) To disagree **with this point...**
- ix) Moving on **to ...**
- x) To elaborate **on...**

8.12 REFERENCES AND FURTHER READING

Hughes, J, and A. Mallett. *Successful Presentations DVD and Student's Book Pack*. Oxford University Press, 2012. Print.

Banks, T. *Writing for Impact*. Cambridge University Press, 2012. Print.

UNIT 9 TELEPHONE SKILLS

Structure

- 9.0 Objectives
- 9.1 Warm Up
- 9.2 Reading Comprehension: Face-to-Face Conversation versus Telephone Conversation
- 9.3 Vocabulary: Telephone Language
- 9.4 Efficient Telephoning
- 9.5 The Beginning and the Ending
- 9.6 Managing Special Situations
- 9.7 Telephone Etiquette
- 9.8 Language Focus
- 9.9 Grammar: Modals
- 9.10 Listening and Speaking
- 9.11 Writing
- 9.12 Summary
- 9.13 Answers to Self Check Exercises
- 9.14 Answers to Activities
- 9.15 References and Further Reading

9.0 OBJECTIVES

After reading this Unit, you will be able to:

- differentiate between face-to-face and telephone conversation;
- understand the importance of having good telephone skills;
- identify different parts of a telephone conversation;
- manage different kinds of people;
- know the appropriate language required for effective telephone conversation; and
- follow a suitable telephone etiquette.

9.1 WARM UP

Go through the following statements and tick mark “True” or “False” against each:

- 1) I always speak softly on telephone. True () False ()
- 2) I switch off my mobile phone or keep it on silent mode in cinema halls. True () False ()
- 3) I don't eat while speaking on the phone. True () False ()

- 4) Whenever I see a “missed call” on my mobile phone, I immediately return the call. True () False ()
- 5) I never phone a person at odd hours. True () False ()
- 6) I always greet any caller by saying “good morning” etc. True () False ()

We often get irritated when we receive too many telephone calls. It is also a known fact that we waste a great deal of time on the telephone.

Why do telephone calls sometimes irritate us? List five reasons for being irritated by phone calls:

Reasons:

- 1)
- 2)
- 3)
- 4)
- 5)

9.2 READING COMPREHENSION: FACE-TO-FACE CONVERSATION VERSUS TELEPHONE CONVERSATION

How is a telephonic conversation different from a face-to-face one?

You may often have heard people talk about their nervousness while dealing with office situations, especially over the phone. Some people feel that face-to-face communication is usually easier, clearer and more effective than telephone conversation. There are, decidedly, many advantages to having a face-to-face conversation. Facial expressions, gesticulations, visual aids, all come in handy while conveying information when the person you are communicating with is in front of you.

In a telephonic conversation however, you have to convey all you want to say in clearly stated words. Help can come only in the form of voice modulation and stress. Choice of words becomes more critical here, where the listener may need to visualize what s/he is hearing merely from the description being given to her/him. And since you cannot see the listener, you need to confirm if important information has been correctly heard and understood. You can do this by asking the person to repeat what you have said. On the other hand, if you are the one receiving the information, you may need to confirm it by repeating it yourself.

Additionally, business conversations over the telephone are usually to-the-point. You would certainly not want to call back if you forgot to ask for or tell something of significance. Hence, before having a telephonic business talk, you need to make sure that you note down, either mentally or on paper, every point you would like to cover and tick it as you go along. This kind of preparedness will, of course, help even in a face-to-face conversation.

All of these probably make it seem like it is actually a disadvantage to have shop-talk on the telephone. That, as we all know, is definitely not the case, because the advantages of the telephone in business are many.

Telecommunication has made work more efficient in many ways. It saves time and the need to travel long distances. Tele and video conferencing has made it possible to have group discussions and meetings with our business associates in distance places where we can actually see them. Looking at the larger picture, this cutting down on travel means fewer vehicles on the road, less air and noise pollution, and perhaps slowing down the speed of global warming to some extent at least! At the same time we are also saving the hours which we would waste travelling those distances.

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

Answer the following questions based on the text given.

1) What are some of the tools that help in understanding a face-to-face conversation?

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2) Why is the choice of words more critical in a telephone conversation than when people are facing each other?

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.....

3) How can you use your voice more effectively, especially in a telephone conversation?

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.....

- 4) How can you make sure that the person listening to you has correctly absorbed the important information you are trying to convey, and vice versa?

.....

- 5) How can you ensure that you do not miss giving or getting all the information you wanted to, before you end the conversation?

.....

9.3 VOCABULARY: TELEPHONE LANGUAGE

Activity

- 1) These are some sentences commonly used in telephone conversations. Complete these sentences by choosing the missing words from the box.

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

- i) Hello, who's this
- ii) Just a, please.
- iii) I'll if she's here.
- iv) I'll get the information you want;, please.
- v) You asked me to when I was in town again.
- vi) Sorry, he's not at the moment.
- vii) You can him any evening six o' clock.
- viii) Well, I can ring later if it's convenient.
- ix) Isn't that 1421? That's what I, I think.
- x) No, this is the wrong; I'll put you on to the switchboard.
- xi) Sorry to have you.
- xii) He's not in the office at the moment. But I can try to find him on the

xiii) This is how things at our end. I'm afraid there's nothing we can do about it.

xiv) I've up on the prices you asked about.

xv) Now I can the arrangements we made.

9.4 EFFICIENT TELEPHONING

It is very essential to ensure that telephone conversations are made professionally and efficiently. It is a known fact that the success of any organisation depends on customer / client satisfaction. It is also a known fact that the first contact is mostly made over the telephone. These new and potential customers / clients will not return unless they are treated professionally and courteously. Often organisations forget this fact and manage this important telephone function unprofessionally. It is not unusual to have more than 80 per cent of customer contact via the telephone in certain type of organisations, especially public service organisations.

Recollect the last time you contacted a service organisation over telephone; bank, telephone department, railway station, electricity office, public library, etc. and try to answer the following questions:

- Did you get connected at the time you dialed the number? Yes () No ()
- Did someone pick up the phone within three rings? Yes () No ()
- Did the person greet you by saying “good morning” “good evening”, etc.? Yes () No ()
- Did the person introduce herself/ himself by name? Yes () No ()
- Did you get the information you wanted? Yes () No ()
- Did the person end the call with a friendly and courteous note? Yes () No ()

Main Telephone Complaints

We frequently talk about the inefficiency of the telephone function in organisations. Though the automatic system for answering queries, like the Call Centre type systems, have reduced the problem to some extent, but still the problem persists.

Bad and outdated equipments, untrained staff, inadequate number of staff, inefficient management, etc. are the reasons for most telephone complaints. The common complaints are:

- Can't get the number, either always busy or not picking up
- Rude behaviour
- Not satisfied with the answer
- Could not hear the person clearly
- Took too much time to get the information
- Lost on hold

- Being switched from person to person
- Not being knowledgeable.

9.5 THE BEGINNING AND THE ENDING

As a librarian, you may often have to attend to calls from customers who may ask you if your library provides a certain service or has a particular book. To prepare you for all sorts of interactions and encounters we will take you through the various components of a telephone conversation and the courtesies involved.

Components of Telephone Conversation

A typical telephone conversation usually has the following components:

- Greeting
- Warm up
- Purpose
- Closing

Most of these, apart from the purpose which is obviously different in each case, are common enough. Very often, a warm up sentence accompanies the greeting.

The Beginning

It is most important to open a telephone call professionally. Make the caller feel welcome, and try to give an impression that s/he is an important caller. This could be done in many ways, as shown below:

- Pick up the phone as soon as it starts ringing (within three or four rings)
- Greet the caller
- State your organisation (department)/section
- Introduce yourself
- Offer help

Example: *“Good afternoon. Central Library Reference Section, Sunita Sharma speaking. How may I help you?”*

The Ending

You should make sure that the customer will come back to you. For this you need to end the conversation properly. You should:

- Thank the customer for calling
- Make sure that the information you have provided is adequate
- Let the customer know you appreciate her/his purpose of calling
- Invite the caller to call again if s/he wants any additional information
- Don't be in a hurry to disconnect the phone, let the customer do that first.

Example: *“Thank you Mr. Sharma. I hope that the information is helpful. Please do get back if you need any further information. It was a pleasure talking to you. Bye now.”*

Activity

- 2) Given below are some such common expressions. Classify each according to the category (a) to (d) as given in section 9.5 of this Unit. The first one is done for you.
- i) Good morning. **(a)**
 - ii) Good morning Neena, how are you today?
 - iii) I'd like to go over the training schedule with you today. Would 4 pm suit you?
 - iv) Thank you for calling Central Library. Have a good day.
 - v) Thanks and bye.
 - vi) That's all for now, thank you.
 - vii) I'd like to discuss the procurement list with you today. What would be a good time to schedule a meeting?
 - viii) Hello Ravi, is this a good time to talk to you?
 - ix) Thank you for calling Central Library, this is Neha. How may I assist you?
 - x) Hi Neha, did you have a good weekend?
 - xi) Thank you for your help. Bye.
 - xii) Good morning, I'm Radha from City Public Library and would like to speak to someone from Accounts, please.
 - xiii) Take care. Bye.
 - xiv) This is Mira. I'd like to speak to Mr. Murthy please.
 - xv) Can you give me Mr. Khanna's mobile number?

9.6 MANAGING SPECIAL SITUATIONS

The Angry Customer

It often happens that the customer starts the conversation with an angry note! This could be because of her/his bad experience on earlier occasions with your organisation. Never retaliate, act cool, and listen patiently for some time. Give enough signals to show that you have taken note of the points. If the person goes on, interrupt and request her/him to come to the point. If the complaints are serious ones, transfer the call to your senior after informing the caller that you are transferring the call. When you transfer a call, say something like:

“I need to transfer the call to Mr. X, because he is the right person to answer your question.”

Often you may not be sure about the answer and you need to check with someone. In that case, say:

“Will you please wait for a moment; I need to check on this with my colleague.”

Managing the angry caller is a difficult job, but an important one. Angry and dissatisfied customers are a threat to the organisation because they are likely to

spread the word that they are unhappy with the way that you do business. This sort of news spreads rapidly. Here are some tips, which one could try, to manage such customers:

- Listen to the customer patiently so that you will understand the problem
- Apologize in a general way, even if you think that situation doesn't warrant it.
- Propose a plan of action if can't provide an immediate solution to the problem.

The Talkative Caller

S/he never stops and you won't get a chance to respond! Some even become too friendly and start talking about anything under the sun! The best way to deal with such a caller is to be "business-like with the caller". Other ways to manage such callers are:

- Ask closed questions, eliciting one word answers. *For example, "Did you? Will you? May I do that?"*
- Give only little space between your statements.
- You talk very little yourself.
- Do not invite unnecessary conversation.
- Give the impression that you are a busy person, and other calls are waiting.

The Waiting Time

The first and important advice is that don't make the caller wait inordinately. If s/he has to, inform her/him and the reasons for it. If you think that the caller will have to wait for long, note down the number and call back. You should indicate when you will call, for example say "in 10 minutes", "by the end of the day", "by tomorrow", etc.

9.7 TELEPHONE ETIQUETTE

Telephones have become a necessary and important part of our life. It is difficult to visualize "life without mobiles"! These days most of our social as well as business conversations and interactions happen through these gadgets. Thus, it is becoming all the more important to manage telephone calls effectively.

Following good telephone etiquette is important, while making as well as while receiving calls. You must keep in mind that it is your call; you need to make sure that it is managed professionally.

- 1) Speak softly so that others around you do not get disturbed.
- 2) Do not telephone anyone at odd hours, unless very urgent.
- 3) Personal calls should not be made from office unless absolutely necessary.
- 4) Do not discuss personal matters on telephone from office.
- 5) Be brief on telephone.
- 6) Avoid speaking in your mother tongue from office.
- 7) Greet the caller, even if that person is a stranger.
- 8) Do not terminate a call abruptly.

- 9) If you notice a missed call, phone that person at the earliest.
- 10) Do not make the caller wait inordinately.
- 11) If a person has been made to wait, inform the person the reason.
- 12) If you are transferring a call to another person, explain the reason for doing so.
- 13) Check with the person, if s/he can hear you properly, if you feel there is a problem.
- 14) Do not eat or drink while speaking on the phone.

9.8 LANGUAGE FOCUS

Just as in face-to-face conversation, verbal exchanges on the telephone may be informal, semi-formal or formal. For example, a simple greeting, when you pick up the telephone may be said in any of these ways:

- a) Hi, how's life? (**informal**)
- b) Hello, how's everything? / How're you doing? (**semi-formal**)
- c) Good morning, how are you? (**formal**)

Activity

- 3) Now classify these sentences as informal/semi-formal/formal. Check your answers with the answers given at the end of this Unit.
 - i) Would it be possible for you to give me a few days off?
 - ii) Should I send you the CDs right away?
 - iii) Can I leave her a message?
 - iv) Would it be possible for you to meet Ravi Prakash today?
 - v) Would you like me to mail you the catalogue right away?
 - vi) I want to go on holiday next week.
 - vii) Would you like to leave a message?
 - viii) Hiten wants to meet you.
 - ix) Do you think I could get a week off starting Monday?
 - x) Rakesh Jain would like to meet you.
 - xi) Do you want me to send the CDs right now?
 - xii) I'm afraid I can't put you through to him, Sir.
 - xiii) Do you want to leave a message?
 - xiv) You can't meet him today.
 - xv) May I leave a message for her?

You will have noticed that there are certain typical phrases that form the base for formal telephone conversations. The 'do you want' is replaced by 'would you like'; 'could' and 'may' are more formal than 'can' etc.

Activity

4) Rewrite the following sentences to make them sound more formal using phrases from the box given below. You may be able to use more than one option in some cases.

- i) Can you give me Mr. Vasu's number?
- ii) What did you say?
- iii) Where has he gone?
- iv) What's your name?
- v) Yes, I want you to send me the new rate list.
- vi) Send it to me today.
- vii) Mr. Singh is not available today.
- viii) Can I call you tomorrow?
- ix) I want some information about the new car repair course you are starting.
- x) Is 2.30 p.m. on Friday okay?

Could you tell me.....	Would
I would like.....	Could you give.....
May I	I beg.....
I would like you	Please.....
I'm afraid.....	Would it be.....
Would.....	Could.....

9.9 GRAMMAR: MODALS

You would have noticed that many sentences in the Unit begin with words like '*would*', '*could*' and '*may*'. These and others like '*should*', '*shall*', '*can*', '*will*' and '*ought to*' are auxiliary verbs known as modals or modal verbs, the use of which is very important in polite language and telephone conversations. Unlike other auxiliary verbs like 'be', 'do' and 'have', modal verbs are **only** used as auxiliary verbs, and cannot be used as the main verb in a sentence.

The table given below will help you in identifying the functions of modal verbs.

Table 9.1: Functions of Modal Verbs

Modal	Example	Uses
Can	Can I speak to Rita? Can I call you tomorrow? I'm afraid I can't help you with that. You can call him at 10 tomorrow.	Request Asking for permission Expressing inability Stating possibility
Could	Could you repeat that? Could I borrow your pen drive? You could speak to your manager about it.	Request Permission Suggestion

May	May I know who is calling? The meeting may be cancelled. How may I help you?	Enquiring/Requesting Expressing possibility Offering help
Might	They might reduce the rates for us.	Future possibility
Would	Would you mind mailing me the brochure? I would like to meet Mr. Sharma today. Would you like some tea or coffee? Would you mind if I wrote this down? Would 2.30 on Friday be okay?	Request Stating wish/Request Offering help Asking for permission Making arrangements
Should	You should discuss this with Mr. Mehra first. The material should reach you by tomorrow.	Suggesting/Advising/ Recommending Making a prediction
Shall	Shall I call the Materials Manager? Shall I call him or will you?	Suggesting/Offering Asking what to do
Will	I'll mail the details to you right away. He won't be back before Friday.	Promising /Assuring Certain prediction
Ought to	You ought to prepare all papers in advance	Strong advise

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

6) Using modal verbs make appropriate sentences for the following situations.

i) Asking the caller who he wants to talk to.

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ii) Assuring the caller you will pass on his message to your boss.

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iii) Suggesting a meeting time to the caller.

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iv) Asking the caller if he prefers to receive certain information by fax or email.

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v) Informing someone about a possible cancellation of a business trip

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vi) Requesting someone to give information in greater detail

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vii) Offering to help with hotel bookings

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viii) Expressing inability to send material before receiving payment

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ix) Advising your colleague to clarify a confusion with his boss

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x) Predicting how the market will move in the coming week

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9.10 LISTENING AND SPEAKING

Activity

5) Listen to two telephone conversations (refer to CD) and complete the following dialogues by filling in the gaps. Then identify the various components in them, as studied in Section 9.5 under heading **Components of Telephone Conversation**, i.e. (a to d). Notice the difference in the formal and semi-formal dialogues.

Note: You may play the CD provided and listen to the audio as many times as you require. Please note that the text of the audio has been provided in the answers section (tape script -1).

Conversation 1

A: Hello.

B: Hi Vrinda, Kavita _____.

A: Oh Hi, Kavita. How's everything?

B: Great! I have _____ this week. I was wondering if you wanted to go for a movie one of these days.

A: That's _____! Shall we go tomorrow?

B: Perfect. Should I _____ at 5 o'clock then and we can watch the 6 pm show?

A: _____. See you then.

B: Bye. See you tomorrow.

A: Bye.

Conversation 2

A: Good morning, Gupta Securities. How may I help you?

B: Hello, Gagan, its Prabhakar this side.

A: Oh, hello, Prabhakar. _____. How's everything?

B: _____. What about you?

A: All good. So tell me, what can I do for you?

B: I wanted _____ from you, so I was wondering if we could _____ some time this week.

A: Sure. Why don't you come to my office on _____, say _____?

B: _____. I'll see you then.

A: _____ to it. Oh, and don't forget to pick up those delicious samosas from the shop below your office!

B: _____. Bye.

A: Bye.

6) Now listen to this conversation between an executive and the Managing Director of a company and tell the difference between this conversation and the two you previously heard. The conversation is given in the answer of question 6 as conversation 3.

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9.11 WRITING

Activity

7) Make appropriate sentences for the situations given below. One is given as an example.

i) Answering the telephone.

Answer: Good morning, Kavita Nagpal speaking. How may I help you?

ii) Offering to take a message.

iii) Saying who you are.

iv) Asking to speak to Aman.

v) Asking the caller for more information about the call.

- vi) Saying someone is unavailable.
- vii) Asking for the caller's name.
- viii) Asking the caller to repeat something.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

Make telephone conversations for three situations given below. The model conversation is given at the end of the Unit.

7) You are calling your colleague Milind to ask after his health. He has been down with a fever for a week.

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8) You are working with Central Reference Library of a university. Receive a call from a customer for the availability of a reference source.

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9) Your boss has asked you to make a call to Mr. Sahu's office to find out whether they have received delivery of books/periodicals/etc.

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9.12 SUMMARY

Nowadays a great deal business is done over telephone. The large scale and unprecedented penetration of mobile phones has added a new dimension to this. So it is all the more important to ensure that every organisation manages this important activity professionally. Installing the right type of telephone system, placing the employee with the right type of attitude and skills to answer telephones and giving all staff training in telephone use skills etc. go a long way in getting this important function streamlined.

9.13 ANSWERS TO SELF CHECK EXERCISES

- 1) Facial expressions, gesticulations and visual aids are some of the tools that help understanding in a face-to-face conversation.
- 2) Choice of words is more critical in a telephone conversation as the speakers can't see each other or use any visual aids and gestures. The listener often has to visualize something from hearing a description of it.
- 3) Enunciating clearly, stressing on important words, raising and lowering pitch in the right place are some of the ways to use your voice more effectively.
- 4) To ensure that important information is correctly given and received, it is best for the listener to repeat it for confirmation.
- 5) You can ensure that nothing of importance is left out of a business telephone conversation by preparing for it in advance by noting down all the points that need to be addressed / asked.
- 6) These are only sample answers; yours could be different.
 - i) Who **would** you like to speak to?
 - ii) **I'll** inform Mr. Varshney as soon as he comes in, Sir.
 - iii) **Would** 4.30 on Monday suit you?
 - iv) **Would** you prefer this to be sent by fax or email, Sir?
 - v) I'm afraid I **may not** be able to come to Mumbai just yet.
 - vi) **Could** you elaborate on that, please?
 - vii) **Shall/Should** I book the hotel for you?
 - viii) I'm afraid I **can't** send you the material until we receive the payment.
 - ix) You **should** clarify this with your boss first.
 - x) I think the market **will** make a good recovery in the coming week.
- 7) Milind: Hello?

You : Hi Milind, Rakesh this side. How are you doing?

Milind : I'm okay. What's up with you?

You : Oh! Nothing much. Everything is as usual. So how are you feeling now? Do you still have a fever?

Milind : No, the fever's down, but I'm feeling really weak! And bored!

- You : Yeah, I can imagine! Waiting to see you back in the library.
Get well soon.
- Milind : Yeah, thanks.
- You : Bye then.
- Milind : Bye.
- 8) You : Good afternoon, Central Reference Library of IGNOU. How may I help you?
- Customer : I'd like to renew two books and two periodicals that are due today.
- You : May I have your membership number, Sir?
- Customer : It's IGL1860.
- You : Thank you, Sir. The two books and two periodicals against your membership have been renewed. They are next due on 12 July.
- Customer : Ok. Thank you.
- You : Is there anything else I can assist you with, Sir?
- Customer : Yes. Is the January, 2013 issue of the ELT journal available?
- You : Let me just check that for you, Sir.
- Customer : Ok.
- You : I am sorry, Sir. The journal has been issued to another member. You can reserve the journal if you wish. You will be notified by email as soon as it has been returned.
- Customer : Ok. It would great if that could be done!
- You : Sure, Sir. (Pause) The ELT journal has been reserved. The reference number is J34. The details have been sent to your e-mail.
- Customer : Thank you so much.
- You : You're welcome, Sir. Have a good day.
- 9) Ms. Rupa : Hello.
- You : Good morning, Ms. Rupa. This is Manu Khanna calling from Ruby Publication.
- Ms.Rupa : Hello, Manu.
- You : I've called to find out if you have received the copies of the Product Design books you had ordered. We dispatched it last week.
- Ms. Rupa : No, Manu. I'm afraid we haven't received it yet.
- You : I'm very sorry about that, Ma'am. I'll call the delivery department and get back to you immediately.
- Ms. Rupa : Please do that. We need the material urgently. The students are all asking for the books.
- You : I will look into the matter. Once again, I'm sorry for the inconvenience. I'll call you back soon.
- Ms. Rupa : Okay. Thank you.

9.14 ANSWERS TO ACTIVITIES

- 1) i) calling, ii) moment, iii) see, iv) hold the line, v) ring up, vi) in, vii) phone, after, viii) back, ix) dialed, x) extension, xi) bothered, xii) mobile, xiii) stand, xiv) checked, xv) confirm.
- 2) i) Good morning. (a)
 - ii) Good morning Neena, how are you today? (a, b)
 - iii) I'd like to go over the training schedule with you today. Would 4 pm suit you? (c)
 - iv) Thank you for calling Central Library. Have a good day. (d)
 - v) Thanks and bye. (d)
 - vi) That's all for now, thank you. (d)
 - vii) I'd like to discuss the procurement list with you today. What would be a good time to schedule a meeting? (c)
 - viii) Hello Ravi, is this a good time to talk to you? (a, b)
 - ix) Thank you for calling Central Library, this is Neha. How may I assist you? (b)
 - x) Hi Neha, did you have a good weekend? (a, b)
 - xi) Thank you for your help. Bye. (d)
 - xii) Good morning, I'm Radha from City Public Library and would like to speak to someone from Accounts, please. (a, c)
 - xiii) Take care. Bye. (d)
 - xiv) This is Mira. I'd like to speak to Mr. Murthy please.(c)
 - xv) Can you give me Mr. Khanna's mobile number? (c)
- 3) i) Would it be possible for you to give me a few days off? **Formal**
 - ii) Should I send you the CDs right away? **Semi-formal**
 - iii) Can I leave her a message? **Formal**
 - iv) Would it be possible for you to meet Ravi Prakash today? **Formal**
 - v) Would you like me to mail you the catalogue right away? **Formal**
 - vi) I want to go on holiday next week. **Informal**
 - vii) Would you like to leave a message? **Formal**
 - viii) Hiten wants to meet you. **Informal**
 - ix) Do you think I could get a week off starting Monday? **Semi-formal**
 - x) Rakesh Jain would like to meet you. **Formal**
 - xi) Do you want me to send the CDs right now? **Informal**
 - xii) I'm afraid I can't put you through to him, Sir. **Formal**
 - xiii) Do you want to leave a message? **Semi-formal**
 - xiv) You can't meet him today. **Informal**
 - xv) May I leave a message for her? **Formal**

4) i) Can you give me Mr. Vasu's number?

Could you give me/May I have Mr. Vasu's number?

ii) What did you say?

I beg your pardon? /Could you repeat that?

iii) Where has he gone?

May I know/Could you tell me where he has gone?

iv) What's your name?

May I have your name, please?

v) Yes, I want you to send me the new rate list.

Yes, I would like you to send me the new rate list.

vi) Send it to me today.

Please send it to me today. / Could you send it to me today?

vii) Mr. Singh is not available today.

I'm afraid Mr. Singh is not available today.

viii) Can I call you tomorrow?

May I call you tomorrow? /Would it be alright if I called you tomorrow?

ix) I want some information about the new car repair course you are starting.

I would like some information about the new car repair course you are starting.

x) Is 2.30 p.m. on Friday okay?

Would 2.30 p.m. on Friday be convenient for you?

5) Conversation 1

A : Hello. (a)

B : Hi Vrinda, Kavita **this side/here**. (a)

A : Oh Hi, Kavita. How's everything? (b)

B : Great! I have **four days off** this week. I was wondering if you wanted to go for a movie one of these days. (c)

A : That's **not a bad idea!** Shall we go tomorrow? (c)

B : Perfect. Should I **_pick you up** at 5 o'clock then and we can watch the 6 pm show? (c)

A : **Sounds fine**. See you then. (d)

B : Bye. See you tomorrow. (d)

A : Bye. (d)

Conversation 2

A : Good morning, Gupta Securities. How may I help you? (a)

B : Hello, Gagan, its Prabhakar this side. (a)

A : Oh, hello, Prabhakar. **Long time no news.** How's everything? (b)

B : **All well here.** What about you? (b)

A : All good. So tell me, what can I do for you? (c)

B : I wanted **some investment advice** from you, so I was wondering if we could **sit together** some time this week. (c)

A : Sure. Why don't you come to my office on **Wednesday**, say **4 pm**? (c)

B : **Perfect.** I'll see you then. (d)

A : **Look forward** to it. Oh, and don't forget to pick up those delicious samosas from the shop below your office! (d)

B : **Sure.** Bye. (d)

A : Bye. (d)

6) Conversation 3

Ajay Sinha : Hello.

Hari Modi : Good morning, Sir. This is Hari Modi from the Personnel Department. Mr. Dewan asked me to speak with you.

Ajay Sinha : Yes, yes, Hari. Good Morning. I need you to do something for me.

Hari Modi : Certainly, Sir. How may I help you?

Ajay Sinha : Let me just brief you about it first. You see, my secretary, Ms. Nene, is on leave, and I need somebody to accompany me to the Singapore conference for three days. Mr. Dewan recommends you highly, so I'd like you to assist me on this trip.

Hari Modi : Certainly, Sir. I'd be pleased to be of assistance. When would we be leaving and what would you like me to do in preparation?

Ajay Sinha : Could you come to my office at, say, 10:30 and we can discuss the details?

Hari Modi : I'm afraid we have a departmental meeting from 10:30 to 11:30. Would it be alright if I come in at 11:30?

Ajay Sinha : Oh, that's perfectly fine.

Hari Modi : Right, Sir. I'll be there at 11:30.

Answer

i) The language in conversation 3 is very formal. For example the executive says "How may I be of help to you" instead of "What can I do for you" as in Conversation 2, which is semi-formal. Conversation 1 is totally informal.

ii) Note that there is greater use of modals like 'would' 'could' and 'may' in formal language.

iii) The executive does not address his senior officer by his first name.

iv) There is no small talk or warming up as is the case in many formal conversations.

- 7) i) Good morning Kavita Nagpal speaking. How may I help you?
ii) Would you like to leave a message?
iii) This is Neha Gupta.
iv) I'd like to speak to Aman Wahi, please.
v) Could you tell me why you'd like to speak to the Principal, please?
vi) Ms. Sonia Singh is in a meeting.
vii) Could you tell me your name, please?
viii) Could you say that again, please?

9.15 REFERENCES AND FURTHER READING

Smith, David G. *Express Series English for Telephoning*. Oxford University Press, 2007. Print.

Schnurr, S. *Exploring Professional Communication*. Routledge, 2012. Print.

UNIT 10 GROUP DISCUSSIONS

Structure

- 10.0 Objectives
- 10.1 Warm up
- 10.2 Why Group Discussions (GD)?
- 10.3 Conduct of Group Discussions
- 10.4 What do Selectors Look for?
- 10.5 Group Discussion: The Do's
- 10.6 Group Discussion: The Don'ts
- 10.7 Language Focus
- 10.8 Vocabulary
- 10.9 Listening: How to be Successful in a Group Discussion
- 10.10 Grammar: Linking Words
- 10.11 Assessment Criteria
- 10.12 Speaking
- 10.13 Summary
- 10.14 Answers to Self Check Exercises
- 10.15 Answers to Activities
- 10.16 References and Further Reading

10.0 OBJECTIVES

This Unit introduces you to one of the often used selection process: Group Discussion. Employers resort to this, because they can find out many crucial attributes of a candidate through this process, which other selection processes do not permit. It is important for you to prepare well before the group discussion and perform in such a way that you draw the selectors' attention towards you. You are given many tips on how to conduct yourself in a group discussion.

10.1 WARM UP

Group Discussions (GD) when held as selection process always involves two parties: the selectors and the GD participants. The former plays only a passive role; they only watch the GD process and observe each participant. They seldom intervene or interfere. Their sole objective is to identify certain attributes in the participants which they could not easily identify by other means.

Activity

- 1) What attributes of the participants do you think the selectors try to find out from a GD? Select five attributes out of the ones listed in section 10.2 and 10.4, which you think are most important.
 - i)
 - ii)

- iii)
- iv)
- v)

10.2 WHY GROUP DISCUSSIONS (GD)?

Group Discussion (GD), as selection tool, is gaining more and more importance for a variety of reasons. Usually GDs are conducted after the written test to shortlist candidates for the next stage of the selection process. GD also helps the selection panel to reject outright candidates because of their poor performance in the GD. This technique is being increasingly used by professional educational institutions, especially business schools, as well as by business houses to select professionals. GD allows the selection panel to observe, compare and form opinions about a large number of candidates in a relatively short span of time. GD gives the opportunity to assess certain traits and skills, (such as the following) of the candidates that are not possible to observe in a resume, written examination or an interview:

- leadership qualities
- quality of participation
- analytical skills
- problem solving skills
- oral communication skills
- ability to handle people
- team spirit
- non-verbal behaviour
- conformation to norms
- decision-making ability
- inter-personal behaviour
- behaviour in a group
- body language
- how much importance do you give to the group objective as well as your own
- how well do you listen to viewpoints of others and how open-minded are you in accepting views.

10.3 CONDUCT OF GROUP DISCUSSIONS

A Group Discussion is normally a formal discussion involving an invited group of participants. The number of participants usually will be around eight, but there is no guarantee it will not be fifteen! They will be given a topic, often a contemporary and debatable topic. The participants will be allowed a few minutes, about 10 minutes, to understand the topic and organise their thoughts. Then they will be asked to discuss the topic for about 20 to 25 minutes. The time available for the discussion will be communicated to the participants in advance. In such

GDs no one is appointed as the leader or coordinator. Everyone is treated at par by the selection panel, but it is not uncommon for someone to take the initiative and take on a leadership role.

A GD is normally not conditioned by such procedural rules as in the case of a formal debate. Here the candidates can say whatever they like and whenever they like on the subject under discussion. A candidate can speak in favour of the subject, against the subject or even follow a neutral path. Everything depends on the interest and ability of each member of the group. So the candidates are quite free to discuss the topic without any interference from the selection panel.

The entire discussion process will take place in front of the selection panel. They will be observing every action of each participant closely.

10.4 WHAT DO SELECTORS LOOK FOR?

In a GD what do the panel of selectors look for? They will be looking for a variety of attributes in you, which they were unable to assess from the resume. These will include the following:

- Did you make any useful contribution at all?
- What was your level of knowledge about the subject?
- Did you communicate effectively?
- Were you a good listener?
- Did you unnecessarily interrupt others?
- How positive or negative was your body language?
- Did you exhibit any analytical skills?
- Did you provide leadership to the group?
- How good a team player were you?
- Did you look or sound “selfish”?
- Did you do anything to bring the group to focus on the topic rather than going outside it?

10.5 GROUP DISCUSSION: THE DO’S

If you have a reasonably good level of general knowledge, that will come in handy in a GD. So also your proficiency in vocabulary, grammar, accent and so on. These help to draw the attention of the selectors towards you.

To bring out the best in you and to create the desired impact on the selectors, you need to adhere to some Do’s and Don’ts. These are:

- Listen to others attentively; you may even take brief notes.
- Enter the discussion at an early stage.
- Communicate with confidence.
- Make sure that your contributions are focused on the given topic.
- Try to speak something new which has not been said by the earlier speakers.

- If you find that any participant is not making her/his viewpoint clear, ask pertinent questions.
- Even when you oppose a view point, use dignified language.
- Try to make your contributions take the centre point for the discussion.
- If the discussion is going out of focus, try to point this out and bring it back on track.
- Use positive body language. Example, looking into the other person’s eyes when listening or speaking.
- Remain confident and interested throughout, whether you are speaking or not speaking.
- Conclude each argument at the right time and in the right manner.
- Collaborate instead of compete.

Activity

- 2) Out of the Do’s listed above; identify three, which are very important. Say why.

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10.6 GROUP DISCUSSION: THE DON'TS

The selectors will be critically observing your every action while the GD is on, and will be making notes of the positive points as well as the negative points. While it is important to demonstrate strengths, it is equally important to work on your weaknesses. So please take note of the don'ts listed below:

- Don't appear or feel restless when someone is speaking.
- Don't keep silent for a long time; the selectors are there to hear you speak.
- Don't exhibit negative body language. Example, shaking your leg when speaking.
- Don't use abusive or objectionable language or gestures.
- Don't interrupt others when they are speaking.
- Don't impose your views upon others.
- Don't get irritated or lose temper if someone disagrees with you.
- Don't deviate from the subject given for discussion.
- Don't take anything personally.
- Don't give instructions to others in the group.
- Don't speak for the sake of speaking.

Activity

3) Out of the Don'ts listed above, identify three, which are very important. Say why.

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10.7 LANGUAGE FOCUS

Here is some helpful language for group discussions:

- **Stating an opinion**
 - It seems to me...
 - In my view...
 - I tend to think...
 - It's 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 quite agree
 - I couldn't agree more
 - Absolutely / precisely / exactly
 - I think you're right

- **Expressing disagreement**
 - 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...?

10.8 VOCABULARY

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

- 1) Read the text and use the right form of the word in the bracket to form a word that fits in the numbered space. The first one is done for you as an example.

The **surest** (sure) way of antagonizing others in the GD as well as the examiner is to appoint yourself as a de facto _____ (**chair**) 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 _____ (**flow**) 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 _____ (**speak**). Maintain eye contact with as many members of the group as possible. This will involve others in what you are saying and increase your _____ (**chance**) of carrying them with you. Do this even if you are _____ (**answer**) a specific point raised by one person.

10.9 LISTENING: HOW TO BE SUCCESSFUL IN A GROUP DISCUSSION

Listen to a speaker telling you about how to be successful in a group discussion. Please note that the text of the audio has been provided in the answers section.

Self Check Exercise

- Note:** i) Write your answers at the space given below.
 ii) Check your answers with the answers given at the end of this Unit.
- 2) On the basis of what the speaker says, state whether the following statements are True or False:
- i) You must contribute towards reaching a consensus.
 - ii) In order to be heard you must speak for at least 15 minutes.
 - iii) You can make a meaningful contribution even if you do not know much about the topic being discussed.
 - iv) A fish market scenario is one where each one tries to talk at the same time and emphasize her/his point of view.
 - v) If you fail to contribute towards reaching a consensus it means you are not very good at team work.
 - vi) A good listener agrees with what others say.
 - vii) In the end you must summarize only your own point of view.

10.10 GRAMMAR: LINKING WORDS

In any piece of writing the sentences and the ideas in them are logically related by certain words or phrases that are known as linkers. These linkers have different functions and belong to different parts of speech. These may be pronouns, conjunctions, conditionals, determiners, etc.

Let us look at some of the linkers and their functions in the following table:

Table 10.1: Linkers and their functions

Linkers	Functions	Examples
And, as well as, moreover	Used to add new elements	This technique is being increasingly used by professional educational institutions, especially business schools, as well as by business houses to select professionals.
Or, in other words, alternatively	Used to express opposite ideas or an alternative choice	A candidate can speak in favour of the subject, against the subject or even follow a neutral path.
But, however, yet, still, on the other hand, on the contrary, even though	Used to express contrast	Slouching tells them that you are indifferent or you do not care, even though you might care a great deal!
Because, since, for, as	Giving a cause for a particular statement	And since you cannot see the listener in a telephone conversation, you need to confirm if important information has been correctly heard and understood.
Therefore, consequently, so, so that, hence	Used to express a result	Speak softly so that others around you do not get disturbed.
If, provided that, otherwise, unless, in case	Used to express condition	Do not telephone anyone at odd hours, unless it is very urgent.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

3) 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 _____ 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, _____ are too nervous to speak _____ are waiting for someone else to start. _____ the evaluators get the best chance to observe the opening speaker. Now this is a double-edged sword. _____ the opening speaker talks sense, naturally s/he will get credit because s/he opened the discussion and took the group in the right direction. _____ on the other hand, the first speaker doesn't make too much sense, s/he will attract the undivided attention of the evaluators to his shortcomings. She/he will be marked as a person _____ speaks without thinking merely for the sake of speaking. S/he will be seen as someone who leads the group in the wrong direction _____ does not make a positive contribution to the group. So remember, speaking first is a high-risk high-return strategy. It can make _____ mar your GD performance depending how you handle it. Speak first only _____ you have something sensible to say. _____ keep quiet and let someone else start.

10.11 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 herself/ himself 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.

10.12 SPEAKING

Practice your group discussion skills by arranging to meet with your study partners. 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.

The topics could be:

- i) Do we really need libraries, especially in the age of Internet?
- ii) Changing role of the librarian.

Suggested points for discussion:

- Libraries are an integral part of any society.
- In a knowledge driven society, libraries can play a crucial role.
- Think of a situation when there will not be any libraries!
- Role of libraries have changed a great deal in the recent past.
- Besides providing books and periodicals, they also provide users information.
- E-documents, virtual libraries, online access to full-text etc., are new developments.
- Internet may appear to be making libraries somewhat redundant, but it will never replace books and libraries.

10.13 SUMMARY

GD is being used by employers increasingly, because that gives the employer a chance to observe you in a group environment and evaluate your many crucial attributes, and compare with other candidates. You may be good academically and professionally, but if the selectors notice that your spoken communication or body language is not good enough, there is all possibility that you will be

rejected at the Group Discussion stage. You need to brush up your social skills before participating in a GD. Participate in GD in such way that the selectors take note of you!

10.14 ANSWERS OF SELF CHECK EXERCISES

- 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.

10.15 ANSWERS TO ACTIVITIES

- 1) Five attributes
- i) Oral communication skills
 - ii) Behaviour in a group
 - iii) Leadership qualities
 - iv) Body language
 - v) Ability to handle people.
- 2) i) Listen attentively
- ii) Communicate with confidence
 - iii) Positive body language.
- 3) i) Don't keep silent for a long time.
- ii) Don't deviate from the subject given for discussion.
 - iii) Don't exhibit negative body language.

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.

Text for the Audio: How to be Successful in a Group Discussion

In order to succeed in 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 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.

- 2) i) You must contribute towards reaching a consensus. True
- ii) In order to be heard you must speak for at least 15 minutes. False
- iii) You can make a meaningful contribution even if you do not know much about the topic being discussed. False
- iv) A fish market scenario is one where each one tries to talk at the same time and emphasize her/his point of view. True
- v) If you fail to contribute towards reaching a consensus it means you are not very good at team work. True

vi) A good listener agrees with what others say. False

vii) In the end you must summarize only your own point of view. False

- 3) In most GD's the opening speaker is the person **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, **or** are too nervous to speak **and** are waiting for someone else to start. **Therefore**, the evaluators get the best chance to observe the opening speaker. Now this is a double-edged sword. **If** the opening speaker talks sense, naturally s/he will get credit because s/he opened the discussion and took the group in the right direction. **If** on the other hand the first speaker doesn't make too much sense, s/he will attract the undivided attention of the evaluators to her/his shortcomings. S/he will be marked as a person **who** speaks without thinking merely for the sake of speaking, as someone who leads the group in the wrong direction **and** does not make a positive contribution to the group.

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

10.16 REFERENCES AND FURTHER READING

P. Patnaik. *Group Discussion and Interview Skills with CD*. Cambridge University Press: India (CUPIPL), 2011. Print.

Furman. *Effective Group Discussion: Theory and Practice*. McGraw-Hill, 2003. Print.

UNIT 11 BODY LANGUAGE

Structure

- 11.0 Objectives
- 11.1 Warm up
- 11.2 Observing others
- 11.3 Reading Comprehension: Body Language during Interviews
- 11.4 Vocabulary: Making Sentences
- 11.5 Writing and Speaking: Speech on Body Language
- 11.6 Listening: Presentation on Body Language
- 11.7 Grammar: Phrases and Clauses
- 11.8 Summary
- 11.9 Answers to Self Check Exercises
- 11.10 Answers to Activities
- 11.11 References and Further Reading

11.0 OBJECTIVES

This Unit will help you to understand the importance of body language i.e. non-verbal communication. We use body language as much as we use verbal communication, to communicate or while communicating verbally. Our body language sends strong signals, positive as well as negative to the person(s) who listen. A lot of guidance is given in this Unit to get your body language right while communicating with others.

11.1 WARM UP

Go back to Section 8.1 in Unit 8, where you identified three presentations which you had attended in the near past. These are:

- 1)
- 2)
- 3)

You also wrote down what you liked /enjoyed and also what you did not like/enjoy in each of these. Now recollect those three presentations and the body language of the presenter and write below what you appreciated or what you did not like about the body language of the presenter.

Presentation 1

Liked	Disliked
a	a
b	b
c	c

Presentation 2

Liked

- a
- b
- c

Disliked

- a
- b
- c

Presentation 3

Liked

- a
- b
- c

Disliked

- a
- b
- c

Activity

1) While making a presentation, what type of body language you think the presenter should exhibit to ensure that the audience actively listens to the presentation?

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11.2 OBSERVING OTHERS

Knowingly or unconsciously we are always observing each other. You should always be aware of the fact that you are being observed continuously! You too must be doing that where others are concerned. It is also a fact that we usually don't tell others anything about their good as well as bad body language.

When you are with a group of five or more people the next time, observe them closely and identify the body movements or actions of at least one person that indicates

- enthusiasm and interest
- confidence
- power and control
- boredom and disinterest

Discuss your findings with members of the group.

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11.3 READING COMPREHENSION: BODY LANGUAGE DURING INTERVIEWS

Communication between people takes place in various ways. It is estimated that only about 10% of a message is communicated through verbal communication! We often cannot determine the truthfulness or sincerity of people by what they say. Very often words transmitted verbally do not reflect what people really feel. The only way you can determine their true inner feelings is by reading their body language. It is often difficult to question a person directly because even her/his replies may not indicate what s/he really feels or thinks. From her/his body language you may not get convinced that what s/he is saying is true.

Here are some examples of body language and their interpretations:

Brisk, erect walk	Confidence
Standing with hands on hips	Readiness, aggression
Sitting with legs crossed	Boredom
Sitting legs apart	Open, relaxed
Arms crossed on chest	Defensiveness
Walking with hands in pockets, shoulders hunched	Dejection
Hands on cheek	Evaluation, thinking
Touching, rubbing nose	Rejection, doubt, lying
Rubbing eyes	Doubt, disbelief

When you appear for an interview, it is important to remember that besides your resume, you are going to be watched for the clothes that you wear and how you present yourself during the interview. Even before a word has been spoken, your body language would have already given the people on the panel their first impression of you. Based on your body language, they would be able to assess if you come across as insecure or self-assured. It can also tell others if you are an assertive or a quiet type of person. It also reveals whether you are speaking the truth or not. Body language can also show if you are prone to stress or not. It can show how enthusiastic you are and whether you are a nice person, someone who will take work seriously and yet have a sense of humour. The members of the panel will ask you questions, but they will pay attention not only to what you say but also to how you say it.

Everybody uses body language, but it takes place mostly at the subconscious level. By becoming more aware of your own body language and by watching the body language of others, especially leaders and successful people, you can definitely improve your own body language.

During job interviews, try to adopt a posture that shows interest but despite the obvious stress do try to come across as being relaxed. You should change your body posture during the interview. For example, when someone says something, it is good to turn a little with your shoulders towards that person and also to lean forward a little. This shows that you are taking an interest in what the other

person is asking or saying. It is also important to pay attention to the body language of the persons who is interviewing you.

Sometimes, your hands are an obstacle during job interviews rather than a useful means of communication. In a difficult situation we fold our arms across our body. During a job interview it is better not to do this, because it can be interpreted as a defensive gesture. It is better to let your hands be on your lap or place them on the armrest of your chair. From these positions it is also easy to support your words with hand gestures. Hand movements also help to liven up the interview. It indicates that you feel at ease and are relaxed. However, do not make too many hand movements as it may be a distraction. Do pay attention to inadvertent movements that you may make sometimes due to nervousness. For example, shuffling your feet or kicking against the leg of the table can be very irritating to others. So also drumming with your fingers can be a distraction.

It is also important to show through your body language that you are listening to the people interviewing you. Looking directly into somebody's eyes or looking away actually serves as the dots and commas in your spoken sentences. When one of the panel members explains something or poses a question, keep looking at that person for as long as s/he is speaking. This shows that you are listening. When you answer a question, you should look first at the person who asked the question, but while you answer you should take turns looking at the other people on the interview panel.

Success at the interview also comes from paying attention to the body language of the people interviewing you. Acceptance and irritation of the panel will be visible from their body language. So do be conscious of the body language of the members of the panel.

(adapted from an article "Body language during a job interview" by Frank van Mar Wijk)

Activity

Now that you have read the article, answer the following questions:

- 2) What do the following body gestures indicate?
 - i) Sitting with hands clasped behind the head and crossing the legs

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 - ii) Open palms

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 - iii) Tilted head

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 - iv) Stroking chin

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3) What are some of the inherent qualities that your body language may reveal at an interview? List at least one below.

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4) What advice does the article give you regarding sitting on the chair at an interview?

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5) Some movements of your body could be distracting and irritating. What are these?

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.....

11.4 VOCABULARY: MAKING SENTENCES

Activity

6) Make sentences using the following words, ensuring that the sentences bring out their meaning fully.

i) Convey

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.....

ii) Transmit

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.....

iii) Assess

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.....

iv) Self-assured

.....

v) Prone

.....

vi) Indicate

.....

vii) Inadvertently

.....

viii) Mutual

.....

ix) Updated

.....

x) Issues

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11.5 WRITING AND SPEAKING: SPEECH ON BODY LANGUAGE

You have been asked to give a speech to a group of young trainees in your community library on “Body language”. Using the points given below, write a speech which you would deliver to the trainees. Then deliver it to the students at your study centre.

- Importance of body language in communication.
- Examples of a positive body language.
- Examples of a negative body language.
- What type of body language you should exhibit while talking to the public who come to the library.
- Some general advice to the group on body language.

You may use some of the tips given below:

- Look straight into the eyes of the other person, but don’t stare.
- Nod when others are speaking to show that you are listening, but don’t overdo it.

- Do not slouch but sit up straight, keeping your body erect but in a relaxed manner. This shows that you are professional in your attitude.
- Don't sit or stand too close to anyone, keep enough space around you.
- Take care of your arms and legs, don't cross them.
- Present a smiling face, laughing gently if the situation warrants.
- Keep control of your fingers, don't fiddle with them.
- Dress appropriately, but don't over dress.

11.6 LISTENING: PRESENTATION ON BODY LANGUAGE

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

- 1) Listen to the audio recording 'Presentation on Body Language' carefully and fill in the blank spaces in the exercise with appropriate words/phrases.

You may play the CD provided and listen to the audio as many times as you require. Please note that the text of the audio has been provided in the answers section.

- i) People who are emotionally upset will at once jump to the conclusion that they are a _____, thus increasing their tension.
- ii) One way of learning body language is to _____ the sound of your television. You will notice that what people _____ is not always what their body language _____.
- iii) The ability to read others' _____ makes it easier to know whether the person you are talking to is happy or sad or _____.
- iv) Understanding your own body language will _____ for you to _____ others body language.
- v) Hidden _____ and intentions can be known by observing people.
- vi) Pushing your hair behind your ear or rolling your _____ could mean that you are _____.
- vii) A person who sits with his legs stretched out before him expresses _____.
- viii) A person waiting for a job interview would be observed to be sitting on the _____ of the chair because he is _____.
- ix) A smile can be considered genuine only if it extends to the _____ as well.

11.7 GRAMMAR: PHRASES AND CLAUSES

Study the following sentences from the text:

- 1) a) *In a difficult situation*, we fold our arms across our body.
- b) *When we face a difficult situation*, we fold our arms across our body.

- 2) a) Success at the interview also comes from paying attention to the body language *of the people interviewing you.*
- b) Success at the interview also comes from paying attention to the body language *of the people who are interviewing you.*

These are phrases

In a difficult situation ...

... of the people interviewing you.

These are clauses

When we face a difficult situation...

...of the people who are interviewing you.

The following table will show you the difference between clauses and phrases.

Phrases	Clauses
A meaningful group of words	A meaningful group of words
Has no predicate	Has a subject and a predicate
Has no finite verb	Has a finite verb
Dependent on another part of the sentence for completing meaning	Dependent on another part of the sentence for complete meaning
Forms part of a sentence	Forms part of a sentence

A sentence has all the features of a clause but can stand alone as an independent sentence e.g. Rohan hit a number of boundaries

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

- 2) Say whether the underlined parts of the following sentence are phrases or clauses.

i) The librarian ordered the books from the e-book sites.

ii) The books in the store room were covered with dust.

iii) He has a bookshelf which is made of rosewood.

iv) The librarian was sure that the child had lost the book.

v) He finished his work and went home to sleep.

vi) We all ran into the reference section when we heard a bang.

vii) I will meet you very soon in the canteen.

viii) She came back early from work because she was not feeling well.

3) Separate the phrases and the sentences in this poster.

Children’s Day Book Carnival
 At the Central Municipal Park
 On Friday, 14th November
 2 p.m. to 6 p.m.
 Attractions
 Lots of Books and CDs
 Lots of Food and lots to Drink
 On the spot competitions – story telling, quiz, recitation
 On the spot prizes to be won.
 The Chief guest, Mr. Sanat Kumar, well-known children’s writer will
 distribute the prizes at 4 p.m.
 Entry by tickets only
 Children below 12 years must be accompanied by adults.

.....

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.....

4) Complete the following sentences with phrases or clauses as indicated in the brackets.

- i) Mithu has a talking book _____. (clause)
- ii) _____ Rajni, stopped at Mr. Kumar’s shop to give him the good news. (phrase)
- iii) I showed her the library _____. (clause)
- iv) They returned _____. (phrase)
- v) We cannot go to college _____. (clause)
- vi) _____ we are playing against the Chennai team. (phrase)
- vii) _____ his mother gave him some fruit to eat. (clause)
- viii) I will meet you _____. (phrase)
- ix) The sun rises _____. (phrase)
- x) I don’t know _____. (clause)

11.8 SUMMARY

Remember that oral communication needs to be complemented with body language to make communication complete. People watch you more than they listen to you. So give as much importance as you can to your body language while attending interviews, at group discussions, while making presentations,

etc. It is not difficult to change your body language style, though it takes time since it is more a habit. Observe others, learn from others, accept weaknesses of your body language, and practice the new styles regularly: you will be able to overcome your weaknesses.

11.9 ANSWERS TO SELF CHECK EXERCISES

Text: Presentation on Body Language

Body language is noticed by everybody but is not always given enough attention. We sometimes ignore it and try to hide behind words, but we should never forget that we cannot fool everyone.

Children react to body language because they experience the world through intuition. The same can be true for adults when feelings are involved. People who are in bad shape emotionally place great importance to it. In fact, they often pick up the smallest hint of a pause in attention in the person they are speaking to. And they frequently jump to the conclusion that they are boring or a nuisance—thus compounding their sense of depression or poor self esteem.

A way to learn body language is to watch television with the sound turned off and try to interpret what is being said simply from reading the stance and body gestures. You will experience that humans say a lot with their mouth which is contradicted by their body, gestures and other channels of communication.

If we develop increased sensitivity to our own body language, our ability to read others' body language is increased.

This makes it easier to tell whether a person you are talking to is happy, sad sullen or irritated. Or whether he or she is lying to you, or is impatient, or bored. You should also be able to register whether the person appears to like you, agrees or disagrees with you, is aggressive to you, or is suspicious, angry or worried.

Increased attention to body language will allow you to observe hidden feelings, prejudices and sexual intentions.

Body language also includes the movement of arms and legs, body posture, the manner in which you sit, facial expression, gait, eye movements and regular gestures such as stroking your hair, touching your nose etc.

Perhaps you hold your hands close to your face when you talk generally. This is a sign of insecurity. The same is true if you pull a beard or roll a moustache with your hands or fix your hair, perhaps pushing or curling it behind an ear.

When you try to interpret body language, you must try to interpret it in relation to what is being said with words; otherwise misunderstandings can easily arise. It must be judged as a whole. Several elements must be in accordance if you are to draw any firm conclusions about a person.

In order to reach your conclusion you must also pay attention to facial expression, the mouth's position, eye movements and pupil dilation and retraction.

Research has shown that the speaker’s face is the most reliable source of information about the mood of a person. It is through visual experiences that happiness, surprise, anger or contempt is communicated while auditory experiences communicate fear. In order to ascertain the mood of the speaker you must observe facial muscles. How they are tightened and loosened, how the lines around the mouth are softened, how the wrinkles around the eyes can made them shine with happiness when that is the feeling the face has to express.

The same features express anger and contempt, while softer features are taken to express kindness and friendliness-but note, only if the feelings also extend to the eyes. A mouth that smiles without the eyes smiling as well, sends signals of falseness and unreliability.

- 1)
 - i) nuisance
 - ii) turn off, say, suggests
 - iii) practice
 - vi) make it easier, understand
 - v) feelings
 - vi) moustache, insecure
 - vii) indifference
 - viii) edge, nervous
 - ix) eyes

- 2)
 - i) The librarian ordered *the books from the e-book sites*. Phrase
 - ii) *The books in the store room were covered with dust*. Clause
 - iii) He has a bookshelf *which is made of rosewood*. Clause
 - iv) The librarian was sure *that the child had lost the book*. Clause
 - v) He finished his work and went home *to sleep*. Phrase
 - vi) We all ran into the reference section *when we heard a bang*. Clause
 - vii) I will meet you *very soon in the canteen*. Phrase
 - viii) She came back early from work because she was not feeling well. Clause

- 3) Children’s Day Book Carnival Phrase
 At the Central Municipal Park Phrase
 Lots of Books and CDs Phrase
 Lots of Food and lots to Drink Phrase
 On the spot competitions – story telling, quiz, recitation Phrase
 On the spot prizes to be won. Phrase
 The Chief guest, Mr. Sanat Kumar, well-known children’s writer will distribute the prizes at 4 p.m. Sentence
 Entry by tickets only. Sentence
 Children below 12 years must be accompanied by adults. Sentence

- 4) i) Mithu has a talking book which is very informative. (clause)
- ii) The excited girl Rajni, stopped at Mr. Kumar's shop to give him the good news. (phrase)
- iii) I showed her the library which was at the end of the corridor. (clause)
- iv) They returned at 9'o clock. (phrase)
- v) We cannot go to college as there is a strike by Students' Union. (clause)
- vi) Luckily we are playing against the Chennai team. (phrase)
- vii) Because he was hungry his mother gave him some fruit to eat. (clause)
- viii) I will meet you in the evening. (phrase)
- ix) The sun rises in the East. (phrase)
- x) I don't know where do he lives. (clause)

11.10 ANSWERS TO ACTIVITIES

- 1) Look straight into the eyes of the other person, but don't stare, keep your body straight but in /a relaxed manner, present a smiling face, laughing gently if the situation warrants
- 2) i) Confidence, Superiority.
ii) Trust, Sincerity, Innocence.
iii) Interest.
iv) In the process of taking a decision.
- 3) i) Whether you are insecure.
ii) Whether you are speaking the truth.
iii) Whether you are prone to stress.
iv) Whether you are enthusiastic.
v) Whether you have a sense of humour.
- 4) i) Have your back against the chair.
ii) Don't slouch on the chair.
iii) Don't sit on the edge of the chair.
iv) Change sitting postures to ensure you face all interviewers.
- 5) i) Too many movements of the hands.
ii) Shuffling of the feet.
iii) Kicking the table.
iv) Drumming your fingers.
- 6) i) His letter does not **convey** his true feeling about the incident.
ii) We can use a radio to **transmit** messages.
iii) His style of living makes it difficult to **assess** his status.
iv) His way of walking indicates that he is a **self-assured** person.
v) She is always **prone** to accidents, so I am not surprised.

vi) All the symptoms **indicate** that Ravi has dengue fever.

vii) The secret just slipped out **inadvertently**.

viii) The love between the two families is **mutual**.

ix) This letter will keep you **updated** about the events.

x) I have no **issues** to settle with you, so please be relaxed.

11.11 REFERENCES AND FURTHER READING

Allan, and Barbara Pease. *The Definitive Book of Body Language*. Australia: McPherson's Printing Group, 2004. Print.

Beattie, G. *Visible Thought the New Psychology of Body Language*. Routledge, 2003. Print.

UNIT 12 THE WRITING SKILL: SOME BASIC GUIDELINES

Structure

- 12.0 Objectives
- 12.1 Introduction
- 12.2 Methods of Writing
 - 12.2.1 Identifying Your Subject
 - 12.2.2 Gathering Information
 - 12.2.3 Purpose
 - 12.2.4 Knowing Your Reader
- 12.3 Beginning to Write
 - 12.3.1 Writing the Thesis Statement
 - 12.3.2 Writing a Paragraph
 - 12.3.3 Introductions and Conclusions
- 12.4 Organising your Writing
 - 12.4.1 Forms of Discourse
- 12.5 The Writing Process
- 12.6 Grammar: Gerunds
- 12.7 Summary
- 12.8 Answer to Self Check Exercise
- 12.9 References and Further Reading

12.0 OBJECTIVES

In this unit, we are going to discuss in detail the writing process. We will discuss the methods of writing which involve identifying the topic, gathering information on it and the purpose of writing. When we begin writing, it is important to start with a thesis statement, followed by an essay map, adequate paragraphing and effective introductions and conclusions. We also must be aware of the various discourse types involved in organising your writing: expository, descriptive, narrative or argumentative. Finally, we get into the process of writing the drafts, reviewing, editing and proof reading.

12.1 INTRODUCTION

If you are a librarian, one of the important tasks you will have to perform is writing. You may have to communicate internally by way of e-mails, memos, office orders, minutes of meetings and so on. You may also have to correspond externally to book suppliers. To fulfill your duties competently you need to be good at written communication.

Writing is a complex process and competent writing is a difficult skill to be acquired. There are many myths about the skill of writing. For example, people assume that good writers are born with an innate ability to write and are able to dash off a letter or a report without much effort. Research has, however, shown

that this is not true. All writers need to work at their writing, although some may be more successful at it than others. Moreover, keeping closely to word limits and formats is even more difficult while writing in formal contexts.

Therefore, it is clear that writing is not a gift but is a skill that anyone can pick up, by focusing not only on what you have to say and how to say it, but also by concentrating on those strategies that are most likely to help you write successfully. Now let's see what a few experienced writers have to say about what leads to good writing:

- Experienced writers spend a lot of their time planning before they attempt the first draft.
- They spend a considerable amount of their time thinking about their readers.
- They explore their subject/topic as thoroughly as possible.
- They consider their first draft to be a rough.
- They thoroughly revise their draft. Sometimes, completely rethinking and restructuring their first draft.

Of course, not all writers follow the same method and a particular writer may use different methods at different times. But the methods suggested here have been generally tried and tested by people who write competently. The steps you can follow are:

- planning.
- considering your reader.
- thoroughly investigating your subject/topic, yet recognising that new ideas will emerge as you write.
- organising.
- writing a full draft.
- revising and refining it which may often involve a complete restructuring and reorganising.

It is not necessary to go through these stages in the sequence in which they are listed. When you write, many things happen at the same time. As you plan, you may find that you are thinking of facts and ideas that you may want to include in your draft. As you organise, you may find that you are once again exploring your topic. The steps that we have suggested are guidelines, not rigid rules. Please feel free to adapt them to suit your situation.

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

1) How many drafts do you write? Or Is your first draft your final draft?

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- 2) How do you start writing? Do you wait till you find a suitable beginning and then proceed linearly or do you jump somewhere to the middle when a suitable idea strikes you?

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- 3) Do you keep referring back to what you have written and sometimes restructure and re-write it again?

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- 4) What do you do when you manage to complete the first draft?

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12.2 METHODS OF WRITING

Writing is commonly seen as a three way process, **pre-writing**, **writing** and **re-writing**. It may appear that writing may seem to progress in a linear, step-by-step fashion. But, in fact, it almost always progresses in a recursive manner. This simply means that writers return over and over again to their ideas, clarifying them, extending them or improving them. Most writers will plan and then revise their plans, write and rewrite parts or whole of their drafts, until literally the last moment when they need to submit or send to the reader concerned.

When we write it is a good idea to think about three key elements:

- 1) Purpose
- 2) Subject matter
- 3) Reader/audience

You need to ask yourself:

- Why am I writing this piece?
- Whom am I writing for?
- Where do I source the material for it?

12.2.1 Identifying Your Subject

Many of the topics you write about in the course of your job will be assigned to you probably by your seniors or are the requirements of the job. For example, you may send a letter reminding a student to return the library book or you may want to advertise/inform customers of a training programme on ‘Good Reading Habits’. You may also write to a service provider about books urgently required. Of course, some of you may want to write papers for a seminar.

It is also important to know why you are writing about a particular subject and who you are writing it for. Does the situation demand it or is it something that your senior has asked you to write or is it something you have a deep desire to write on?

You also need to know who your readers are and whether they are likely to be familiar about the contents of what you are writing – or is the subject totally new. Your explanation will be much less if the readers are familiar with the topic.

Knowing why you are writing will help you formulate a goal, do research and organise your material. You need to identify and state your purpose clearly, because only then:

- will your reader understand what you are writing about and why it is important to you and to them;
- can you gather the information that is most relevant to your readers and your goal; otherwise you are likely to collect any and all information that is available.

12.2.2 Gathering Information

As a librarian, you may wish to read a paper at a seminar. You must make sure that before you write it, you have all your matter in one place. While researching, read quickly through your material and use **highlighters** to indicate the material that you think you can use in your writing. You could use one colour highlighter for ideas, another for evidence and another for arguments. (Hamp-lyons and Heasley, 2006)

You could also **make notes** as you go along. Keeping notes will enable you to be specific and keep track of and manipulate what you have read. It is a good idea to concentrate on purely gathering information; wait until later to decide whether the information is valuable and important.

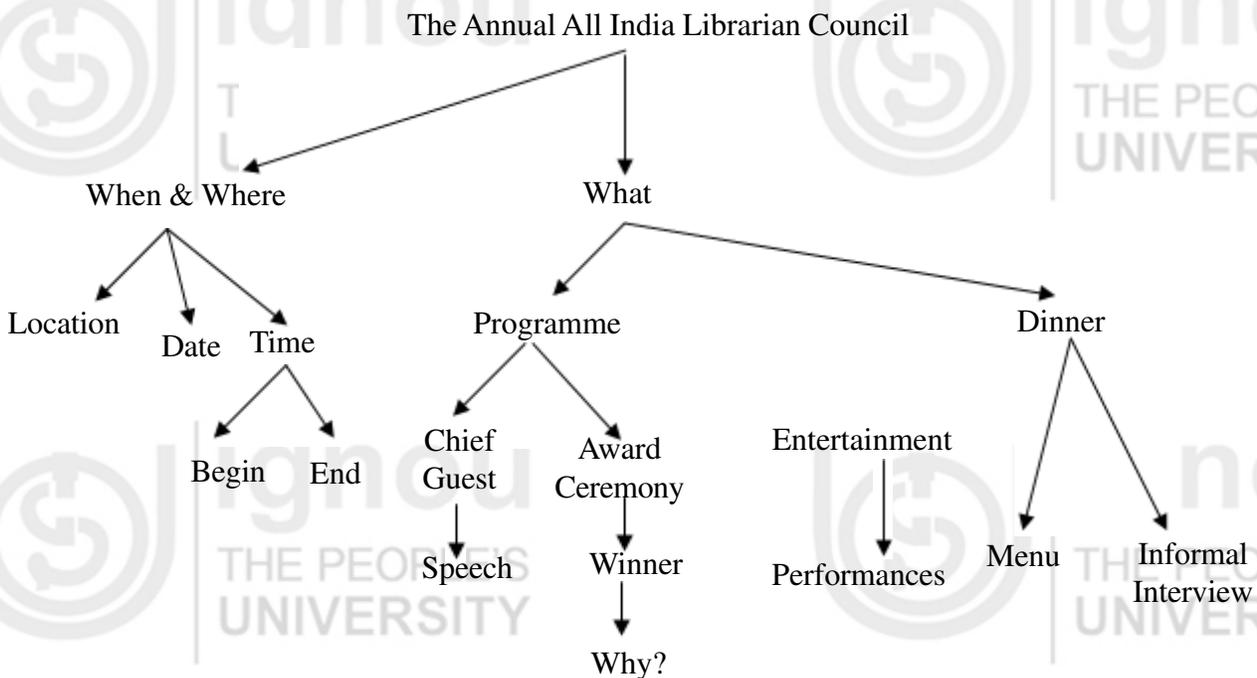
Brainstorming is also another well-known and productive method of generating ideas, facts and opinions very quickly. Again, not all the ideas will be of equal quality or usefulness, but you can evaluate that later. Of course, brainstorming need not always be with others; it can also be an activity which you perform by yourself.

Working by yourself is a little different from brainstorming in a group. You will need to motivate yourself to generate the same energy that usually accompanies a group activity. You can do this best by reviewing your materials and notes before you begin brainstorming. In fact, this session can be termed as a **planning**

session so it is important to keep track of ideas and information that you generate by yourself by making a list. You may even speak into a recorder. There is no need to write and speak in complete and connected sentences. Your goal is to generate as many ideas as you can through rapid thinking and free association. And you can evaluate the ideas at a later stage.

Another technique that you can use to help you recall ideas, information and arguments is to build an **issue tree** or a **mind map**. Brainstorming and note taking is a verbal technique that requires you to record your ideas in words. Issue trees and mind maps, however, are primarily visual. That is, as you think of ideas and information, you construct the visual display that arranges your information in a hierarchical structure. In this way, you can see each idea's relative importance and its relationship to other ideas.

The Issue Tree



12.2.3 Purpose

You must be very clear about what your text is going to be used for, for example, are you expected to write a report, a memo or a letter advertising a training session or a new book.

Having a clearly stated purpose is like having a destination when you take a trip. Once you have decided on a destination, you can make the arrangements how to reach it. An explicit purpose statement will help you to:

- identify the steps that you must take to reach your goal;
- concentrate your search for information/ideas on what is related to your purpose.

12.2.4 Knowing Your Reader

Once you know your subject/topic and the type of communication you want to make, the next most important question to ask yourself is who the reader is. The answer to this question will effect how and what you write. For example, if you

are writing for experts and specialists you could perhaps use some technical jargon and pitch your language and subject matter to a higher level. If you are sending a memo to the junior staff, the language would be quite different.

You also need to think about what the reader already knows and what s/he needs to know. You do not want to tell the writer what s/he already knows although you may refer to shared information from time to time. If you are giving information that is completely new, this information must be stated and explained with great clarity. It is a good idea to know the attitude of the readers as well. Are they likely to be provoked by the topic? If so, it is better to use more tactful language. In brief, you could ask yourself these questions about the reader:

- Is the reader an expert or a general reader?
- What does the reader already know about the topic?
- What background information might they need to know to understand the current situation?
- What does s/he need to know?
- What action do you want them to take?
- What is their attitude? Are they biased or do they have positive associations with your subject?

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

5) Make an issue tree or a mind map on the basis of the Issue Tree given in the Unit on any one of following topics:

- i) The new face of Library in the 21st century.
- ii) Is the reading habit dying out?
- iii) Story telling is an art which librarians in schools must have.
- iv) Multimedia and the library.

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12.3 BEGINNING TO WRITE

It is important to begin writing with more information than you think you will need. The greater your choice, the more likely it is that you will be able to select the ideas, facts and arguments that will help you accomplish your purpose. If you begin with only five or seven facts or examples to support your main idea, you are likely to use all of them regardless of their quality. But if you gather, say, ten to fifteen facts or examples, you have a choice that will effectively help you accomplish your job. As a result, there will be fewer gaps in your presentation

and your reader is less likely to raise questions and objections. However, at the same time do not take your research so seriously that you invest too much time and effort in it. Remember, you have deadlines to answer for.

12.3.1 Writing the Thesis Statement

Let us assume that at this point you have identified the topic you wish to write about. You may now find it useful to formulate a **thesis statement**. What is a thesis statement? And how does it help to have a thesis statement? *A thesis statement declares the main point or controlling idea of your writing task.* It is frequently located at the beginning of your writing. Your thesis statement may begin as a very simple sentence.

Example:

The library requires audio-visual equipment urgently since we have procured several audio books for the junior classes.

Such a “working” thesis states an opinion about the subject (the need for an audio-visual equipment) and suggests what the report /memos shall do (give arguments for building such a Centre).

Allow such a statement to work for you as you move from pre-writing stage through your various drafts and revisions. A “*working thesis statement*” can be your most valuable organisational tool. Once you have thought about your main point and purpose, you can begin to draft your article to accomplish your goal. Everything in your writing should support your thesis statement.

A working thesis statement in your early draft is to help you focus and organise your writing; don’t feel that it is carved in stone and cannot be changed. Let us remember some guidelines for writing a good thesis statement.

- A good thesis statement states the writer’s clearly defined opinion on a particular topic;
- It generally asserts one main idea;
- It is stated in specific terms.

Essay Map

Many thesis statements will benefit from the addition of an essay map *which is a brief statement in the introductory paragraph introducing the main points to be discussed in the essay.* In addition to suggesting the main points of writing, the essay map provides two other benefits: it will provide a set of guidelines for organising your writing and it will help you from wandering off into areas only vaguely related to your thesis statement. In other words, your thesis statement and essay map are a skeleton outline for the sequence of paragraphs in your writing.

Note that this essay map is different from the mind map, the crucial difference being that the essay map describes in a more concrete fashion the main point of each paragraph. A mind map, on the other hand, is a jotting down of ideas as they came to your mind.

12.3.2 Writing a Paragraph

Mastering the art of writing a paragraph is essential to success in any form of writing, whether it is a letter, a report, or a newspaper article, since all longer pieces contain a series of related paragraphs. In these longer pieces of writing, paragraphs generally introduce new ideas to develop the central theme.

What is a Paragraph? A paragraph is a piece of writing which is unified by a **central, controlling** idea or theme. This idea or theme is called the **topic** of the paragraph. It is sometimes expressed at some place in the paragraph by one sentence, which is usually called the **topic sentence**. This topic sentence may be a statement, a generalisation, or a problem. This sentence is most frequently found at the **beginning** of the paragraph, but can sometimes come at the **end** or even in the **middle** of the paragraph. Very often there may not be a topic sentence at all, but it may be implied within the paragraph.

Beginning a paragraph with a topic sentence helps both the writer and the reader. It is a useful device, especially in the early stages of your journalistic career. As a writer, you will have less difficulty in constructing a unified paragraph because you will relate every sentence to the topic sentence and the central idea it expresses. And your reader will know immediately what the paragraph is about, because the opening sentence states the central idea.

In order to develop the central theme of a paragraph, you have to expand the idea contained in the topic sentence. This can be done by adding more information, explanation, examples, illustrations, etc. to the idea expressed in the topic sentence.

Example:

Two main circumstances govern the relationship of living things in the sea: the unbelievably lavish fruitfulness of marine life forms, and the utter ruthlessness with which the larger creatures eat the smaller ones. Somebody has calculated, for instance, that if all the eggs laid by codfish were hatched and grew to maturity, the Atlantic would be packed solid with codfish within six years. But nature does not let this happen. Only an infinitesimal fraction of all codfish eggs ever become full-sized cod, and wastage among other fish is as great. One sea creature in about 10 million escapes the usual violent death inside another sea creature.

Analysis of the paragraph:

- 1) **Topic statement:** ‘Two main circumstances govern the relationship of living things in the sea’.
- 2) **Elaboration of the topic sentence:** the fruitlessness of marine life and the ruthlessness with which the larger creatures eat the smaller ones.
- 3) **Illustration:** The example of the codfish.
- 4) **Summing up:** only one sea creature in about ten million survives.

An effective paragraph requires more than a **topic sentence** and supporting details; it must also be coherent. In a coherent paragraph the writer takes the reader logically and smoothly from one idea to the next. The reader must also clearly recognise that one sentence logically leads to the next.

Another technique which brings about coherence in a paragraph is the use of **linkers** between sentences and within sentences. These are words/phrases that

help a writer move smoothly from one sentence to the next and show the logical relationship between sentences. We shall give you an example of what these linkers are and how they can be used.

Example:

*Man has been able to spread across the earth so widely for four main reasons. **First**, he is a terrestrial animal, not restricted to the forest. **Secondly**, he can cross any natural barriers, such as deserts, oceans and mountains. **Moreover**, he can live off a very wide variety of food. **Most important of all**, he has developed culture; he has learned to make clothes and build fires which allow him to live in climates where he would otherwise perish. **To a large extent**, he shares some of these advantages with the monkeys. They, **too**, can move over unforested land. They, **too**, can cross some natural barriers, as they have the ability to swim. **And** they, **too**, can digest many kinds of food. **Thus**, a single species of baboon has spread across Africa from Dakar in the west to Ethiopia in the east, and south all the way to the Cape of Good Hope. **Similarly**, macaques have done at least as well. One species, the rhesus macaque, is equally at home in forest, in open cultivated fields, and inside heavily populated cities.*

[From Eimerl, S. and De Vors, I. (eds.),
'The Monkey's Success in the Trees', in the Primates, Time-Life Books.]

These linkers are like signposts in a paragraph. They enable us to follow the writer's line of thought by showing us how one sentence relates to another. In the above example, the words/word phrases *First*, *Secondly*, *Moreover*, *Most important of all* indicate the four main reasons why man has been able to spread so widely across the earth. *Most important of all* also shows that some reasons are more important than others. *Too* indicate that monkeys also share these characteristics of human beings. *Similarly* shows the relationship between the macaques and the baboons.

The following list includes other words and phrases that function as linkers:

- To express result: *therefore, as a result, consequently, thus, hence*
- to give examples: *for example, for instance, specifically, as an illustration*
- To express comparison: *similarly, likewise*
- To express contrast: *but, yet, still, however, nevertheless, on the other hand*
- To express addition: *moreover, furthermore, also, too, besides, in addition, and*
- To indicate time: *now, later, meanwhile, since then, after that, before that time*
- To express sequence: *first, second, third, then, next, finally.*

The order in which you present your paragraphs is another decision that you have to make. In some pieces of writing, the subject matter itself will decide its own order. Other pieces of writing, may not suggest such a natural order, in which case you have to decide which order will most effectively hold the attention of your readers. Often, writers withhold their strongest point until they reach the end of their writing. As you already know, each paragraph usually signals a major point in your discussion. These paragraphs should not appear as isolated blocks of thought but rather as part of a unified, step-by-step progression. To bring

about continuity, you must link each paragraph to the one before it with linkers. Sometimes, instead of using linkers or repetition of key words, you can use what is known as *idea hook*. The last idea of the earlier paragraph will lead you smoothly into your next paragraph.

12.3.3 Introductions and Conclusions

The first few sentences of your writing are particularly important because they help to catch the readers' attention and make them want to keep on reading. Here are some suggestions for successful introductions. You could begin with:

- Statement of a problem or a popular misconception.
- An arresting statistics or shocking statement;
- A question;
- A quotation;
- A relevant story, joke or anecdote;
- An analogy or comparison;
- A contrast;
- A personal experience.

A good piece of writing must have a satisfactory conclusion, one that gives a reader a sense of completion on the subject. It is important that the concluding paragraph emphasises the validity and importance of your thinking. Here are some suggestions that might lead to some ideas for your conclusions:

- A restatement of the thesis statement;
- An evaluation of the importance of the subject;
- Statement of the broader implications of your piece of writing
- A call to action;
- A warning based on the thesis statement;
- A quotation from an authority;
- An anecdote; and
- A rhetorical question that makes the readers think about the writer's main points and so on.

12.4 ORGANISING YOUR WRITING

From a writer's point of view, organising involves searching for a pattern or a sequence that is appropriate to your information, your goals and your readers' needs. Your readers expect that you will create a pattern that will make what you say easy to read, understand, remember and be useful.

Once you have determined the relationship among the concepts and data you have gathered, you still have to decide how you will present these to your readers. There are four basic discourse strategies that you could use or adapt to your needs. Remember, while we are discussing them as separate types of discourse, in a single piece of writing you are likely to use more than one type.

12.4.1 Forms of Discourse

Generally **exposition**, **narration**, **description** and **argumentation** are considered to be the basic forms of discourse. When a writer is concerned with setting forth facts then the form is known as *exposition*, when s/he presents them in terms of temporal action then the form is *narration*, and in terms of space and giving details about it, it is *description*, and when s/he intends to resolve conflict of facts then it is known as *argumentation*. These forms do not exist as pure forms; they, in fact, are intermixed and one can only talk about a dominant form in a piece of writing. Let us look at the dominant forms separately.

i) Expository Discourse

Expository writing is probably the most common form of writing. Central to expository writing is grouping, classification, definition, illustration, giving instructions and directions, advice, processes and systems. While grouping involves selection, classification involves breaking down of a broad topic into parts. In contrast to these, definition points out the characteristics that distinguish a particular thing under discussion from others. Illustration involves exemplification of ideas under discussion, using examples.

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

6) Here is a beginning for a paragraph of definition. Complete the paragraph by explaining both the positive and negative sides of liberty as you perceive it.

In the dictionary, liberty is defined as freedom from external restraints or compulsion. The definition is not incorrect but is too narrow, because liberty means freedom from having to do something, as well as freedom to do something. In this sense, liberty may be said to possess two sides – a positive and a negative.

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ii) Narrative Discourse

Narration depends chiefly on temporal order, i.e., upon actions in a chronological order. The chronological order involves a sequencing of events or actions from beginning to end. A skilled narrator is able to arrange the details in such a way so that a reader's interest rises to a climax at some point in the narration. The narration, in turn, can range from story telling, as in novels and short stories, to anecdotes used for illustration, explanation or support.

Sometimes, for special effects, etc. an author may begin his/her narration from the end and then through a process of *flashback* may return to the beginning and

then give the full events till the end. The author may also begin in the middle of a chronological sequence, narrate events leading up to the point of narration and then proceed to complete the narration of events. Both the above kinds of presentation of events can generally be found in novels and films.

Where to look for ideas

You can only write about what you have experienced, observed, imagined, and thought about. Although we discuss the experiences and thoughts of others, they do not become our own. Borrowed ideas like borrowed clothes do not fit, and writing is not so much a matter of ideas or phrases as of how we present them. The most interesting story or narration is the one you have experienced and thought about in your own individual fashion. A narrative in order to be interesting must be original. The sources for your narratives are:

Your memories: What places or persons do you recall clearly? What days do you remember vividly? What was the happiest day you recall? What was the most painful time you remember?

Your friends and favourite places: Who is the most peaceful person you know? Who is the most amusing person you know? Which is the place you would like to go back to?

Events and Participants: What events in your life did you find most moving? What was the greatest satisfaction or disappointment that you experienced? What people in your life did you consider powerful, good or beautiful? Do you still admire them? What events would you like to wipe out from your memory? What events would you like to remember and relive?

Imagination and wishes: if you had your choice, which country would you like to live in? What persons would you like to meet? How would you like your own country to be?

You can devise your plan by asking the following four basic questions:

- i) What is special or typical about my narrative?
- ii) Why am I telling this story?
- iii) What kind of readers am I writing for?
- iv) How will my reader best understand my plan and purpose?

You may find you have three more questions:

- v) How long does my narrative have to be?
- vi) Do I know enough about what I am writing?
- vii) Where can I get more information about it?

In writing narrations one of the skills to be cultivated is style. The question that arises is how you can improve your narrative style. In the initial stages you can consider the following stylistic features:

- a) Simplicity
- b) Conversational style
- c) Individual turn of phrase
- d) Concrete and precise vocabulary

iii) Descriptive Discourse

Description also involves narration, but of a different kind. It is a kind of picture-making, indicating what someone, something, or some place, etc. looks like. All descriptions involve spatial dimensions.

Any description would involve one of the two possibilities: either the description would proceed from a particular to the general or, from the general to the particular. For example, a description of a scenery could either begin with a central focus on a particular detail and then proceed to other things that relate to it, giving us, thereby, a general picture. One could also describe the scenery in general terms and then focus on particular items within it which are of interest. However, what is common to any kind of description is the spatial arrangement, i.e., the way things appear and the way they are arranged. It is analogous to the long shot, with diminishing distance leading to close-ups from various angles, and vice-versa, by a film camera. Carefully study the passage below:

Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing. His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his clients took to be a prophetic look and felt comforted. The power of his eyes was considerably enhanced by their position – placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks; even a half-wit's eye would sparkle in such a setting. To crown the effect he wound a saffron coloured turban around his head. This colour scheme never failed. People were attracted to him as bees are attracted to dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the Town Hall Park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road morning till night. A variety of trades and occupations was represented all along its way: medicine sellers, sellers of stolen hardware and junk, magicians, and above all, an auctioneer of cheap cloth, who created enough din all day to awake the whole town.

(R. K. Narayan: "An Astrologer's Day")

Here the narration begins with a close description of an astrologer and then goes on to describe the hustle and bustle of the place in general terms.

Now let's look at the precise words/phrases that make this description hold the readers' interest.

- **Being specific**

....a dozen cowrie shells

....a square piece of cloth

....a saffron coloured turban

- **Giving descriptive details**

His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp abnormal gleam....

conclusion. There are two main directions of reasoning: *induction and deduction*. It should be noted that each of these approaches is usually used in combination with the strategies of narrating and explaining.

a) **Deductive Reasoning**

Deductive reasoning is a basic form of valid reasoning. Deductive reasoning, or deduction, starts out with a general statement, or hypothesis, and examines the possibilities to reach a specific, logical conclusion. The scientific method uses deduction to test hypotheses and theories.

In deductive reasoning, if something is true of a class of things in general, it is also true for all members of that class. For example, “All men are mortal. Harold is a man. Therefore, Harold is mortal.” For deductive reasoning to be sound, the hypothesis must be correct. It is assumed that the premises, “All men are mortal” and “Harold is a man” are true. Therefore, the conclusion is logical and true.

b) **Inductive Reasoning**

Inductive reasoning is the opposite of deductive reasoning. Inductive reasoning makes broad generalisations from specific observations. Even if all of the premises are true in a statement, inductive reasoning allows for the conclusion to be false. Here’s an example: “Harold is a grandfather. Harold is bald. Therefore, all grandfathers are bald.” The conclusion does not follow logically from the statements.

(<http://www.livescience.com/21569-deduction-vs-induction.html>)

It is rare that you will use one of these organising patterns to the exclusion of others. It is possible that you will combine them in your piece of writing.

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

8) Use your imagination and creativity to complete the sentences in the mini-compositions below. Note that ‘I’ and ‘ii’ look at both sides of the argument, whereas ‘iii’ is one-sided and simply lists reasons.

i) Students often wonder whether it’s worth going abroad to study.

It depends on a number of factors:

.....

Some students:

.....

Others, however

.....

All in all

.....

ii) Many young people dream of becoming famous; but in reality fame has its drawbacks as well as attractions.

On the one hand

Also,

On the other hand,

No only that, but

Ultimately

iii) There are many reasons why I love

One reason is

Another

What is more,

Above all

12.5 THE WRITING PROCESS

So far we have been discussing some of the ways to organise our ideas. But sitting down to write a first draft is much more formal and intimidating than the writing you did while you were planning. Drafts require that you write in complete sentences and paragraphs, and that you pay some attention to the format and the organisation you want the finished product to have. At this stage, you will be coping with questions of length, format, word choice, coherence, sentence structure, cohesion, paragraphing and format. The best way to tackle this is to understand how this process works.

1) Writing the First Draft

Your first draft is an experiment, a test, to find out what you have to say. It is an attempt to build a rough framework of content, meaning, and form which you will improve on later. It is provisional writing. It encourages you to write quickly in an attempt to delineate the general meaning, content, and organisation of your draft. When you finish you will not have spent so much time and effort that you will be unwilling to change or discard part or all of what you have written.

2) **Revising the First Draft**

Revising begins with the careful review of your first draft to find out if you have actually done what you set out to do. As a review, you will check how close you have to come to achieving your original intention and where and how far you have fallen short of it. You are therefore concerned with:

- what you left out
- what you have included that you do not need
- whether you can make this draft achieve your goals

Remember that revision is a 'thinking process' that occurs throughout the writing process. It means looking at your writing with a 'fresh eye' i.e. looking at your writing in ways that will make you make more effective choices. As you write, new ideas emerge prompting you to revise what you have planned or have just written. Sometimes, new ideas will encourage you to begin an entirely new draft with a different focus or approach. Remember that revision occurs throughout the writing process.

3) **Refining**

Once you have settled on the major concepts you wish to include in your first draft and the way you would organise them, you can shift your attention to the next level. Look at your examples, illustrations and evidence. Do these support the main ideas? Do the sub-sections follow up each other logically? Do your examples really exemplify and explain? This is a good time to look for gaps in your writing. Is there anything missing? Now is the time to add explanations and details without having to rewrite the whole draft.

4) **Editing**

Editing is a careful reading of the draft to ensure that everything is the way you wanted it to be and there are no mistakes that may later regret. Editing will be easier if you know how to go about it and what to look for. Let's concentrate on what you should look for.

i) **Looking at Paragraphs:** This is the time we ask the following questions:

- Is the paragraphing logical and visually appropriate?
- Is there a topic sentence which states the main idea of the paragraph?
- Are the sentences related to each other?

By this time you have probably stopped adding new material. You are now trying to make your writing concise and clear, sentence by sentence.

ii) **Sentences:** You need to read your text sentence by sentence. Are the sentences related to each other? Are the tenses correct? Is the pronoun referencing correct? Are there any dangling modifiers?

iii) **Vocabulary:** It is a good idea to focus at this stage on the words that you used. Do the words mean what you want them to mean? Will your readers understand what you wish to state? Does your vocabulary have a vast range? For example do you use words precisely and is there variation in your word choice. Example:

Precise words: gaze, glance, stare, glare, and peep

Variation: car.... Maruti Zen.....Vehicle....

As well as also.... what is more....

- iv) **Format:** The headings should be consistent throughout the draft. That is, all main headings should have the same typography, spacing and placing. All sub-heading should also be alike.
- v) **Indentation** should be consistent throughout the draft.
- vi) **Visual Aids:** Take a close look at all the visual aids including: graphs, charts, tables and drawings. See that they are at the appropriate places in the text. Be sure each visual aid has a title that explains what it is.

5) **Proofreading**

Proofreading is more than re-reading. It is a careful word by word or line by line review of your first draft to make sure that everything is as it should be. We give you some tips and techniques to make your proofreading sessions more effective.

- i) When you proofread, you need to **concentrate**. This means getting rid of distraction and potential interruptions.
- ii) Don't rely entirely on spelling or grammar checkers on the computer. These programs work with a limited number of rules, so they cannot identify every error.
- iii) Read slowly and read every word.
- iv) Check the punctuation.
- v) Pay attention to capitalisation, missing or extra commas, colons and semi-colons used incorrectly.
- vi) If you are using numbers check them. We often make a mistake by omitting or adding a zero.
- vii) Finally get somebody else to proofread it once because after a few readings we become blind to our errors.

12.6 GRAMMAR: GERUNDS

Read the sentences given below from the Unit:

- 1) Writing is commonly seen as a three way process, pre-writing, writing and re-writing.
- 2) There are many myths about the skill of writing.

The underlined words are called gerunds.

Gerunds are the -ing form of a noun. They can be the subject or object in a sentence.

In sentence 1 the gerund *writing* is used as the subject as it comes before the verb *be* (is).

In sentence 2, *writing* is a gerund used as an object of the verb *be* (are).

Gerunds are always used after certain verbs. The most common of these verbs are given in the table.

avoid	can't stand	dislike/like	suggest
can't bear	don't mind	rise	keep on
can't help	avoid	enjoy	prefer
postpone	practice	finish	love/hate

Some verbs can be used with either a gerund or an infinitive without any change of meaning.

begin	continue	start	love
hate	like	intend	need

Tarun continued **working** late into the night.

Tarun continued **to work** late into the night.

I intend **going** on a long vacation

I intend **to go** on a long vacation.

Gerunds are also used after prepositions.

difficulty in	worry about	insist on	believe in
keen on	capable of	succeed in	amount of
bored with	apologize for	look forward to	serious about

I had a lot of difficulty **in finding** my way here.

She insisted **on paying** for the book.

We look forward **to meeting** you again.

Wasim is capable **of making** the presentation.

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

9) Complete these sentences using the gerund form of the verbs given in the box.

wonder	work	fly	read
resign	steal	service	walk
warn	deal		

- i) There is nothing wrong with the car. It just needs
- ii) Do you remember an article in the newspaper on corporate responsibility?
- iii) You're spending so much money on books! I can't help where you get all that money.
- iv) I will never forget into my office on my first day at work in the Heritage Library.

- v) Mr. Ramakrishanan couldn't get the next job easily and soon regretted from the job.
- vi) The Heritage Library displays a 'No Smoking'.
- vii) We have stopped..... with those books sellers as they don't provide the books on time.
- viii) I like with my new librarian as he gives me a lot of space to grow professionally.
- ix) He was afraid of, so he always took the train.
- x) He strongly denied the data, although the evidence pointed otherwise.

10) Write about six things you love or hate doing. Make use of the -ing form of the verb. One is done for you.

- i) I love reading my email first thing in the morning.
- ii)
- iii)
- iv)
- v)
- vi)

12.7 SUMMARY

In this Unit, we have introduced you to the techniques of good writing. We have discussed in some detail the methods of writing i.e. writing a thesis statement, elaborating on it and writing effective introductions and conclusions. We have also introduced you to the various discourse types: expository, descriptive, narrative and argumentative. Finally, we have taken you through the process of writing drafts, refining them, editing and finally proofreading them. We hope you find the unit useful and interesting.

12.8 ANSWER TO SELF CHECK EXERCISE

- 1) Completed sentences:
 - i) There is nothing wrong with the car. It just needs **servicing**.
 - ii) Do you remember **reading** an article in the newspaper on corporate responsibility?
 - iii) You're spending so much money on books! I can't help **wondering** where you get all that money.
 - iv) I will never forget **walking** into my office on my first day at work in the Heritage Library.
 - v) Mr. Ramakrishanan couldn't get the next job easily and soon regretted **resigning** from the job.
 - vi) The Heritage Library displays a **warning**: 'No Smoking'.

- vii) We have stopped **dealing** with those books sellers as they don't provide the books on time.
- viii) I like **working** with my new librarian as he gives me a lot of space to grow professionally.
- ix) He was afraid of **flying**, so he always took the train.
- x) He strongly denied **stealing** the data, although the evidence pointed otherwise.

12.9 REFERENCES AND FURTHER READING

Jean Wyrick. *Steps to Writing Well with Additional Readings*. 6th ed. Thomson: Wadsworth, Boston, USA, 1990. Print.

Liz, Hamp-Lyons, and Ben Heasley. *Study Writing*. 2nd ed. Cambridge University Press, 2006. Print.

Richard P. Batteger. *Business Writing, Process and Forms*. Wadsworth Publishing Company: Belmont, California, 1985. Print.

Foundation Course in English - 2, Bachelor's Degree Programme (BDP), IGNOU Course Material. Print.

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UNIT 13 INTERNAL CORRESPONDENCE AT THE WORKPLACE

Structure

13.0 Objectives

13.1 Warm Up

13.2 Reading Comprehension: Different Types of Internal Communications

13.2.1 Letters

13.2.2 Memorandum: Downward, Non-interactive Internal Communication

13.3.3 Office Order

13.3.4 Circulars

13.3.5 Notice

13.3.6 Agenda

13.3.7 Minutes of a Meeting

13.3 Vocabulary

13.4 Listening and Speaking

13.5 Writing

13.6 Grammar: To+ Infinitive

13.7 Summary

13.8 Answers to Self Check Exercises

13.9 Answers to Activities

13.10 References and Further Reading

13.0 OBJECTIVES

After reading this Unit, you will be able to:

- describe the kinds of downward, non-interactive internal correspondence which takes place within the workplace;
- explain the types and functions of internal correspondence, for example, letter, memo, office order, circular, notice, agenda, minutes; and
- discuss the format and process of writing them.

This Unit will help you become a better communicator at your job.

13.1 WARM UP

Activities

- 1) Read the two passages given below. Can you identify their writers and the receivers? Do you think a response is required for them? Give reasons.

i) **MEMORANDUM**

Lib/IC-17/12/2332

To: Head, Computer Division

From: Assistant Librarian

Date: 24/01/20xx

Internal Correspondence at
the Workplace

Subject: Problems in Internet Access in the Library

We have received repeated complaints by the Library and Documentation Division users about the following:

- Poor Internet connectivity and slow download speed.
- Non-availability of library services.
- Inability to access Remote Access to E-Resources (RATE), Web-OPAC and other subscribed online databases.

Request that urgent measures be taken to increase the speed and bandwidth of Internet access in the library.

ii) To
The Head
Computer Division
Heritage Library
Tughlaq Road
New Delhi

Date: 24th January 20xx

From
The Assistant Librarian
Heritage Library
Tughlaq Road
New Delhi

Subject: Problems in Internet Access in the Library

Mr. Sareen,

This is to inform you that we have received repeated complaints from the Library and Documentation Division (L&DD) about the Internet connectivity problems. The Internet speed and download speed rate has been low since one month. After repeated complaints and inquiries, the speed has not been increased.

The L&DD users are repetitively complaining of non-availability of Library Services. The users are finding problem in accessing Remote Access to E-Resources (RATE), Web-OPAC and other subscribed online databases. This has caused a major problem for the smooth functioning of the L&DD.

Urgent measures should be taken to increase the speed and bandwidth of the Internet access in the library.

Kindly look into the matter immediately.

Sincerely,
Shashidhar
Assistant Librarian

13.2 READING COMPREHENSION: DIFFERENT TYPES OF INTERNAL COMMUNICATIONS

The importance of using language correctly and clearly in order to communicate effectively through writing is undeniable. Barbara Tuchman (noted historian) rightly remarks that it takes two persons to fulfill the function and purpose of the written word. However, “this function can be largely met only when the writer keeps the written form simple, concise and brief”.

Read the text below and then answer the questions that follow:

13.2.1 Letters

For composing effective formal letters, take care to adhere to certain guidelines. These principles form the backbone of any effective writing.



- **Be clear** – select words carefully in order to make sense. Do not use high sounding, pretentious words or vague, outdated phrases like “We beg to acknowledge the receipt ...”.
- **Be courteous** – use the appropriate level of formality. Use a salutation suitable to the status of the recipient at the beginning of the letter and at the end too.
- **Be concise** – use few, effective words instead of being verbose. Do not repeat yourself and include relevant material only.
- **Be concrete** – your message should be specific, definite and vivid rather than vague or general. Use the active voice rather than the passive in a letter.
- **Be considerate** – focus on the reader, his/her feelings, queries, complaints, etc.
- **Be complete** – include all facts, data and necessary information that the reader requires for correct understanding and for making the response that you want from her/him.
- **Be correct** – use grammatically correct language. Other than accuracy in spelling and punctuation, use accurate facts, figures and words.
- **Be gender sensitive** – avoid the use of sexist language, e.g. ‘The chairman of the organisation delivered the valedictory speech’. Change this to ‘The chairperson ...’.
- **Be natural** – if you are introducing a new product, instead of stereotyped forms, use more natural expressions.

Activity

2) Can you add more guidelines?

.....

.....

.....

13.2.2 Memorandum: Downward, Non-interactive Internal Communication

You have already seen what a memo looks like in the 'Warm up' section. The word 'memo' or its complete formal equivalent 'memorandum' has more than one meaning if you look at a dictionary. It comes from the Latin word *memorare* which means to mention or tell. Hence, its meaning is usually taken in the sense of a message.

Have you noticed that the memo given earlier has no mention of the organisation's name? The message is not sent on the official letterhead because it is sent within the organisation. Generally, plain paper or printed memo forms are used to send any message to another department or to another office (of the same organisation) located in another city. The memo is less formal than a formal letter and contains no salutation. It is concise in form and content and may contain direct imperatives depending upon the nature of communication.

Definition: "A memo is a short, official, written statement prepared for a specific person or persons within the organization, in order to give information about a particular matter".

Features of a Memo

- The memo carries the word MEMORANDUM on top of the page whereas a formal letter makes use of the organisation letterhead. The memo form contains space beneath the heading for writing the name (and/or designation) of the sender and receiver(s), the date and the subject.
- It is often short, running to a few lines. Sometimes, it may be a few paragraphs long, though it rarely exceeds a page. However, a memo does not, necessarily have to be confined to one page. A letter is usually a page or more in length.
- It is less formal than a letter. It has no salutation at the beginning or at the end. Unlike a letter, it has no address. The designation of the receiver is written informally such as Assistant Librarian - Reference Section, etc.
- A memo states its purpose directly, while a letter usually refers to a previous communication and leads to the main message by stating the context first.
- Politeness markers are less used in a memo. A request is made directly (e.g. 'Everyone is requested to come to the Chief Librarian's office...') and not indirectly as in a formal letter (e.g. 'I hope it will be possible to'). However, it must be remembered that polite expressions are not dispensed with altogether. Courtesy is never cast aside as it is an integral part of any formal communication.

Uses of a Memo

- To make announcements, requests, policy measures, reminders, suggestions, acknowledgements, etc.
- To confirm decisions taken in meetings or telephone conversations
- To inform employees about new policy decisions
- To circulate in-house reports of different kinds like investigation reports, progress reports, etc.

- To seek explanations
- To request action, information or suggestions
- To issue instructions
- To keep a permanent record of any matter that should be known to all employees. It helps to keep the record straight and protects the sender from future apprehensions and controversies.

Writing a Memo

A memo should be brief with its message stated directly. The modern style of memo writing favors a direct approach and avoids words that do not contribute to the communication. There should be a subject line which clearly defines what the memo is about. The sentences should be short and simple. The active voice should be used as far as possible. Personal opinions must be avoided. If there is more than one point, it would be a good idea to itemize them. Each new point must be in a separate paragraph. An effective memo is one which connects the purpose of the writer with the interests and needs of the reader.

Avoid saying

This is in continuance with the decision taken in consultation with the Library Building Committee about providing cafeteria facilities on the library premises. The users can now use the new cafeteria constructed next to the Reference Section from the first of next month.

Instead word it like this

“Members can use the newly cafeteria next to the Reference Section from the 1st of September...”

13.3.3 Office Order

When any matter like withdrawing the rights of employees, imposing restrictions on them, conveying information about transfers, postings and promotion / retrenchment, or about granting / withholding annual increments or about disciplinary action taken against a particular employee needs to be communicated, an office order is issued. Simple, clear language in a polite tone should be used. Facts and reasons should be given while no personal comments should be made in an office order. Unlike the memo, the office order is not addressed to the concerned receiver but it is about her/him. Usually the third person is used and details are given about the person and the action to be taken. It has the following format:

- 1) The organisation letterhead (this is optional as this form of communication is usually sent within the organisation)
- 2) The reference number of the order
- 3) Date of the order
- 4) The heading of the written communication, in this case ‘OFFICE ORDER’.
- 5) The text of the message
- 6) The signature of the person issuing the order
- 7) The names and designations of persons to whom copies of the order are being sent

Given below is an example of an actual office order:

IGNOU LIBRARY LIBRARY AND DOCUMENTATION DIVISION			
		Lib./Acq./11-12/254 Date: 23.01.20xx	
OFFICE ORDER			
SUB: REQUISITION FOR PROCURING BOOKS			
The unspent amount of the budget allocated for purchasing books in this financial year is given in the table below:			
Sl. No.	School/ Discipline	Budget allocated (in Rs.)	Unspent amount (approximate (in Rs.))
A	School of Education 1 Education	332942	176000
B	School of Health Sciences 1 Nursing 2 Medical	78399 78399	181407 181407
C	School of Management 1 Management	333968	170000
D	School of Sciences 1 Life Science 2 Mathematics 3 Physics	237491 402151 81000	123160 116000 205000
E	School of Continuing Education 1 Rural Development 2 Nutrition Science	88803 88000	18737 152000
F	School of Humanities 1 Hindi Language	290894	149000
G	School of New Media Studies	493999	360451
H	School of Law	185331	172000
I	School of Extension	142385	142385
J	School of Translation Studies	91056	72384
To facilitate the selection of books by the various disciplines in the list, the L&DD staff would be glad to arrange a display of books. The Directors of concerned disciplines may intimate the date and time when they would like the display of books in their respective Schools.			
Chief Librarian Directors of Schools		Rohit Sharma Deputy Librarian	

13.3.4 Circulars

Circulars are written when employees of an organisation have to be informed of changes in policy procedures, events taking place within the organisation, posts for internal appointment or about new schemes/ventures undertaken by the organisation. It is a well-known fact that “all business messages have a general purpose: to inform, to persuade, or to collaborate with your audience”. It is important to remember this as the “purpose determines both the amount of audience participation you need and the amount of control you have over your message”. That is why circulars have to be carefully planned, composed and completed so that the relevant information is clearly communicated to the intended receivers. They can be physically distributed or mailed. The format of a circular is as follows:

- The letterhead of the organisation
- The descriptive label of the message (in this case ‘CIRCULAR’ and its reference number)
- The date
- The subject line
- The text of the message
- Name and designation of the sender

**IGNOU LIBRARY
LIBRARY AND DOCUMENTATION DIVISION**

Lib./Cir./254
Date: 23/05/20xx

**CIRCULAR
SUB: ORIENTATION PROGRAMME**

An orientation programme on E-learning is going to be held from 3rd July to 5th July, 20xx. Division heads of the Library may recommend names of staff who would participate in the programme.

(Prahlad Mahto)
Deputy Registrar (GA)

Distribution:

- 1) All Heads of Divisions/Directors of Schools/Centres/Units/Cells
- 2) Director (RSD)/All RDs
- 3) DD, VCO
- 4) SPA to Registrar (Admn.)
- 5) CPRO
- 6) All Notice Boards (HQ/RCs)

Self Check Exercises

- Note:** i) Write your answers at the space given below.
ii) Check your answers with the answers given at the end of this Unit.

Now that you have read about some types of downward, non-interactive internal communication, answer the following questions briefly in your own words:

- 1) What are the principles of effective business/formal correspondence?

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

- 2) When are *memos* and *office orders* written?

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

- 3) What is the difference between these two kinds of communication?

.....
.....

4) List three characteristics of a *memo*.

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

5) Enumerate at least three differences between a *memo* and a *business/formal* letter.

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

6) What factors should be kept in mind while drafting a *memo* or an *office order*?

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

7) What is the purpose of writing a *circular*?

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

8) Make the following memo brief and write it in the proper format:

Indira Gandhi National Open University
Library and Documentation Division
R&S Section

Subject: Recent decisions of Library Committee meeting held on 15/9/20xx

Library Committee (LC) in its meetings held on 15/9/20xx made the following decisions concerning Regional Centres (RCs) / Study Centres (SCs):

- 1) Libraries of RCs/SCs may conduct regular pest control measures to safeguard their local library collection.
- 2) RCs may procure books on their own for local academic programmes following the LC approved procedure attached in Annexure-1. Apart from this, every academic staff of the RC may be provisioned to recommend books of own research/academic interest up to Rs. 15,000 in a financial year for the RC Library. The books recommended in this regard may be purchased locally by following the procedure in Annexure-1. Such books may be issued to the academic staff for study purpose for certain duration. On the close of the financial year, Library may be informed of the list of books procured with details such as author, title, publisher, place, year of publication, price, discount, accession number to update the details in the central database maintained by the Library.

Rohit Sharma
Deputy Librarian

Librarian

Distribution:

- 1) Director, Regional Services Division
- 2) Regional Directors, Regional Centres

Encl. Annexure-1

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13.3.5 Notice

A notice is like a circular but there is a slight difference between the two forms. While the former is put up on the notice board or on the organisation's website for viewing by employees, the latter is usually distributed by hand or mail.

A notice for a meeting, also called a **notification**, is sent well in advance so that all members attending it can come well prepared and contribute their utmost to the deliberations. It contains information about the following:

- Participants at the meeting
- Nature of the meeting (whether it is routine, emergency, special, extraordinary etc.)
- Day, date and time of the meeting
- Venue of the meeting
- Purpose or agenda of the meeting
- Signature of the Secretary
- Date on which the notice was issued
- How long will the meeting take (optional)
- Whether tea/lunch will be served (optional)

If the Librarian of The Modern Public Library has to write a notice for a meeting to all the library staff then s/he would probably write like this:

The Modern Public Library

5, Sher Singh Marg
New Delhi 110023

NOTICE

The Librarian would like to meet the staff of all the departments in the Library and the Documentation Division on Tuesday, the 28th of April, 20xx at 11.30 am in the Committee Room in order to discuss the problems regarding the maintenance of the library database and possible solutions.

24 February, 20xx

Secretary

cc:

- Mr. Pradeep Kumar, Deputy Librarian
- Ms. Ratna Ahmad, Head, Documentation Division
- Ms.....
- Mr.....
- etc.

Enclosure:

A copy of the letter from two of the library members regarding the problems they face in finding resources in the library.

13.3.6 Agenda

An agenda is a list of items to be discussed or of official things to be done at a formal meeting. This list is prepared in advance of the meeting, by the secretary in consultation with the Chairperson. The agenda is the backbone of any meeting and helps to focus the members' attention on the matter at hand and thereby channelizes the discussion to a fruitful outcome. Thus, there is an optimum utilisation of time and members' energy. An agenda contains the following items:

- The letterhead of the organisation
- The date, time and place of the meeting (It is not necessary to include this if the agenda is sent with the notice which has all these details)
- Apologies for absence
- Confirmation of minutes of previous meeting (if applicable)
- Matters arising from the minutes
- Items for discussion
- Any other matter
- Date, place and time of next meeting (if required)

13.3.7 Minutes of a Meeting

All formal meetings require a written record of the discussions held and decisions reached. For this it is essential to record what happened in a meeting so that members are reminded of the outcome of the discussions held regarding different issues. Notes have to be taken during the meeting in order to prepare the minutes. Minutes are prepared by the secretary of the Chairperson. S/he requires certain skills like **note-taking, use of reported speech and the technique of summarising** in order to compile them. All discussions during the meeting have to be converted into reported speech and the sequence of ideas; proposals, suggestions, etc. have to be noted in a logical manner. The prepared minutes should follow a definite format and the sequence of the agenda.

Format of Minutes

The following information is given in the minutes:

- Name of the body; nature of the meeting; day; date; time and place of the meeting e.g. **Minutes of the second meeting of the Library Committee for establishing a new public library held on Tuesday 29th April, 20xx at 11.30 am in the Conference Room.**
- After the above information, the names of people (with their designations) who attended the meeting are given, beginning with the Chief Librarian.

Present:

Ayushi Rajwar (Chief Librarian)

S. Sarthak (Deputy Librarian)

Yash Butola (Assistant Librarian)

Names without designations can be given when the meeting is informal. But minutes of formal meetings should carry the designations as well.

- There should be a separate mention of the people who attended the meeting in a special capacity like the web designer. Information about the people who may have been invited specially to participate and assist in the proceedings of the meeting by virtue of their special expertise. e. g. a documentation officer, architect, etc.

In Attendance:

Shweta Bisht (Documentation Officer)

Rahul Gusain (Architect)

- After giving these details, the minutes will follow the agenda closely. Now the person making the minutes will report any apologies for absence from those persons who were unable to attend the meeting. Usually their names and their apologies are announced or read out during the meeting. This will be recorded as follows:

Apologies for Absence: Apologies were received from the following persons could not attend the meeting:

XYZ (Deputy Librarian)

XYZ (Assistant Librarian)

- Ratification of the Minutes of a previous meeting (if any) e.g. **The minutes of the last meeting held on were confirmed and approved.** In case there are any accepted amendments to these minutes, they should be recorded as follows: **It was pointed out that item no. should read as ‘classification’ instead of ‘cataloging’.**

With the acceptance of this amendment, the minutes were confirmed and accepted.

- If any discussion arises out of the minutes of the previous meeting, it is recorded in the present minutes as:

Matters arising out of the minutes:

- 1) **The Chief Librarian stressed the point that since there was a great demand, the building should be completed by the end of the following year.**
 - 2) **The Web-designer was of the opinion that any public library should have accessibility to all the latest e-resources.**
 - 3) **The documentation Officer informed members that a breakdown in one of the computers caused a delay in completing the report. However, the report would be submitted by the end of the month.**
- After reporting the above information, the items for discussion in the agenda are recorded. Each item is recorded separately.
 - If any other matter requires discussion, it is taken up with the permission of the Chairperson.
 - If another meeting is fixed, it is recorded in the minutes.

Language and Style of Minutes

- Minutes of formal meetings should be recorded in a specific language and in a particular format. They are supposed to represent a reliable record of all important matters discussed, resolutions moved, recommendations made, decisions taken, and action taken or to be taken in the meeting. Therefore, the language used should be simple and clear, free from ambiguity, and precise so that the contents are easily understood.
- Usually, the decisions taken in meetings are a result of collective activity. Thus, the language used should also reflect this. While important suggestions and proposals can be ascribed to individual members, it should not assign decisions to individuals.
- The language of minutes should be concise and precise. Only the major points of discussion, resolutions reached, and decisions taken are included. Names of proposer and seconder, and tasks assigned to particular individuals / committees are incorporated into the minutes of a meeting.
- Minutes are an official record of a meeting and may be used for reference by other agencies and institutions including the courts of law in case there is a dispute. Hence, care should be taken to ensure that the language conforms to standards of formality and impersonality that publicly used language requires.
- The language of minutes is in the simple past tense, and passive voice. For example, “The matter was raised.....”, “It was agreed” etc. This helps to make the minutes impersonal and objective.
- Minutes should also be presented in a well-organized manner by using a systematic layout.
- Each section of the minutes should be presented in a separate paragraph. Double space lines should be used between two paragraphs.
 - Headings of sections or of agenda items should be in bold letters. In case there are sub-sections or items within a section, they should be numbered and presented in separate paragraphs. If there is an action item, it should be put in a separate paragraph with the heading ‘Action’.
 - Whenever there is a summary of a discussion, the different contents should be itemized. This will enable the reader to understand the main points of the argument.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

Now that you have read about the different types of downward, non-interactive internal communication, answer the following questions briefly in your own words:

9) When are notices written?

.....

.....

10) Who issues the notice for a formal meeting?

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

11) What is the difference between a notice and a circular?

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12) What is the importance of having an agenda?

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

13) Why should minutes be written in a particular style?

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

14) Tick the following items of information that should be included in a notice for a meeting? Cross the incorrect ones:

- i) The name of the person who is calling the meeting
- ii) Only the date of the meeting should be given
- iii) The agenda of the meeting
- iv) Signature of the person calling the meeting should be given
- v) The time of the meeting
- vi) Names/designations of the persons attending the meeting
- vii) The place of the meeting
- viii) Enclosures should not be sent

13.3 VOCABULARY

Activities

3) Write the opposites of the following words taken from the various texts in the Unit. You may consult a dictionary or Thesaurus.

Word	Opposite
Concrete	
Courteous	
Concise	
Beginning	
Permanent	
Persuade	
Optimum	
Fruitful	
Particular	
Ambiguity	
Collective	
Objective	

4) Match the idioms given in the box with their meanings:

a	against your better judgment	b	on the fence
c	come to the table	d	put your cards on the table
e	draw a line at doing something	f	take the plunge
g	give and take	h	between a rock and a hard place
i	hammer something out	j	meet someone halfway

Meanings:

1	to meet for discussion	2	to make a decision that is difficult or risky
3	to explain what you think and want	4	to be undecided
5	to decide not to do something	6	to make a decision that you believe is not the best
7	to have only bad choices	8	to create an agreeable solution
9	the exchange of some of what you want for some of what someone else wants	10	to accept part of what someone else wants

13.4 LISTENING AND SPEAKING

Activity

Listen to the audio recording and then respond to the instructions.

- 5) Answer the question asked at the end of the tape script and give reasons for your choice.

.....

.....

.....

.....

.....

- 6) Now summarize the tape script orally in your own words (150 words).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

13.5 WRITING

Activities

- 7) As the Assistant Librarian, write a memo to the Computer Division for the following requirements in the Library:
- i) 20 computers for creating Researchers' Area for providing research facilities to students, faculty, visiting faculty and other users
 - ii) Access to e-resources to be facilitated
 - iii) Wi-Fi services for the staff and students
- (You may add other requirements that you think are relevant)

- 8) Draft an office order for the following situation:

Ms. Sheela Nair, has been appointed as the new Deputy Librarian of the Public Library on 23rd April 20xx.

- 9) Write a circular on behalf of the British Library about the weekend workshops called "Bookworms" to be organised for children to encourage the reading habit.

13.6 GRAMMAR: TO + INFINITIVE

Read the sentences given below which are taken from the Reading text:

- 1) To make announcements, requests, policy measures, reminders, suggestions, acknowledgements, etc.
- 2) To confirm decisions taken in meetings or telephone conversations
- 3) To inform employees about new policy decisions

The verbs to make, to confirm, to inform are infinitives. Although the infinitive is a verb, it is often used as a noun. It can be the subject or the object of a verb. In sentences, 1, 2, and 3 the infinitives **to make**, **to confirm** and **to inform** are subjects.

The infinitive can also be used as an object of a verb.

Examples:

The agenda is the backbone of any meeting and helps **to focus** the members' attention on the matter...

For this it is essential **to record** what happened in a meeting...

Self Check Exercise

15) Complete the sentences with the infinitives of the verbs in the box:

complete	quit	hire	meet
ask	buy	contact	weigh

- i) Please do not hesitateme if you have further queries.
- ii) I am writingyou for your help.
- iii) I have arranged the visitors at the library.
- iv) We use scales things.
- v) I stayed up late my Project Report.
- vi) I went shopping last Sunday gifts for our buyers from London.
- vii) There are a lot of organizations who want research associates for short term projects.
- viii) Marie was getting tired of her job so she decided it.

16) Rewrite the following sentences using the verbs in the brackets given below **+ object + to + infinitive**. One is done for you as an example:

- i) "You may leave early if you like," said the Librarian to her secretary. (allow)
- ii) "Don't forget to send the email," said the Assistant Librarian. (remind)
- iii) "Go on, apply for the job," said Anita's husband. (encourage)
- iv) "Can you finish the report as soon as possible?" said the Finance Manager to his team. (ask)

- v) “I think you should inform the Chief Librarian about the theft,” said the Deputy Librarian. (advise)
- vi) “If you want to get good Indian food, go to Just Indian,” said Rohan to the buyers. (recommend)
- i) Allow: The Manager allowed his secretary to leave early.
- ii)
- iii)
- iv)
- v)
- vi)

13.7 SUMMARY

In this Unit, you have learnt about the different types of non-interactive, downward internal correspondence. You know what a memo is and the purpose of writing it. In the same way, you have learnt about an office order, a circular, a notice and their functions within the workplace.

You have also become familiar with what an agenda means and how it should be drafted. You are aware that discussions or decisions taken during any meeting are recorded in the form of minutes. You have read how a particular style and language is used to write down minutes.

In the grammar section we have given you practice in the use of to + infinitive and in the pronunciation section, we give you more practice with word stress.

13.8 ANSWERS TO SELF CHECK EXERCISES

- 1) The principals of effective business/formal communication are as follows:

One has to be brief and use few and effective words instead of long winding sentences with high-sounding words. Courtesy has to be maintained with appropriate level of formality. One has to be precise and take care to include all relevant facts, data and necessary information. Focus should be on the reader and it must be stated clearly what is the response expected from him/her. Language used should be gender sensitive as well as grammatically correct with accurate spelling and punctuation. The active voice has to be used. Being original will make the correspondence more appealing and effective.

- 2) **Memos and office orders**

Memos are short, official, written statements prepared for a specific person or a committee within the organisation, in order to give information about a particular matter, e.g. to make announcements, requests, give reminders, acknowledgements; to inform about new policy decisions; to circulate in-house reports, progress reports etc.; to seek explanations; to request action, information or suggestions. They are written to keep a permanent record of any matter that should be known to all employees.

Office orders are formal downward communication, which are written to convey information relating to employees' rights and service conditions. For e.g. transfers, postings and promotion/retranchment, about annual increments or about any disciplinary action taken.

- 3) The difference between memo and office order
 - i) In the **memo** the name and designations of the sender and receiver is given. It is addressed to the concerned receiver while the **office order** is not. The office order is about a particular person but usually a third person is used and details are given about the person and the action to be taken. The names and designations of persons to whom copies of the order are being sent are mentioned in the Office order.
 - ii) The memo is usually not sent on the organisation letterhead whereas for the Office order the organisation letterhead can be used.
 - iii) Politeness markers are less used in a memo whereas in an office order a polite tone should be used.
- 4) The memo has the following characteristics
 - i) It carries the word MEMORANDUM on top of the page and contains space beneath for writing the name (and/or designation) of sender and receiver(s), the date and the subject.
 - ii) It is often brief and states the main message directly.
 - iii) It is less formal than a letter as it has no salutation at the beginning or the end. Neither does it have any inside address and the designations of receivers are written informally.
- 5) The business/formal letter and memo are different in the following respects:
 - i) The official letter is formal with appropriate salutations while the memo is less formal and contains no salutations.
 - ii) The business letter has the address of the sender and the receiver whereas the inside addresses are absent in the memo.
 - iii) The *formal letter* is sent on the organisation letterhead whereas the *memois* not. This is because *memois* meant for intra-organisation communication. It is sent on a plain paper or on printed memo forms.
 - iv) The formal letter is usually a page or more in length whereas the memo is often concise in form and content and rarely exceeds a page.
- 6) **While drafting an office order or a memo** brevity and precision of the message should be given importance. The purpose should be stated directly and the active voice used as far as possible. The sentences should be short and simple. The tone and language should be objective as well as courteous. Personal opinions/comments should be avoided in both cases.
- 7) **The purpose of writing a circular** is to inform employees of a change in organisational policy procedures, events taking place within the organisation, posts for internal appointment or about new schemes/ventures undertaken by the organisation.

MEMORANDUM

Lib/IC-17/12/2457

Date: 15/09/20xx

To: Director, RSD,
Regional Directors, Regional Centres

From: Deputy Librarian

**Subject: Recent Decisions of Library Committee meeting held on
15/09/20xx**

The decisions taken at the meeting are as follows:

- i) Libraries of Regional Centres may conduct pest control measures to safeguard the library collection.
 - ii) RCs' may now procure books independently by following the procedure in Annexure-1
 - iii) Staff from RCs can recommend books worth Rs. 10,000 in one financial year.
- 9) Notices are written to give information to the public. It is a sheet or a placard displaying information about a meeting or decisions taken by the management.
 - 10) Usually the Secretary of the Head of the Organization/Department issues the notice for a formal meeting.
 - 11) The notice is usually put up on a notice board or on the organisation's website for viewing by employees while a circular is usually distributed by hand or mail.
 - 12) An agenda is the backbone of any meeting as it gives direction to it. It helps the members to focus attention on the important matters and therefore channelize the discussion to a fruitful outcome. This ensures optimum utilization of time and members' energy.
 - 13) The minutes should be written in a particular style because they are an official and reliable record of all important matters discussed, resolutions moved, recommendations made, decisions or actions taken during a meeting. Therefore, it should be simple, clear and free from ambiguity. Since it indicates collective activity the language used should also reflect this. Rather than being verbose, the language should be concise and precise and thus should focus on the main points of discussion of the meeting. The simple past tense and passive voice should be used. It should be well-organized with headings of sections or of agenda of items in bold letters. If there is an action item, it should be put in a separate paragraph with the heading "Action". Whenever there is a summary of the discussion, contents are itemized to enable the reader to understand the main points of the argument.
 - 14) The incorrect ones are (ii), (iv) and (viii)

- 15) i) to contact
 - ii) to ask
 - iii) to meet
 - iv) to weigh
 - v) to complete
 - vi) to buy
 - vii) to hire
 - viii) to quit
- 16) i) The Assistant Librarian reminded him to send the email.
 - iii) Anita’s husband encouraged her to apply for the job.
 - iv) The Finance Manager asked his team to finish the report as soon as possible.
 - v) The Manager advised him to inform the Chief Librarian about the theft.
 - vi) Rohan recommended the buyers to go to ‘Just Indian’ for good Indian food.

13.9 ANSWERS TO ACTIVITIES

- 1) Do it yourself.
- 2) **Be comprehensive** – ensure that you have answered all queries and discussed all ideas that you wished to communicate.

Be coherent – you must write sentences and paragraphs according to the principles of unity and coherence.

3) **Opposite Words**

Vague
Impolite
Elaborate
End
Temporary
Dissuade
Least
Unsuccessful
Unspecific
Certainty
Individual
Subjective

- 4) a – 6; b – 4; c – 1; d – 3; e – 5; f – 2; g – 9; h – 7; i – 8; j – 10

Audio text for Activity 5

As one of the main instruments of communication at the workplace, memos have gradually acquired a distinctive style. They are usually written in a hurry and hence it is important that they should reveal the main message at a glance. If they look like there are several paragraphs to be read, then the chances are they will be put aside to be read later. So you should make your memo brief. At the same time it should be organised in such a way that it even looks brief.

Memos have always been used by government bureaucrats but their style is a little antiquated and outdated. They use the passive voice rather than the active. Their memos contain phrases like “It has been brought to the notice of the undersigned that” rather than “I have noticed that.....”. They refer to themselves in the third person (the use of ‘I’ is usually avoided) and get to the main message in an indirect manner. They will begin with an introduction which may consist of one or more sentences and then announce the main message. This kind of bureaucratic style of writing memos is no longer used. People who are busy at work do not have the time and patience to cut through yards of verbiage before reading the main message. The modern mode of writing memos advocates a direct style which avoids beating around the bush and goes to the message proper. Keeping them short and simple is the preferred way to write memos.

One must also think of the reader’s time when composing a memo. Write only what is important and what the receiver needs to know. Even though you may be tempted to do so, cut out the philosophy and your personal viewpoint. Make your communication readable, direct and transparent. This reflects upon your personality as a friendly, open and accessible person. Therefore, remember the cardinal rule of stating your subject directly and precisely. To illustrate with an example, if a doctor has been appointed to provide free medical check-up to all employees working in the organisation, how would you word it?

Which of the following subject lines is the most effective and clear?

- Welfare measures for all employees
- Follow-up action of the agreement with the Library union
- Free medical check-up for all employees and their families
- Doctor to visit the employees in order to provide free medical check-up

5) “Free medical check-up for all employees and their families” seems to be the most effective and clear subject line as the 1st and 2nd choices are very vague. They do not specify what the welfare measures are or what the nature of follow up action is. The fourth choice is long and states the obvious fact that a doctor will be coming to provide the free medical check-up. The 3rd choice is to the point and the message is easily understood.

6) Summary of the passage:

In today’s fast track life memos are popular choices for communication at the workplace. Memos have evolved over the years. From an indirect and verbose style used by government bureaucrats they have transformed into concise and direct messages. The main message is stated right at the start.

This is suited to the people busy at work, unable to read through long winding letters. The communication should be readable, direct and transparent. An effective memo reveals a friendly, open and accessible personality.

7)

MEMORANDUM

Lib/IC-17/12/2333

To: Head (Computer Division)

From: Assistant Librarian

Date: February 22nd 20xx

Subject: Requirement of Resources in the Library

The following are the requirements from the Computer division to enhance the library services:

- Computers for creating Researchers' Area for providing research facilities to students, faculty, visiting faculty and other users.
- Access to e-resources to be facilitated.
- Wi-Fi services for the staff and students.

Request you to do the needful at the earliest.

8) Office Order: (Appointment of Ms. Sheela Nair as Deputy Librarian):

No: PL/AP/2365/14

Date: 23/04/20xx

OFFICE ORDER

Sub: Appointment of Ms. Sheela Nair as Deputy Librarian

The Management and Advisory Council have decided to appoint Ms. Sheela Nair, Deputy Librarian. Selection was based on the interview held on 20th March, 20xx.

Vivek Bhatia
Secretary

To
Librarian, Public Library

Copy to:
Director, Documentation division
Director, Computer Division
Director, Finance Division

British Library,
Connaught Place
New Delhi-110001
Ph. 011- 23317445?

CIRCULAR

Ref no: GDL/KDJ/HF/LMK/17
4/2/20xx

Sub: Weekend Workshop “Book Worms” for Children

The British Library will be starting with a series of workshops titled “Book Worms” beginning from 11/02/20xx to 25/02/20xx. These will be held during the weekends. These workshops are for children aged between 5-15 years. These will incorporate activities and games that will make reading an enjoyable experience. Each workshop will include 20-25 children. Enrolments last till the slots are filled. Register your child soon and make him/her a bookworm!

Prashant Sharma
Librarian

13.10 REFERENCES AND FURTHER READING

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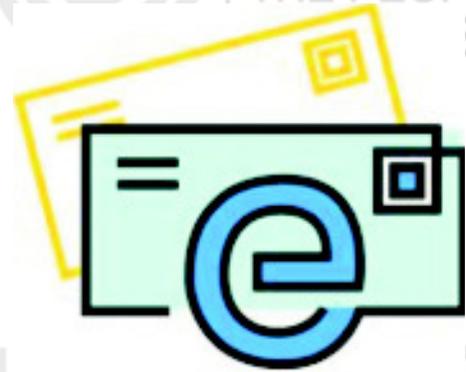
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UNIT 14 EXTERNAL CORRESPONDENCE

AT THE WORKPLACE

Structure

- 14.0 Objectives
- 14.1 Warm Up
- 14.2 Informal and Formal Letters
 - 14.2.1 Differences between Formal and Informal Letters
- 14.3 Letters: Layout and Contents
 - 14.3.1 Organising the Content
- 14.4 The Language of Official Writing
- 14.5 Reading Comprehension: Different Types of Letters
- 14.6 Vocabulary
- 14.7 Listening Comprehension: Dealing with Complaints
- 14.8 Writing
- 14.9 Grammar: Noun Clause
- 14.10 Summary
- 14.11 Answers to Activities
- 14.12 Answers to Self Check Exercises
- 14.13 References and Further Reading



14.0 OBJECTIVES

After reading this Unit, you will be able to:

- *describe what is external official correspondence;*
- explain the differences between formal and informal letters; and
- *write letters related to your context for example, Letter of Enquiry, Letter Seeking Information (query letter), Letter of Quotation and Follow up Letter*

14.1 WARM UP

The Five Laws of Library Science expounded by the world renowned librarian and teacher of library science Dr. S R Ranganathan, speaks volumes about the importance of library customers (Ranganathan called them “readers”). About 80 years have passed since he expounded these Laws. Librarianship has changed dramatically during these years. Application of computer and communication technology has transformed the way libraries function, and this in turn has made a significant change in the expectations of library users. In spite of all these changes, Ranganathan’s Five Laws are still relevant today.

The Five Laws are:

- 1) Books are for use



- 2) Every book has its reader
- 3) Every reader his book
- 4) Save the time of the reader
- 5) Library is a growing organism

If you dive deep into these Laws, you will notice that the “reader” or customer is implied in each one of them, especially the first four Laws. Read the book *Five Laws of Library Science* by Ranganathan and discuss each of the five laws and its implications on communication with library users.

14.2 INFORMAL AND FORMAL LETTERS

There are two letters written by the same person for different purposes. Are they the same in tone, format and content? What is same / different about them?

Letter 1

Apt # 505
Himalaya Apts.
Sector-9, Dwarka
New Delhi – 110075

Date: 23rd February 20xx

Dear Jatin,

How are you? I hope you are fine. I am on vacation. I am really enjoying myself reading. I have four books beside me and I am reading them one by one. I have borrowed them from my local library which fortunately keeps the latest books. At the moment, I am reading this wonderful thriller ‘Gone Girl’ by Gillian Flynn. It is quite the rage these days. I won’t tell you the story but do buy it or borrow it from a library. After you read it, it will be nice discussing the book with you.

How are your parents and others at home? Are you still working for The Heritage Library? When are you coming to Delhi? Do make it soon. Convey my regards to your parents.

With love
Samar

Letter 2

To
The Marketing Manager
The Entertainers
Jhandewalan
Delhi

Date: 22nd February 20xx

Sir,

Sub: Constant automatic shutdown of computer

We had written to you earlier and also complained several times verbally that the Personal Computer I bought from your showroom last month automatically shuts

down every few minutes and the matter typed gets lost. This is causing great hardship to me and is also considerably delaying my work.

From time to time, mechanics from your office have looked into the problem. However, they are unable to solve it.

I would be very grateful if some permanent measures are taken to resolve the issue at the earliest.

Thank You

Yours Sincerely
Samar

(Apt # 505, Himalaya Apts.
Sector-9, Dwarka, New Delhi - 110075)

Both letters are examples of external correspondence but the second letter is formal in tone and the content is in the nature of a complaint. The first letter is informal, casual in content and context.

14.2.1 Differences between Formal and Informal Letters

The differences between formal and informal letters are described in the Table 14.1.

Table 14.1: Formal and Informal Letters: Differences

Formal letter	Informal letter
It is written to make a specific point to a person/organisation known or unknown to us.	It can address different topics and is written to people you know.
Its primary aim is to convey information.	Generally it deals with private thoughts, feelings and topics of interest to the person to whom the letter is addressed.
It contains certain linguistic features which are formal in nature.	It contains expressions which characterise conversation – exclamatory expressions (How lovely!), questions (Why don't you come?), contracted forms (It'll take some time), etc.
It may talk about different subjects and even ramble a bit. There is no sense of organisation or logical continuity.	It may talk about different subjects and even ramble a bit. There is no sense of organisation or logical continuity.

Activity 1

Can you add some more differences?

.....

.....

14.3 LETTERS: LAYOUT AND CONTENTS

There are norms with regard to structure and layout for official letters. One commonly accepted format is described in this section.

Indira Gandhi National Open University A
Faculty of Library and Information Science
Maidan Garhi, New Delhi -110068
Phone. 011-11111111

12 October 20xx B

The Librarian C
Gurgaon

Dear Dr D

Subject: E

This layout has been firmly established as the most popular way of setting out letters, fax messages, etc. in business communications. The main feature of the fully blocked style is that all lines begin at the left hand margin. **F**

Open punctuation is usually used with the fully blocked layout. This means that no punctuation marks are required in the reference, date, address, salutation and closing section. Of course, essential punctuation must still be used in the text of the message itself. **F**

It is usual to leave out one clear line between each section. It is believed that this format is easy to produce, formal and makes good design sense. **F**

Please feel free to contact us for further details. **G**

Yours sincerely H

John Abraham I
Consultant

Encl: samples of letters J

Copy: K
All students
All faculty members

Now let us look at what the letters **A** to **K** stands for:

- A.** The letterhead, produced for the organisation as a whole.
- B. Date:** The popular format is day/month/year. Style dictates spelling out the month.
- C.** The recipient's address.
- D. Salutation:** If the name of the recipient is used in the address in the letter, it is the normal practice to use a personal salutation. For example:

Dear Mr. Khan, Dear Ashok, Dear Ms. Sharma, etc. On the other hand if the letter is generally to the organisation, then the more a formal salutation is the norm. For example: Dear Sirs.

- E. Subject line:** To give an indication of the subject or content of the letter. This line is normally placed one clear line space after the salutation.
- F. Body of the letter:** As already mentioned earlier, the fully blocked format is the most popular formatting for letters; business or otherwise.
- G. ‘Taking leave’ note:** This is meant to conclude the letter. Do it with a positive, future -focused tone.
- H. Complimentary close:** The close depends on the level of informality established by the salutation. Two most common closes are “ Yours faithfully”, used with Dear Sir/Madam and “Yours Sincerely” used with personalised salutations, Dear Mr. Khan, Dear Ms. Sharma, Dear Ashok.
- I. Name of the sender and designation:** The name of the sender and designation are important in business/official letters. In the case of a job application, a clearly spelt out name is equally important. When a letter is signed on behalf of the sender, it is usual to indicate this by writing “for” or “pp” in front of the sender’s name.
- J. Enclosures:** List the brief title(s) of the enclosure(s).
- K. Copies circulated (CC):** This is for the information of the recipient that you have copied the letter to X,Y and Z.

14.3.1 Organising the Content

We just discussed the layout and physical organisation of a letter, in the above section. What about the body or content of the letter? As in any piece of writing, the better organised the writing, the more effective the communication. Though content can be organised in several ways, one most popular way is as follows:

- i) Opening greeting/salutation
- ii) Connecting with the reader
- iii) Giving a reason for the letter/stating the purpose
- iv) Giving information or news
- v) Making the request/agreeing to a request
- vi) Specifying the action that needs to be taken
- vii) Concluding/“leave taking” note
- viii) The closing.

14.4 THE LANGUAGE OF OFFICIAL WRITING

We use language, both spoken and written, for specific purposes. The words and phrases used to convey one purpose would need to vary from what we use to fulfill another purpose. In this section we will focus on expressions that are and should be used in formal correspondence.

Chunks of language that serve a specific purpose can be referred to as structures. These are often formulaic expressions that fulfill language functions. They also provide different levels of formality to create a variety of moods. For example “I’m afraid this is not really possible” is a polite refusal. Look at the following variations to convey the same message:

- No way (*most informal*)
- Not possible
- Absolutely not
- This is simply impossible
- It seems difficult for this to happen
- I’m afraid this is not really possible
- I regret to inform you that this would be very difficult to make possible (*most formal*)



Now look at some of the functions in the following Table 14.2, which you will be expected to deal with often:

Table 14.2: Functions and Structures

Function	Structures
Opening greetings / salutations and closing	Sir/ Dear Sir/Madam/ Dear Madam / Dear Ms / Mr. Jha/ Dear Atul Jha Thank you, Yours sincerely Sincerely yours Dear Atul Thank you, Yours faithfully Yours truly (American)
Connecting with the reader and stating the purpose Giving a reason for writing	I am /We are writing to enquire /inform/ request/ ask for... Remind /bring to your notice / follow up on / complain regarding / about....
Expressing certainty / doubt	I / We assure you..., I am /We are convinced that / would surely.... I am/ We are not in a position to confirm / unable to confirm... I am/ We are not very sure regarding / about...
Emphasizing/focusing /attention/reminding	To be more specific / I / we would like to draw your attention to ... I / We wish to / would like to remind you ... Could you also.... We request you to ... We would like you to look into ...

Referring	<p>With reference to...</p> <p>I am / We are writing with reference to / in connection with ...</p> <p>This is in reference to...</p>
Giving opinions / suggestions/advice / recommendations/ offer assistance	<p>I / we would like to / wish to suggest / recommend / advice that</p> <p>It is our /my opinion /belief that ...</p> <p>I / We believe/think..., I am/We are sure /convinced that...</p> <p>I/We would be glad to / happy to assist/ help out ...</p> <p>If there is anything I / we could do</p> <p>If there is anything else you would like us / me to do ... I / we would be glad to help out in any other way...</p>
Obligation / Necessity	<p>I / We must insist on /that ...</p> <p>It is/ It will be necessary to...</p>
Apologizing	<p>I / We would like to apologize</p> <p>I / We regret</p> <p>I am / We are sorry for ...</p>
Agreeing/disagreeing / yes / no	<p>I/We would be glad to..., I am/We are pleased to...</p> <p>I'd / We'd be happy to ...</p> <p>Unfortunately I am / We are unable to....</p> <p>I'm/We're afraid ..., I/We can't agree with / can't agree to...</p>
Organising Signposts	Structures
Specifying the action	<p>I / We would like you to/wish you to</p> <p>Could you</p> <p>I/We require / request / need you to ...</p>
Taking leave	<p>Look forward to hearing from you / to your response/ to a positive reply/ response...</p> <p>I/We look forward to further contact / interaction ...</p> <p>Hoping for a quick / positive response...</p> <p>I/We request / await ... your confirmation / reply / agreement to / inputs in / more information on / about</p>

Instead of writing in a stilted, official language, use a more personal, down-to-earth style. It is true that there are certain conventions that we have to follow in business correspondence. But the tendency to use outdated phraseology makes our language stylised and pompous. See the letter given below:

Dear Mr. Sareen,

Thank you for your gracious letter of the 7th instant. In response to your query, I wish to state that the book you enquired about is no longer available with us. Be advised that D.C. Books could be of some help to you. You may address further correspondence to that firm for assistance in the matter.

Thank you,

Yours sincerely,

Hiten Saxena

Store Manager

Surely there are some words and phrases you would like to omit? We could replace words/phrases like 'gracious', 'of the 7th instant', 'I wish to state', and 'Be advised' with less archaic and more contemporary forms. Now read the re-written letter given below. Does it sound better?

Dear Mr. Sareen,

Thank you for your letter of 7th Oct 20xx.

The book that you enquired about is not available at our book store. We made some enquiries and found that it is available at D.C. Books. You may like to write to them for assistance.

Sincerely yours,

Hiten Saxena

Store Manager

Activity 2

Apart from being polite and clear, you should be concise too. Here are some more examples of words/phrases you must avoid in your writing. Can you replace them with concise forms? See the answers given at the end of the Unit to check your responses.

- 1) In due course
- 2) Please find attached the file you requested
- 3) It was realised by Mr. Sareen that we must cut down costs
- 4) There are some rules that must be observed
- 5) I beg to state that
- 6) After a dialogue with you

- 7) Causative factors
- 8) The issue of utmost importance is collaboration
- 9) Answer in the affirmative
- 10) In accordance/compliance with your request
- 11) Pursuant to our conversation
- 12) I enclose herewith the papers
- 13) Notwithstanding the fact that
- 14) In the majority of circumstances
- 15) In the event of

14.5 READING COMPREHENSION: DIFFERENT TYPES OF LETTERS

If we work in the library in any position, there are various letters we need to write in the course of a day. We will give you a sample of them in this section.

A very common letter is a letter of enquiry. Librarians have to place orders for books and other equipments required in a library. They may have to make enquiries before they place the order. Read the following letters:

Letter of Enquiry

These are generally addressed by prospective buyers to possible suppliers of goods/books to seek information regarding availability of goods/books and the terms and conditions of supply and delivery. Such a letter may include a description and specifications of goods/books required.

[Date]

[To - Name]

[Company]

[Address]

[City, State PIN code]

Subject: Catalogue of books required

Dear [Ms./Mr. last name]

We saw your advertisement in the last issue of the monthly magazine *Business Today*. We require books on Human Resource Management and Business Communication for our library in Connaught Place, New Delhi. We would like to have a look at some sample copies and their prices before we can place an order with you. Kindly send your catalogue so that we can know the titles available as well their prices.

Sincerely,

[Your name and designation]

[Library's address]

Letter Seeking Information (Query Letter)

External Correspondence at
the Workplace

[Date]

Your address if not
using letterhead
[City, State PIN code]

[To - Name]

[Company]

[Address]

[City, State PIN code]

Sub: Query Letter

Dear Sir/Madam,

Kindly let us know if you can able to supply the following journals along with prices:

- 1) Language Learning
- 2) American Journal of Speech-Language Pathology
- 3) Journal of Applied Developmental Psychology
- 4) Language and Language Teaching
- 5) Fortell: A Journal of Teaching English Language and Literature

This letter is only as a query letter and not an order for supply the above. Kindly intimate us about these journals at the earliest.

Thanks & regards,

[Your name and designation]

[Library's address]

Letter of Quotation

When an enquiry is received about books/goods from a prospective buyer, a letter of quotation has to be sent in reply. Complete information about the nature and quality of goods/books asked for, time and mode of delivery, prices, any additional charges for packing and shipping or other services, and terms of payment should be mentioned. The letter given below is written in response to a letter of enquiry (see above).

[Date]

[To - Name]

[Company]

[Address]

[City, State PIN code]

Dear [Ms./Mr. last name]

Thank you for showing interest in the books published by us. We have enclosed a copy of the catalogue of our books so that you can have an idea of the kind of

titles available, particularly in the area of Human Resource Management and Business Communication.

You will see that books have incorporated the latest trends in the business world. Our prices too are unbeatable and very reasonable. I would also like to mention that we have been working in this field for at about 7 years now and supply books to most of the well-known MBA institutes, college libraries and book stores across North India.

I am also enclosing an order form and a document detailing our terms and conditions of payment, discounts on bulk orders and mode of delivery for your attention and information. We also provide a replacement guarantee on our books in case of any problems/defects.

Looking forward to hearing from you soon.

Sincerely yours,

[Your name]

[Your address, if not using your letterhead]

- Enclosures: i) Catalogue
ii) Order form
iii) Document of details regarding payment etc.

Follow up letter 1

[Date]

[To - Name]

[Company]

[Address]

[City, State PIN code]

Dear [Ms./Mr. last name]

We have noticed that you have not been placing orders for books from us of late and we are wondering if there is a problem. If you have any complaints regarding our services please don't hesitate to call us and let us know the reason for your dissatisfaction. We are sure we can solve your problem.

We are enclosing a discount coupon valid for your next order as an incentive to continue buying from us.

We look forward to having you back as our valued customer.

Sincerely,

[Your name]

[Your address if not using company letterhead]

Activity 3

Follow up letter 2

Complete the letter given below.

[Date]

[To - Name]

[Company]

[Address]

[City, State PIN code]



Dear [Ms./Mr. last name]

It has been a month since we installed the touch screen computers in your library.

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

Please help us to serve you better by filling in the enclosed customer feedback form.

.....
.....

Thank you for buying our product.

.....

Sincerely,

[Your name]

Self Check Exercise

Note: i) Write your answers at the place given below.

ii) Check your answers with the answers given at the end of this Unit.

Now that you have seen how official letters are written for different purposes, answer the following questions:

1) What factors should be kept in mind while making an enquiry?

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

2) What are the details that need to be included in a letter of quotation?

.....

.....

.....

.....

.....

14.6 VOCABULARY

Activity 4

Some words can be used as a noun, verb, adjective or adverb. For example, the word ‘sound’ can be used as a noun (‘The ugly sound of honking cars is a regular feature of life in Delhi’), as a verb (‘As soon as the siren sounded, the people left their work stations to go home’), as an adjective (‘She gave me sound advice’) or as an adverb (‘She slept soundly’).

Fill in the sentences below with the appropriate words given in the box. Remember to make the necessary changes in the word.

frequent	storm	question
----------	-------	----------

- 1)
 - a) Some formal letters are in the form of a questionnaire in which you have to answer a set of
 - b) When the Chief Librarian his subordinates about the missing file, they answered quite fearlessly.
 - c) His spirit has not dimmed with advancing years.
 - d) He looked at me
- 2)
 - a) The weather kept people at home.
 - b) The Documentation Officer..... out of the meeting after facing stiff opposition to his proposal.
 - c) The strike was like a in a teacup because it ended within a few hours of its beginning.
- 3)
 - a) The dewdrops glistened and in the morning sunshine.
 - b) The waters of the spring gushed out from the side of the mountain.
- 4)
 - a) He is a visitor to the Heritage Library, Delhi.
 - b) The Deputy Librarian noticed that the employees the cafeteria and concluded that they were either fond of eating or of shirking work.
 - c) After his retirement, the staff of the library spoke of him and with great affection.

14.7 LISTENING COMPREHENSION: DEALING WITH COMPLAINTS

All organisations receive complaints, if one doesn't; well there is something wrong with that organisation! Many organisations make good use of the complaints they receive, to refine the quality of the services they provide. Such complaints could be from customers, users of services, or internal employees themselves. There are different ways of making complaints, such as:

- On the spot, face-to-face
- Face-to-face after the incident is over
- Over telephone
- By letter or e-mail to the concerned person/department
- By letter or e-mail to the concerned person/department, with copy to the head of the organisation.
- By letter or e-mail to the head of the organisation.
- Publishing in newspaper.

Whatever be the channel, it is vital that such complaints are managed effectively. Some, you may be able to sort out on the spot itself, but in some cases you may have to write to the person who made the complaint. First and foremost, is for you to listen to the person making the complaint with full attention. Often that very act itself might pacify the person! It is also important that you understand the complaint fully. Don't try to be defensive, especially in front of other customers. Then it can blow up into a big issue! In the case of an oral complaint, if you can't resolve it on the spot, take note of the person who made the complaint, and tell him/her that you will get back after making necessary enquiries with the concerned colleagues. Always give a date by which you will get back, and the date should not be too farther.

Self Check Exercise

- Note:** i) Write your answer at the place given below.
- ii) Check your answer with the answers given at the end of this Unit.
- 3) Listen to the following tips on handling complaints. Fill in the blanks as you listen.

Some tips:

- Listen
- Ask questions tothe complaint fully
- Don't jump to and try to provide an instant solution
- Take note of the and..... of the person, and give an assurance that you will get back (give a definite date)
- Do get back as per thegiven
- Apologise, if the situationit
- Do not blame your, even if you know that he/she is at

- Do not let down your colleagues in front of
-in your reply that you have taken the complaint
- Your reply should have amentioned in it.

Activity 5

Suppose that you are the Librarian of a large and busy public library. Though you get complaints often, these are mostly oral complaints and you resolve the issue then and there after listening to the person who made the complaint.

One day you received a written complaint about a colleague of yours, from one of your users. The letter is reproduced below. Draft a formal reply to this letter, which you want to send to the person who had made the complaint.

To
 The Librarian
 Central Public Library

Dear Sir

I have been a member of your Library for more than 10 years, and have benefitted a great deal from your services all these years. However, I had a bad experience today morning with one of your staff members, and I have decided to discontinue my membership of the library. Though I regret this decision, I have decided to do this because of the humiliation caused to me by your colleague, that too in front of many other users of the library.

I had borrowed a book from the library some weeks ago, and came to the library this morning with the book to get it renewed for another term. But staff member at the counter refused to renew the book, and kept it with it him. He told me that the library rule does not allow renewal of books for a third time. I pleaded with him saying that I was in the middle of preparing for an examination, and wanted the book badly. I was even prepared to pay the prescribed fines. He was adamant and flatly refused to give me the book.

I thought that it is important to bring this matter to your notice.

Yours faithfully

S. Banerjee
 Library member (Membership No: 12345)

14.8 WRITING

Activity 6

- 1) Make an enquiry to the university Librarian of IGNOU, New Delhi for permission to visit the library along with a group of students as part of their study tour to Delhi.

.....

.....

.....

- 2) You want to announce the catalogue of your new books for children. Write a cover letter for this and remember to include your website URL in your letter.

14.9 GRAMMAR: NOUN CLAUSE

Read the sentences below from the Unit:

- 1) We have noticed that you have not been placing orders for books from us of late and we are wondering if there is a problem.
- 2) We are sure we can solve your problem.

The clauses underlined above are noun clauses because they do the work of nouns.

- i) **As subject to the verb as in the sentence**, examples:

How the dog enter the library was a mystery.
Whatever happens, it is His will.

- ii) **As object to the verb as in the sentence**, examples:

We are confident that we will be able to enhance membership to this library.
The young girl knew who stole the book.
She also knew where the library was.

- iii) **A noun clause is object to a preposition**, example:

The librarian did not pay attention to what the user was saying.

How do you identify a noun clause in a sentence?

Ask the question “what” about the verb of the sentence and the group of words that give you the answer, will be the noun clause. Example

Research has proven that the sooner a complaint is resolved with the customer the greater the satisfaction...

Here you may ask “What has the research proven?” and the answer to this, “that the sooner a complaint...” is the noun clause.

The following words called **subordinating conjunctions** introduce noun clauses.

that	who	when	however	what	whoever
whenever	where	whatever	why	how	wherever
whether					

Self Check Exercise

Note: i) Write your answers at the place given below.

ii) Check your answers with the answers given at the end of this Unit.

4) Complete the following sentences by adding noun clauses as objects. Use the clues given in brackets and the appropriate subordinating conjunction.

- i) I don't know (get/money back).
- ii) Can anyone tell me(the matter/with him)?
- iii) Please confirm (you can come/on Sunday).
- iv) It is a good thing (he/working hard).
- v) The airhostess asked me(want/coffee, tea or juice).
- vi) I don't understand (she couldn't/ come/ event).
- vii) Preeti hasn't decided (go/Mumbai).
- viii) Jitendra didn't say (he/stay in Delhi).

5) Complete the sentences with appropriate noun clauses. We have done one for you.

- i) The Librarian said, “You ought to work harder.”
The Librarian told me that I ought to work harder.
The Librarian suggested that I ought to work harder.

- ii) The Librarian said, “Riya, why don't you go for an e-training course?”
The Librarian suggested
.....
The Librarian hoped
.....

The Librarian wanted

iii) The Librarian told the staff, “please come to office on time.”

The Librarian advised

The Librarian hoped

The Librarian wanted

The Librarian suggested

iv) Aliya said, “I wish I didn’t have to work so hard.”

Aliya wished

Aliya hoped

Aliya wanted

v) The Chief Librarian said, “It is hard work that pays in the end, not
flattering the boss.”

The Chief Librarian advised

The Chief Librarian commented

The Chief Librarian suggested

14.10 SUMMARY

You have been made familiar with the format of an official letter and the kind of language that you should use in such a letter. We have also shown you the different between a formal and an informal letter. We have given you examples of various types of letters, such as letters of enquiry, complaint letter and quotation letter. In the listening section, we have given you tips on how to handle complaints. In the writing section, we have given you practice in writing different kinds of letters on your own. We hope you find the Unit useful and interesting.

14.11 ANSWERS TO ACTIVITIES

- 1) i) The formal letter contains the sender’s and receiver’s address whereas this is not required in the informal letter.
- ii) In the formal letter we use salutations like Dear... while in the informal letter we use informal salutations like Dearest, My Dear, etc.
- ii) The formal letter is concise and to the point whereas an informal letter is like an extended long distance private conversation.
- 2) 1) Soon
- 2) The file you requested is attached
- 3) Mr. Sareen realised that we must cut down costs
- 4) Some rules must be observed
- 5) I wish to say
- 6) After talking to you
- 7) causes

- 8) The most important issue is collaboration
 - 9) answer/say yes
 - 10) as you asked for/ requested
 - 11) after what we talked / spoke about
 - 12) I enclose the papers
 - 13) Although/ even though
 - 14) Usually
 - 15) If
- 3) Dear [Ms. /Mr. last name]

It has been a month since we installed new touch screen computers in your library. I am writing to know if they are functioning properly and taking care of your needs. Please help us to serve you better by filling in the enclosed customer feedback form. It will take a few minutes to do so. To return it to us, simply drop the completed form into a post box as it is already stamped and addressed to us.

Thanks for buying our products. If there is anything further I can do for you, please feel free to call us at the numbers given on the letterhead.

Sincerely,

Name and Designation

- 4)
- 1) a) questions (Noun) b) questioned (Verb) c) questioning (Adjective)
 d) questioningly (Adverb)
 - 2) a) stormy (Adjective) b) stormed (Verb) c) storm (Noun)
 - 3) a) sparkled (Verb) b) sparkling (Adjective)
 - 4) a) frequent (Adjective) b) frequented (Verb) c) frequently (Adjective)

5)

25 August 20xx

Mr. S Banerjee
[Address]
[City, State PIN code]

Dear Mr. Banerjee

Sub: Complaint about behaviour of library staff

I acknowledge the receipt of your letter of complaint dated 20 August. I am sorry for the inconvenience caused to you. However, you will appreciate that every library has its own rules and it becomes difficult to break the rules for a particular user.

However, in this case, since you were preparing for your examination we might have made an exception. May I request you not to discontinue your membership on account of this incidence.

You may meet me when you visit the library next, so that we could discuss the matter. I know that you have been a serious and regular user of the library for many years. Any feedback you can provide will be of great value to the library.

Please feel free to contact me on telephone, so that we can agree a mutually convenient time to meet.

My phone number is 22222222 and mobile number 9888888888.

Looking forward to meet you soon

Yours sincerely

Anil Madan
Librarian

6)

1 19-01-20xx

To
The Librarian
IGNOU
Maidan Garhi
New Delhi - 110068

Subject: Permission to Visit your Library

Dear Mr. Sinha,

I am an Associate Professor at Department of Library and Information Science, Gulbarga University, Gulbarga, Karnataka. We are organising a study tour for our students (15 girls, and 19 boys) to New Delhi from 20th-27th February, 20xx. We would like to visit your library during this time. This is to seek your permission to visit the IGNOU library. I expect a positive response from you.

Sincerely,

Kritika Gulati
Associate Professor,
Department of Library and Information Science,
Gulbarga University
Gulbarga
Karnataka- 585106

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20.1.20xx

*The Librarian,
 Name of the School*

*Address
 City, State*

Dear Mr. /Ms. Last Name,

Get your children to fall in love with books! We offer you a whole new world of literature that your children can explore.

Let them delve into the enchanting world of Aesop's fables and Panchatantra tales. Let them have a taste of the Dickensian classics. Let them have a brush with the adventures of Alice and Robinson Crusoe. Also find works of the up and coming authors writing for children. All this and much more at The Bookmark.

We are enclosing a catalogue with all the titles available at our store. Visit our store at South Extension-II or our website www.thebookmark.com for more details.

A trip to our little haven before the 15th of March, 20xx will get you an assured 15% discount on the bill. We look forward to you joining hands with The Bookmark.

Sincerely,

XYZ

14.12 ANSWERS TO SELF CHECK EXERCISES

- 1) In a letter of enquiry one must ensure that one has asked for all the information that one needs regarding the availability of goods and the terms and conditions of supply and delivery. One may include a description and specifications of the goods required.
- 2) The letter of quotation is the response to a letter of enquiry from a prospective buyer. It should contain complete information about the nature and quality of goods asked for, time and mode of delivery, prices, any additional charges for packing and shipping or other services and terms of payment.

3) Audio text: Tips on handling complaints

- Listen attentively
- Ask questions to understand the complaint fully
- Don't jump to conclusions and try to provide an instant solution
- Take note of the address and telephone number of the person, and give an assurance that you will get back (give a definite date)
- Do get back as per the assurance given
- Apologise, if the situation warrants it
- Do not blame your colleague (s), even if you know that he/she is at fault
- Do not let down your colleagues in front of customers
- Demonstrate in your reply that you have taken the complaint seriously
- Your reply should have a solution mentioned in it.

4) Completed sentences:

- i) I don't know **how to get the money back.**
- ii) Can anyone tell me **what's the matter with him?**
- iii) Please confirm **when you can come on Sunday.**
- iv) It is a good thing **that he is working hard.**
- v) The airhostess asked me **whether I wanted coffee, tea or juice.**
- vi) I don't understand **why she couldn't come for the event.**
- vii) Preeti hasn't decided **how she should go to Mumbai.**
- viii) Jitendra didn't say **where he stayed in Delhi.**

5) Completed sentences with appropriate noun clauses:

- i) The Librarian suggested **that Riya should go for an e-training course.**
The Librarian hoped **that Riya may go for an e-training course.**
The Librarian **wanted Riya to go for an e-training course.**
- ii) The Librarian advised **the staff to come to the office on time.**
The Librarian **hoped that the staff would come to office on time.**
The Librarian wanted **the staff to come to office on time.**
The Librarian **suggested that the staff should come to office on time.**
- iii) Aliya wished **that she didn't have to work so hard.**
Aliya hoped **that she didn't have to work so hard.**
Aliya wanted **that she should not have to work so hard.**
- iv) The Chief Librarian advised the group **that it is hard work that paid off in the end, not flattering the boss.**
The Chief Librarian commented **that it is hard work that paid off in the end, not flattering the boss.**
The Chief Librarian suggested **that it is hard work that paid off in the end, not flattering the boss.**

14.13 REFERENCES AND FURTHER READING

Business Communication (Harvard Business Essentials). Harvard Business School Press, 2003. Print.

Brock, Susan L. *Better Business Writing: Techniques for Improving Correspondence*, Crisp Learning, 2004. Print.

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BLOCK 5 ADVANCED WRITING SKILLS

Introduction

In this final Block we have discussed the most difficult but also the most important areas of writing at the workplace i.e. writing proposals and reports and preparing survey questionnaires.

In order to get anything of importance at the workplace, i. e. more computers, more staff or more shelves, we need to write a proposal. The proposal can be accepted or rejected depending on a number of factors. But an important factor in the acceptability of any proposal is how we write the proposals itself. Therefore, in **Unit 15** (Basic Features of Proposals) we give you the mechanics of proposal writing with an emphasis on project proposals.

After a particular activity is concluded, you need to write a report on it. This report reflects very transparently the process of the activity you conducted, the findings or facts that you uncovered, the problems you faced and the recommendations that you have to offer. In **Unit 16** (Writing Reports), we give you examples of actual reports in the format that is required for a report. You could model your own report along these lines.

For a librarian, conducting surveys is an important part of the job. In **Unit 17** (Questionnaire Method) we give you tools of preparing questionnaires and conducting meaningful surveys.

Please read these units carefully and use the format and style suggested when you need to write proposals, reports or conduct surveys at your workplace.

Hope you enjoyed the course and found it useful!

ACKNOWLEDGEMENT

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UNIT 15 BASIC FEATURES OF PROPOSALS

Structure

- 15.0 Objectives
- 15.1 Warm Up
- 15.2 A Proposal
- 15.3 Need for Proposals
- 15.4 Features of a Proposal
- 15.5 Framework for Proposals
- 15.6 Grammar: The Passive Form
- 15.7 Summary
- 15.8 Answers to Activities
- 15.9 Answers to Self Check Exercises
- 15.10 References and Further Reading

15.0 OBJECTIVES

After reading this Unit, you will be able to:

- explain why proposals are written;
- describe the features of a proposal; and
- identify the parts of common kinds of proposals.

15.1 WARM UP

A proposal is always addressed to someone: an individual or a group of individuals. The writer of the proposal expects that person or the group to read the proposal and act on it. A proposal could be aimed at internal audience or external audience, and it might be written proactively or against a request. You must have read in newspapers statements such as:

- ...the State Government has submitted a proposal to the Central Government on ...
- ...the Central Government has asked the State Government to submit a proposal on...
- ...the Government has sent a proposal to the World Bank on.....
- ...the World Bank has asked the Government to submit a proposal on

Proposals are often written aimed at internal audience;

- ...the Librarian has sent a proposal for automating the library to the Director...
- ...the Director has asked the Librarian to submit a proposal for automating the library...

A proposal could also be between institutions, e.g:

- University X has submitted a proposal to University Z for sharing of scientific resources between the two....

Activity

- 1) Suppose that you are the librarian of a research institute. Discuss with your friend(s) two subjects which are appropriate ones for submitting proposals, and list the subjects of these two proposals below:

.....

.....

.....

.....

.....

15.2 A PROPOSAL

A proposal indicates the direction of a future action. Any action begins with an idea. The idea develops into a plan of action. The plan needs to be elaborated upon. The prospects and consequences of the plan need to be visualised. If the plan shows promise of being executed, then it needs to be written down with the costs worked out. This document is called **a proposal**. The proposal is scrutinised by colleagues, superiors or authorities within an organisation or by clients outside and approved or rejected based on its viability and financial implications.

Written proposals form the basis for projects undertaken by an institution, organisation, or a business firm. They serve as blueprints for projects and sources of reference during and after the execution of projects. Oral presentations of proposals are also made before a select audience, especially if the project is undertaken for an outside client.

A proposal can be in the form of a short letter or a long document with supporting graphics and visuals.

As proposals are projections into the future, ‘modal verbs’, that is, “will”, “shall”, “may”, “can” are generally used along with the main verbs.

15.3 NEED FOR PROPOSALS

Let us begin with a short mental activity.

Activity

- 2) Imagine that you have a certain amount of money and you plan to build a small public library in your neighbourhood. List the steps in planning that you would take:

.....

.....

.....

Discussion

I have put down the following points. Match them with yours.

- 1) Why do I want to build a library in the neighbourhood?
 [Saves time from traveling to public libraries in the city.]
 [Busy parents can take time out and bring their children to a library that is in the vicinity.]
 [Retired people can meaningfully spend their mornings and evening there.]
- 2) What kind of a library do I intend to build? (For adults/ for children)
- 3) Which locality do I want to build the library in?
 [Why have I chosen that particular locality? Give reasons]
- 4) How will I look for good spaces?
 [Look at advertisements? Advertise what I am looking for? Ask for advice]
- 5) What is my budget?
 [How much money do I have in hand? How much money can I get as loan from other sources?]

This is a mental blueprint. This will give you a direction in identifying the kind of library you want to set up.

Let us extend this to various activities and projects that have to be undertaken by large institutions and firms. All the things that you do mentally for your personal purchase will have to be formally stated and documented. Your purchase is a private decision.

You might consult family and friends. An official proposal will have to be examined and approved by the executive authorities in the organisation.

If certain problems are encountered in the proposal stage, ways to overcome them may be considered, or the proposal may be dropped because it is not viable.

This is why proposals are written down.

If a project is undertaken without a well-thought out proposal, it may get stuck mid-way and might entail loss of money.

Proposals, therefore, are the basis of undertakings.

Activity

- 3) List five activities for which proposals will be needed in any organisation of your choice. (You can choose a school, a library, a retail outlet, a sports club, etc.)

.....

.....

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.....

15.4 FEATURES OF A PROPOSAL

A proposal is made for something that does not exist or to add on to something that already exists. Creating, acquiring, or presenting something new, involves investment of effort and money. This investment has to be justified.

A proposal usually begins with a description of what exists. It then moves on to what is required. This has to be supported with reasons for investing. The benefit or profit of the venture is then stated with a view to obtaining approval of the proposal.

The functions that are required in writing a proposal thus are:

- Describing
- Stating the problem
- Proposing solution
- Providing reasons or justifying
- Highlighting benefits
- Persuading or urging action

Here is a short one-paragraph draft proposal for a public facility:

The traffic on the M.G. Road is very heavy from 7am to 10pm. Two schools and three colleges line the 5 km stretch of the road from Police quarters to the General Street Metro station. There is no pedestrian crossing anywhere in between. It is impossible to cross the road during the daytime. School children and college-goers are forced to go by vehicles or public transport even if the distance is within 1 km. Three foot-over bridges at 1.5 km distance from each other **should be built** to ease the problems faced by pedestrians.

Self Check Exercise

- Note:** i) Write your answers in the space given below.
ii) Check your answers with the answers given at the end of this Unit.
- 1) What is the function performed in sentences 1- 3?

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

2) What do sentences 4 and 5 convey?

.....
.....

3) What is the solution proposed in sentence 6?

.....
.....

4) Notice the verb forms in sentences 1-5

.....
.....

5) Underline the verb phrase in sentence 6.

.....
.....

6) What is the notion indicated by the modal verb "should"?

.....
.....

7) Why has the passive voice been used in sentence 6?

.....
.....

The answers to these questions will give you an idea of how a proposal is presented. Refer back to the functions performed through proposals mentioned earlier in this section and match your answers with them.

Activity

4) You are the librarian of your institution or organisation. Make notes for the proposal for the provision of a café in the library premises.

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

Discussion

Did you include the following?

- Background** : Description of the institution and the nature of work done
- Rationale** : Need for a café near the library for its members as well as the staff. People will not waste time travelling to the canteen located nearly a km away.
- Proposal** : Identification of space on premises
 Number of people required to work in the cafeteria.
 Items on the menu
 Number of tables required
 Kitchen equipment required.
- Costs** :
- Justification** : Desire of staff and library members.
 Other organisations have the facility
- Request for Action** : Provision of a space for a cafeteria as soon as possible.

Proposals are put up for various kinds of purposes: for starting institutions, building bridges, buying furniture, machinery, etc.

To start a film club in a university, interested students may approach teachers or the Vice Chancellor and express their wish. A teacher may be asked to help the students in framing a proposal. The proposal is drafted.

- It states the objective.
- It talks of the number of students who are interested.
- It lists the activities that the club will perform.
- It states the requirements for setting up the club. It projects the funds that will be required.
- It urges action.

On a larger scale, proposals are submitted for the Five Year Plans of the Government. The budget allocations are made on the basis of the proposals. They are called Plan Proposals.

Language focus

Notice the contexts in which the word 'proposal' is used. You will then have an idea of what a proposal involves, in what contexts proposals are generally written and the kind of importance they have.

The proposal must be approved by the Commerce Department.

The Board approved a library proposal *to increase* the number of authorized book sellers.

The proposal *to rebuild* the archive wing of the library came in the year 20xx.

Under the proposal, the Company’s shareholders would receive 10% dividend.

The company had access to inside information when it made its proposal to the Railway Board.

The company rejected the proposal and recalled its agent.

The librarian was asked to send his proposal at the earliest possible time.

The Board of Management approved Library Committee’s *proposal to finance* the long-awaited multimedia library.

Notice the phrase ‘proposal to ...’. *to + verb* is used to show intention or purpose. A proposal expresses an intention or purpose or plan.

A proposal is ‘**presented**’ or ‘**put up**’ for approval. A proposal can be ‘**sent**. A proposal is ‘**approved**’ or ‘**rejected**’.

15.5 FRAMEWORK FOR PROPOSALS

In the previous sections we looked at the basic features of proposals. In this section, we will examine certain common kinds of proposals for facilities within an organisation/institution.

A proposal has a framework which can be expanded. It may run into several pages. If it is a detailed proposal, it begins with an executive summary. This summary must be carefully written in order to impress the reader at the first instance. The executive summary condenses the content of the proposal and states the objective clearly.

In the following section, each part of a proposal will be examined. The questions that follow each proposal are learning questions that will enable you to understand the process of writing proposals better.

Sample Executive Summary

This proposal is submitted for the setting up of a departmental library of ELT (English Language Training) books in the Commerce Department of the M.G.L University. Most undergraduate students are in need of acquiring proper reading skills and have expressed a desire for focused training in English language skills as they have had their schooling through non-English medium. Departmental libraries can provide access to books related to the particular discipline. They will help the students acquire the register related to Commerce and improve their comprehension and communication skills in English.

Self Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

8) What is stated in the first sentence?

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9) What does the second sentence convey?

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10) What function do the last two sentences perform?

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Let us look at a sample proposal presented within an organisation:

Title Page

**Proposal for Acquiring Space for HERITAGE
LIBRARY, Trivandrum**

*Submitted to the Mayor
Corporation of Trivandrum*

*By the Director, Heritage Library Committee, Trivandrum
12 September xxxx*

Self Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

11) What information does this page give you?

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12) What is being proposed?

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13) To whom is it addressed?

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14) By whom is it proposed?

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Executive Summary

It is proposed that a space be allocated for the HERITAGE LIBRARY in the city of Trivandrum. The city has witnessed an increase in the number of people flocking to the public libraries in recent times. A need for a new library in the city has been perceived. The vacant building next to the Trivandrum Museum has been identified as suitable for the purpose. The cost of investment can be compensated by the charges levied for the using the library facilities.

Self Check Exercise

- Note:** i) Write your answers in the space given below.
 ii) Check your answers with the answers given at the end of this Unit.

15) What does the summary indicate?

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16) What are the essential points it highlights?

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17) Will the reader view the proposal favourably on reading the summary?

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Background

The two Literary festivals held in the city this year have been instrumental in developing an interest in reading books. The residents of the city, especially the youngsters, have discovered the joy of reading books. A suitable space for a new library has been identified next to the Trivandrum Museum. This was used as the venue for various handicraft exhibitions. However a bigger space has been allotted for these exhibitions and the building is now lying vacant. Since this building is located in the heart of the city, residents from various parts of Trivandrum can easily access it. There is also a plan to include a section which has a collection of DVDs of films based on the literary classics.

Self Check Exercise

- Note:** i) Write your answers in the space given below.
 ii) Check your answers with the answers given at the end of this Unit.

18) What does this section tell you about?

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19) What is being described in sentences 3-5?

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Rationale

In order to meet the demand of the increasing interest in reading, the need for a new library was imminent. A need was perceived for a library that can be easily accessed by the city folks. A committee was formed to determine the feasibility of setting up a Heritage Library. The library would be an avenue where the members would be exposed to a wide range of literature from across the world. In addition to that, both children and senior citizens could be fruitfully occupied. They would also be exposed to films based on literary classics.

Self Check Exercise

Note: i) Write your answer in the space given below.

ii) Check your answer with the answer given at the end of this Unit.

20) What is the purpose of this section?

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Proposal

In view of the above-mentioned factors, it is obvious that a new library is required.

The 4000 sq. ft space on the premises will be ideal for the library. This space has been recently vacated and advertised for letting out on lease. There will be ample space for the library members to move around and spend time in the library.

Shelves need to be built for placing the books and DVDs. There is also a requirement for tables and chairs for people to sit and read. There is a need for a separate cubicle to accommodate a cyber zone on the first floor.

Self Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

21) What is the connecting link between the rationale section and the proposal section?

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22) Is the link needed? Why?

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23) What new information is presented in the Proposal section?

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Estimated Budget	
Lease amount for a two-year period:	Rs. 24, 00,000
Cost of renovation and setting up display shelves, boards:	Rs. 1,00,000
Capital investment on books:	Rs. 30,00,000
Cyber zone:	Rs. 10,00,000
Salaries for 8 library staff:	Rs. 10,00,000
Salaries for 2 cleaning staff:	Rs. 1,00,000
Maintenance costs:	Rs. 1,00,000
Transport:	Rs. 50,000
Miscellaneous:	Rs. 1,00,000
Total	Rs. 83,00,000
Estimated Returns	Rs. 10,00,0000

Self Check Exercise

- Note:** i) Write your answers in the space given below.
 ii) Check your answers with the answers given at the end of this Unit.

24) Why is this section needed?

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25) What does it tell you at a glance?

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Benefits

- ❖ Customers needs fulfillment
- ❖ Inculcating reading habits in the younger generation.
- ❖ Giving senior citizens a meaningful occupation.
- ❖ Access to a wide variety of books from various streams.

Self Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

26) What does this section highlight?

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27) Is the proposal convincing?

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Conclusion

It may be seen from the facts and figures presented above that this is a viable proposal that will yield good returns. An early decision on this proposal will prove worthwhile.

The proposal is submitted for approval.

Self Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

28) What is the function of the above section?

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.....

29) Why is it needed?

.....

.....

Self Check Exercise

Note: i) Write your answer in the space given below.

ii) Check your answer with the answer given at the end of this Unit.

30) Reproduced below is a proposal presented as one chunk. Section it and write suitable headings for each section using the table of contents given below.

Proposal for setting up a 24 x 7 café on the library premises submitted to the Vice Chancellor, XYZ University, by Pankaj Mongia, President XYZ Participants' Association

Table of Contents**Executive Summary****Statement of Problem****Objectives****Plan Proposal****Work Plan****Total Budget Estimates****Conclusion**

Economic, technological, informational, demographic and political forces have changed the way people live and work. These changes and the rate of change will continue to accelerate. Educational institutions like businesses, communities and families, must adapt to changing conditions to thrive. These institutions are struggling hard to keep pace with the astonishing rate of change in students' lives outside these institutions. Students will spend their adult lives in a multitasking, multifaceted, technology driven, diverse, vibrant world and they must come equipped to do so.

Our institute strives to provide every student a rich experience as far as academics is concerned. Entertainment and recreation of the students, however, have not been duly taken care of. There is a need to provide the students with a truly global experience so that they don't become misfits but work for its betterment and development. The proposal for a **24 x 7 café** on the library premises is an endeavour of XYZ Participant Association to bridge the gap between academics and entertainment.

XYZ attracts students from all over the country and across the globe. Some of these students come from metros while others are from small towns. They have different backgrounds and different identities. However they never get to meet each other, know each other better, and share ideas, thoughts and opinions simply because there is no place where they can meet and interact. The students make small groups and spend most of their time in these groups without bothering to introduce themselves to the members of the other groups. They go out, eat out and enjoy only in their own groups. Recently some students had a bitter experience when they had to go out at night in search of food at an unearthly hour.

Following are the objectives of this proposal:

- To ensure that the students get a global experience on the campus round the clock
- To provide the students with a place where they can refresh themselves for the next day's work
- To provide round the clock facilities to the students
- To blend academics with entertainment

The 21st century student is not bound by the limits of time. He/she is a 24 x 7 student. The XYZ Participants' Association has come up with the proposal to set up a 24 x 7 café which takes care of all the needs of the 21st century students and provides them with a truly global experience on the campus round the clock.

The 24 x 7 café will have:

- A **cyber zone** with at least 30 computers with internet access to provide the students with high speed Internet access to explore the world wide web.
- A **snacks counter** which will provide the students with fresh snacks, mini-meals, fresh fruit juices, etc.
- A **news corner** where the students can access magazines and newspapers.
- A **reading room** which will allow the students to sit and read books.
- A **tête-à-tête hall** where the students can sit and discuss the issues that concern them.
- A **TV room** where the students can watch TV.
- A **music room** with headphones and juke box where the students can listen to music.
- A **sports corner** where the students can play games like carom, table tennis, badminton, etc. and work out in the gym.

The entire plan will be carried out by two sub-committees – one responsible for procuring equipment for the café and appointing personnel; and the other one responsible for selecting the site for construction, inviting tenders and supervising the construction of the café.

The plan will be carried out in two phases: In the first phase, three best sites for the construction of the site will be selected, the feasibility report will be prepared and tenders will be invited.

In the second phase, when the construction would have begun, the equipment will be procured for the café and personnel will be appointed.

1) **Budget for Salaries/Wages****Personnel required**

Place	Manager/Instructor	Attendant
Cyber Zone	1	1
Snacks counter	1	2
Gym	1	-
Reading room		
News corner	-	1
General	-	2

Monthly Emoluments (per person-per month in Rs.)

Place	Manager/Instructor	Attendant
Cyber Café	5000	2500
Cafeteria	4500	2500
Gym	5500	-
Library	5000	2000
General	-	2000

Budget for Equipment (in Rs.)

Air Conditioners	Furniture (for reading room, discussion hall, TV and Music room)	Equipment for Gym	Sports Accessories (for Health Club)	Electronic Equipment (for TV and Music Room)	Cafeteria (kitchen appliances including automatic soft drink vending machines)	Cyber Cafe
20,000	30,000	15,000	10,000	25,000	20,000	100000

2) **Budget for Construction Related Expenditure (in Rs.)**

Soft Material including electronic equipment etc.	10,00,00
Hard Material including cement, bricks, etc.	70,00,00

The aim of education in the modern world is not just limited to academics but goes beyond it. It aims at overall personality development of the students. The educational institutions should provide the students with every possible opportunity to grow as a professional as well as a person. The 24 x 7 café is essentially global in nature and strives at the fusion of academics and entertainment. It also aims at providing the students a truly rich and global experience. There is a great need to have such multi-utility cafes on the campus to ensure that the students have all the facilities within easy reach and get them round the clock.

That was a proposal written by a student representative of an educational institution. It gives you an idea of what elements need to be included in a proposal and an overall structure of a proposal that is sent to authorities within an organisation.

15.6 GRAMMAR: THE PASSIVE FORM

Read the following sentences from the reading passage:

- 1) The proposal **is scrutinized** by authorities within the organisation.
- 2) Oral presentations of proposals **are** also **made** before a select audience.

The underlined sentences are in the passive voice.

The passive voice is formed by using the verb *be* and the past participle. (e.g. bought, used, etc.)

Examples:

Advanced degrees (Ph.D.) **are listed** on business cards...

Status **is determined** by age, university degrees and profession.

We use the passive in the following situations:

- We often use the passive to focus on something that happens to someone, when we do not want to focus on the person who does the action.

Example: Over 30% of Indians **are employed** in the agricultural sector.

- The passive is often used to talk about systems and processes. Example:

The US **is characterised** by a 'scientific' approach to business. Every aspect of commercial life **is studied** and **analysed**.

- The passive is often used in business correspondence because it is less personal than the active voice. Example:

Thank you for your letter which **was received** at this branch today.

- The present perfect passive is often used when we are describing changes that have taken place. Example:

Globalization **has brought** the world closer together and helped to reduce cultural diversity.

- To downplay the action or when you don't want to fix blame when something goes wrong. Example:

The sales targets **were not met**.

How to form the passive with other tenses:

- **Present Continuous Passive**

Example: I **am being asked** to work every weekend.

- **Past Continuous Passive**

Example: We only noticed the mistakes when the book **was being published**.

- **Present Perfect Passive**

Example: Various models **have been used** to explain this concept.

• **Past Perfect Passive:**

Example: They emailed us to say that the shipment **had been delayed**.

The passive forms of the verb in different tenses would look as follows:

Tense	Simple	Continuous	Perfect
Present	Is / am / are + past participle	Is / am / are + being + past participle	Has/have+ been +part participle
Past	Was / were + past participle	Was/were + being + past participle	Had + been + past participle
Future	Will/ shall + be + past participle	-	-

Activity

5) Change the following sentences into the passive voice. Omit the doer where it is necessary.

i) China produces these types of telephones

.....
.....

ii) We make water from a mixture of hydrogen and oxygen.

.....
.....

iii) Someone hit my car from the back.

.....
.....

iv) Employers pay many manual workers weekly.

.....
.....

v) Madam Curie discovered Radium.

.....
.....

vi) They announced the winners of the Nobel Prizes in Physics and Chemistry yesterday.

.....
.....

vii) Countries store most nuclear waste underground.

.....
.....

viii) If there is a vacancy, we first ask suitable in-house candidates to apply.

.....
.....

ix) They have cleared all the roads in this area due to VIP movement.

.....
.....

x) They elected a new mayor yesterday.

.....
.....

6) Rampur as a small city has changed a lot in the last 10 years. Rewrite the sentences below about Rampur using the passive form. The first one is done for you.

i) They built a new stadium. A new stadium was built.

ii) They are building a new hospital.

.....
.....

iii) They will finish it by next December.

.....
.....

iv) They have knocked down the old shopping complex.

.....
.....

v) They are going to build a new modern one soon.

.....
.....

vi) They are constructing a new multiplex movie hall.

.....
.....

15.7 SUMMARY

In this Unit, we have examined the need for writing a proposal, the features of proposals and the framework of proposals. The language functions used are: describing, justifying and persuading. In the grammar section, we concentrated on the passive form.

15.8 ANSWERS TO ACTIVITIES

- 1)
 - i) Library automation,
 - ii) Setting up of digital library
- 2) Do it yourself.
- 3) We have given some sample proposals. You could have your own list.
 - i) Providing computer labs with internet facilities.
 - ii) Starting clubs.
 - iii) Starting new courses.
 - iv) Opening a new branch of a bank.
 - v) Providing crèches for children of employees.
- 4) Refer to section 15.5
 - i) These types of telephones are produced by China.
 - ii) Water is made from a mixture of hydrogen and oxygen.
 - iii) My car was hit from the back.
 - iv) Many manual workers are paid weekly by employers.
 - v) Radium was discovered by Madam Curie.
 - vi) The winner of the Nobel Prize in Physics and Chemistry were announced yesterday.
 - vii) Most nuclear waste is stored underground.
 - viii) If there is a vacancy, suitable in-house candidates are asked first to apply.
 - ix) All the roads in the area have been cleared due to the movement of VIP.
 - x) A new mayor was elected yesterday.
- 6)
 - i) A new hospital is being built.
 - ii) It will be finished by next December.
 - iii) The old shopping complex has been knocked down.
 - iv) A new modern one is going to be built soon.
 - v) A new multiplex movie hall is being constructed.

15.9 ANSWERS TO SELF CHECK EXERCISES

- 1) Sentences 1-3 perform the function of describing the situation on M.G. Road.
- 2) Sentences 4 and 5 state the problem. Traffic on M.G. Road makes it impossible to cross the road during the day time and school children and college-goers are forced to make use of transportation even for a short distance.
- 3) The solution proposed is that of building three foot-over bridges at 1.5 km distance from each other.

- 4) The verb forms in sentences from 1-5 are stative verbs.
- 5) To ease
- 6) The modal verb 'should' is indicative of obligation.
- 7) The passive voice used in the sentence to put the onus on the authorities concerned.
- 8) The first sentence gives the information that a proposal has been submitted for setting up a departmental library in the Commerce Department of the M.G.L University.
- 9) The second sentence conveys the need for the departmental library. There are undergraduate students who have had their schooling through non-English medium. They want to acquire proper reading skills and have expressed a desire for focused training in English language skills.
- 10) They last two sentences justify the need for a departmental library. There is persuasion for the proposal to be implemented.
- 11) The information conveyed here consists of- the proposal made, to whom it is addressed and by whom the proposal is made.
- 12) The proposal is for acquiring space for a new library in the city of Trivandrum.
- 13) It is addressed to the Mayor of the city of Trivandrum.
- 14) It is proposed by the Director of the Heritage Library Committee.
- 15) This summary indicates the need for a new library in the city of Trivandrum in Kerala.
- 16) The summary advocates the need for a new library in Trivandrum. The growing population of avid readers is stated as the main reason. It also includes the suggestion for a suitable space for this library. It indicates how the cost of investment can be compensated for.
- 17) Yes, the reader will view the proposal favorably since the reason for setting up a library is valid.
- 18) This section acquaints the reader with the background which justifies the need for the new library.
- 19) The sentences describe how a space has been identified for the Heritage library and why it is a suitable space.
- 20) This section gives the rationale for setting up a new library in Trivandrum.
- 21) The connecting link between the rationale section and the proposal section is the need for a new library.
- 22) The link is needed because it gives a logical flow and cohesion to the proposal.
- 23) The proposal also mentions the need for shelves to be built for placing the books and DVDs as well as a need for tables and chairs for people to sit and read. It also indicates the plan to build a separate cubicle to accommodate a cyber zone on the first floor.

- 24) This section gives the reader an idea of the expenditure to be incurred.
- 25) This section is a concrete way of looking at the estimated budget involved in implementing the proposal. It shows the proposal to be economically viable.
- 26) This section highlights the benefits of the proposal.
- 27) The proposal is convincing as it deals in detail all the pros and cons involved in implementing the proposal.
- 28) The section concludes the proposal in a logical and convincing manner.
- 29) The section is needed because it persuades the reader to make a favourable decision at the earliest.
- 30) Executive Summary: paras 1, 2
- Statement of Problem: para 3
- Objectives: 5,6
- Plan Proposal: 7
- Work Plan: 8,9,10
- Total Budget Estimates: 11
- Conclusion: 12

15.10 REFERENCES AND FURTHER READING

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UNIT 16 WRITING REPORTS

Structure

- 16.0 Objectives
- 16.1 Introduction
- 16.2 Warm Up
- 16.3 Types of Reports
- 16.4 Style, Structure and Order
 - 16.4.1 Style of a Report
 - 16.4.2 Structure of a Report
 - 16.4.3 Order of a Report
- 16.5 Example of a Report: Internal Inquiry Reports
- 16.6 Listening Comprehension: Some Tips on Presenting A Report
- 16.7 Grammar: Reduced Relative Clauses
- 16.8 Summary
- 16.9 Answers to Self Check Exercises
- 16.10 References and Further Reading

16.0 OBJECTIVES

In this Unit, we will discuss writing of reports. After reading the Unit, you will be able to:

- describe the types of reports with special reference to those that are useful to the library staff;
- explain the style, structure and order of reports;
- be conscious of some broad tips on report writing;
- use reduced relative clause in your writing and speech; and
- prepare an internal inquiry report.

16.1 INTRODUCTION

Reports are a necessary part of on-the-job communication. As a librarian we have to write reports of different kinds. These may be short reports in the form of a memo or a letter or longer reports which may be in manuscript form. Sometimes these reports are submitted within the organisation—in fact there are times you may be asked to write a report by a senior in your organisation.

You may ask ‘what is a report?’ Although the term is used to refer to hundreds of different types of written communication, a report can be simply defined as an organised presentation of information which serves an immediate and practical need by furnishing requested or needed ideas. For example, you have to write an appraisal report of a junior or a progress report of an ongoing project that you may have taken up. Your chief librarian may ask you to recommend some equipment that is required for the library—then you have to write a ‘recommendation report’, and so on.

In this Unit we will make you aware of the different types of reports that you may have to write in the course of your working life as a librarian.

16.2 WARM UP

Reports may be of various types: meant for internal audience or external audience; narrative or statistical; periodic or one off; short or detailed; formal or informal; confidential or open; and so on.

Visit a nearby library and study different types of reports and write down the titles of at least five reports below:

- 1)
- 2)
- 3)
- 4)
- 5)

Study the structure of these reports in details, and write down five main headings that are common in these reports:

- 1)
- 2)
- 3)
- 4)
- 5)

16.3 TYPES OF REPORTS

Reports can be classified in many ways: by their contents (e.g., feasibility reports, survey reports, etc.), by their function (e.g., informational, analytical, recommendatory), by their **format** (e.g. memo reports, letter reports, formal reports, informal reports), by **time** (periodic reports, progress reports, final reports), and so on. While all these parameters (content, function, format, time, etc.) are relevant and useful for classifying reports, they lead to several subcategories of reports which are not very relevant and useful when your aim is to learn how to write reports. For the purpose of learning report writing, the most useful parameter is a very simple one: **length**. On the basis of length, we can divide reports into two types: short reports and long reports. By a short report we mean a report that is up to 10-12 pages long, while a long report is anything above this and may run into several volumes. A good number of features of reports can be described in terms of length: for example, long reports are always written and presented in a formal style. Short reports are much more informal. Similarly, long reports are always presented in a manuscript format, whereas short reports are mostly sent in the memo or letter format.

Next to length, the parameter of *function* is the most important. The purpose of most official reports, as we stated above, is to convey **information** about some aspect of any organisation, so most organisational reports are informational. Periodic reports, progress reports, lab reports, survey reports, etc. are all information reports. Sometimes you may be asked to provide not only information but also your analysis of the information, i.e. your interpretation of the facts, to help the management take decisions. Such reports are called **analytical reports** (or **interpretive reports**). Analytical reports contain information and analysis: they do not contain recommendations for action. If you are asked to include recommendations for action too in your report, it becomes a **recommendation** (or **recommendatory**)report.

The third important parameter is that of *style*. By style we mean essentially the degree of formality in the presentation of the report. There are a number of factors which influence the choice of style in a report, and a number of features in the report in which this choice is expressed. On the basis of this parameter we divide reports into **formal** and **informal**.

The question of style is closely linked to that of format. Like simple messages, reports too can be sent in the memo format or the letter format. The letter format is used when the report is to be sent outside the organisation: such reports are always written in the formal style. Internal reports are sent in the memo format unless they happen to be long, in which case they are sent in the manuscript format. Manuscript reports, as we stated above, are always in the formal style; memo reports may be written in the formal or the semi-formal style. What style the writer chooses depends on a number of factors.

Let us discuss the characteristics of reports.

Conciseness

Most official reports are short, as they should be. That is, they never exceed a few pages. As we had occasion to mention several times before, **conciseness** is one of the basic qualities of official writing.

Accuracy

The second aspect is **accuracy**. **Accuracy** means “**telling it as it is**”, “**telling it concretely**” and “**telling it all**”. The first, in the context of project reports, means not making the project appear closer to, or farther away from completion than it really is. The second, “telling it concretely”, means using quantitative instead of vague and imprecise descriptions. Say: “the project will be ready for final assessment in three weeks”, rather than “The project will take some more time to complete”. The third “telling it all” means what it says: don’t hide anything. There may be problems and complications, including some created by your own mistakes, and you may be tempted to conceal them lest they reflect on your capability. Concealed mistakes tend to have a multiplier effect and may well come back to haunt you later. Moreover, the management appreciates a candid estimate of all problems so that they can be addressed in good time.

Format

The third virtue of a good report is the **right format**. Reports, as we saw above, can be sent in three formats: the memo format, the letter format and the manuscript format.

Objective

It is important to be objective. Don't let your personal feelings about things influence your analysis. For example, if you have been asked to submit a report on whether or not the Heritage Library should open a new branch at Patna, don't give a favourable report just because it happens to be your hometown.

Evidence

Lastly, provide solid evidence. Don't base your analysis on flimsy evidence. Do not make a recommendation based on a single piece of evidence, collect solid and irrefutable support for your analysis. If such support is not available and you still want to offer an analysis or a recommendation, say why. Normally, mere hunches are not acceptable reasons for recommendations.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

Answer these questions briefly.

- 1) Reports are said to be a management tool. What is this tool used for? Give examples.

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- 2) How are informational reports different from analytic reports?

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- 3) Name three types of informational reports.

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- 4) Define 'Accuracy'.

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16.4 STYLE, STRUCTURE AND ORDER

In this section, we shall discuss the style, structure and order of a report.

16.4.1 Style of a Report

We have discussed so far some qualities of a good report. For example, we said that reports in general should be brief and should be written in the right format. Further the informational content of the reports should be accurate (i.e. should be factual, should not leave out any facts and should be conveyed concretely), the analytical content should be objective, argued and well-supported with evidence. These virtues are, by and large, welcome in all reports. However, all the virtues of a good report cannot be laid down in absolute terms: i.e. in terms which would be applicable to each and every report irrespective of any other factors. In fact, a major virtue in a report is that it should be sensitive to factors like who initiates it (the writer on his own or on the authorisation of another person), who is going to read it and what his/her attributes are, what the subject matter of the report is, etc. For example, a report that is to be read by the top person in your organisation, whom you don't even know personally, cannot be written in the same style as a report which will be read by your immediate supervisor with whom you are quite friendly. Similarly, a report requiring detailed statistical information, would have to be presented in a different style from an X report and so on. It is the influence of factors like these on the style and structure of the reports that we will discuss in this section.

To keep the discussion simple and intelligible, we will confine ourselves to the six main affecting variables (i.e. factors which affect the choice of styles, structures, etc.) and the three main affected variables, as follows:

Affecting variables:

- 1) Who originates the report?
- 2) Who receives the report?
- 3) What is the subject matter of the report?
- 4) Where is the report to be sent: within or outside the organisation?
- 5) Why is the report being prepared?
- 6) How will the report be received?

Affected variables:

- 1) Degree of formality
- 2) Structure (or organisation)
- 3) Order (direct or indirect) or presentation

We will focus our discussion around the affected variables and trace the relationship of each one of them to the affecting variables.

16.4.2 Structure of a Report

A formal report has a basic structure. It has several parts of which the following six are the main ones. The structure of a report depends on a number of factors, such as the purpose of the report, the audience (do they belong to the same organisation or external are they especially internal or external), the convention followed by the organisation, the format prescribed by the organisation. However, any format chosen will usually have some or all of the following elements. This is especially true in the case of longer reports.

- 1) Title page
- 2) Abstract
- 3) Content page
- 4) Executive summary
- 5) Introduction
- 6) The body of the report
- 7) Conclusions / Recommendations
- 8) Bibliographical references
- 9) Appendices

A formal report will show all these parts and some others. Informal reports do away with many of these parts: most are without Synopsis and Appendices and some may also do away with Introduction and Conclusions. A Recommendatory Report retains the recommendation section. Certain kinds of informal reports retain Introduction and Conclusion. These reports can then be described as being more formal than the ones that do without them.

Given below are **details of the structure of a report:**

1) **Title Page**

The information that should appear on the title page includes:

- The title proper, including sub-title if any.
- Name of the organisation / department who has prepared the report, along with name and designation of the lead person.
- The Year (and month) in which the report is prepared.
- Name of the recipient organisation /department and designation of the person concerned.

2) **Abstract**

The abstract should present a very brief informative summary of the entire report. For that reason it should be written only after the report is written. The abstract should be brief having only one paragraph and not exceeding 250 words.

3) **Content Page**

As the name suggests, the content page will list all the numbered headings of chapters/sections, following the same sequence as in the report, with corresponding page numbers. The purpose of the content page is to help the reader to locate the section or part of the document which they want to read.

4) **Executive Summary**

The purpose of executive summary is very different from that of an abstract. While abstracts are brief, executive summaries are more detailed and aimed at a non-technical audience. Its focus is more the findings, conclusions and recommendations. Though an executive summary should stand on its own, it should not exceed more than two pages. Often recipients do not read the

whole report, they just read the summary, and if needed read certain sections of the report. So it is very important to make sure that the executive summary captures all the important findings in the report.

5) **Introduction**

The purpose, aim and scope of the report should be stated in the introduction. This section may also briefly describe the background to put the report in context. The background can also be a section on its own, instead of being part of an introduction. It should be a brief, not more than two pages and presented in a few paragraphs.

6) **Main Body**

This will be the main part of the report, and its structure will depend on the kind of report it is and the intended audience. It should give details of the methodology used, the samples taken, details of the analysis of data, and a section presenting the findings and comments on those findings.

7) **Conclusions / Recommendations**

It is in this section the interpretation of the results and conclusions arrived at are given. If the results were discussed with anyone else before arriving at the conclusions, mention it here. The conclusions should be listed in order of priority, the most important one first and the least important one last. The conclusion should answer questions such as the following:

What has the investigation shown?

How important are the conclusions for the organisation?

Where there any surprises, if so, what are they?

The recommendation / conclusions should be very specific, not vague statements, and should be closely related to the aims stated in the earlier section. If you are not happy with the conclusions, it should be mentioned. This section can also list the specific action points and where to go from here.

8) **Bibliographical References**

If any reference sources were used, it is necessary to list the details of those sources here, following international standards for citing references.

9) **Appendices**

It is better to include certain type of materials as an Appendix (e.g. tables, copy of questionnaires, etc.) instead of putting in the main body of the report.

In addition to these nine sections mentioned, some reports also may contain sections such as:

- Glossary
- Abbreviations
- Acknowledgments

Report Layout

Unlike in an essay or a piece of prose, it is important to use a proper layout, with sections numbered properly, in a report. The numbering system used to identify different parts of a report has great significance. The normal practice is to use one of the following two layout systems: decimal numbering or number-letter. Once a system is chosen, it is essential to use the same system throughout and consistently.

Decimal Numbering

Using decimal system for numbering content is very popular. The convention is to use the decimal system in the following way:

The main sections (level 1 headings)	1.0	2.0	3.0	4.0 (zero can be omitted)
Main divisions of sections (level 2 headings)	1.1	1.2	1.3	1.4
Sub-divisions of main divisions	1.1.1	1.1.2	1.1.3	1.1.4

Alpha-numeric System

Here a combination of letters and numerals are used to number sections, where the main sections are denoted by a single letter and the sections under it are denoted by numerals, as shown below:

The main sections (level 1 headings)	A	B	C	D
Main divisions of sections (level 2 headings)	A.1	A.2	A.3	A.4

Other Systems

Though the two systems mentioned above are the popular ones, writers often use other systems also, such as I, II, III, IV, V and a, b, c, d, e or any combinations of letters and numerals, e.g. 1.a, 1.b; I.A, IIA, and so on.

Such systems of numbering help the reader to gain a strong indication of the relatedness, and relative importance of the parts of the text.

16.4.3 Order of a Report

One can adopt a direct or an indirect approach to the presentation of the message in a report. How will a report be received? Anyone who submits a report has some idea of how the report is likely to be received by the audience: favourably or unfavourably? Is the audience going to be receptive or not? If s/he feels that the audience will be receptive, i.e. her/his report will be received favourably, s/he can adopt the direct approach; if s/he feels that the audience will not be receptive and the report may be received with skepticism, or if s/he has no idea whatsoever about the attitude of the audience, s/he will be safe using the indirect approach. Let us explain why.

By the **direct approach** we mean presentation of the main idea of the report (the main recommendation, finding, conclusion, etc.) at the very outset. The details, supporting arguments, justification or whatever else there is, follows the presentation of the main idea. The advantage of the approach is that the audience does not have to wait till the end to find out what your main conclusion or recommendation is. Once the main idea is clear to the audience, they find it easy to assimilate it and either agree or disagree with it. No one is left in any doubt. A report which follows the direct approach also creates a positive impression of the writer. The writer is shown to be sure of her/himself and not trying to hide her/himself in a maze of arguments or details.

However, this kind of report produces a positive effect only if the audience already has some confidence in the writer, e.g., in an authorised report. If you have just joined an organisation and this is your first report, and if the organisation also happens to be a status conscious one, you would be better off eschewing the direct approach and using the indirect one. In **the indirect approach**, you win the confidence of the audience gradually by presenting your arguments for the audience's evaluation one by one, and by building up, through a process of slow accumulation, an impressive array of argument and evidence before drawing your own conclusions and making your recommendations. The impression that you thus produce is that you have not pre-judged the issue, that you have not only been quite objective in collecting your evidence, you have also offered it for the reader's own inspection, along with all the facts. Even a hostile audience can be won over by an approach of this type.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

5) What are the affecting variables and the affected variables? What is the relationship between the two?

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6) What style of writing, formal and informal, would you use if the person who was going to receive your report was:

- a) Your friendly supervisor
- b) Chief Librarian
- c) A very status conscious Senior with whom you had only an official relationship.

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7) Arrange these sentences in order of formality from the most to the least formal:

- a) I say, let’s advertise the post right away.
- b) I recommend that the post be advertised immediately.
- c) I think we should advertise the post as soon as possible.
- d) The Chief Librarian is of the opinion that the post should be advertised without any further delay.

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16.5 EXAMPLE OF A REPORT: INTERNAL INQUIRY REPORTS

A library can be beset with various problems which need to be attended to immediately as they will affect its smooth running. It needs to look into problems related to book procurement and placement, customer satisfaction, employee satisfaction, salary structures, competition or problems related to all of these. When such problems arise, committees are appointed to study the problems and suggest solutions. The scope of each issue is defined as well as the time specified for the report to be submitted. In this section we will study a sample of this kind of report. It is an in-house report. The boxes on the left indicate the tense and grammatical forms used. The boxes on the left indicate the content. As you read, understand why a particular tense is used for a particular section.

	LETTER OF TRANSMITTAL	
	28 February 2...	
Address	Mr. Saurabh Kumar Senior Librarian Biblio Library Mumbai	
Present Continuous	Dear Sir, I am submitting the report compiled by the Special Committee appointed by you to examine the causes of growing customer dissatisfaction with the services of Biblio Library.	Topic
Present for future indication	I hope that the recommendations of the Committee will help us set right the problems raised by members of the library as we as the employees. These will help our library be back on the right track.	
	Yours truly, Beni Kumar Assistant Librarian	

REPORT ON
GROWING CUSTOMER AND EMPLOYEE DISSATISFACTION

Submitted to
 Mr. Saurabh Kumar
 Senior Librarian
 BIBLIO Library,

by
 Beni Kumar
 Assistant Librarian, Delhi
 28 February

Title

Senior official

Person responsible for the study

Language focus: A report is written **on** something.
 A report is submitted **to** someone **by** someone.

EXECUTIVE SUMMARY

A Special Committee consisting of five members appointed by the Chief Librarian inquired into the causes for growing customer and employee dissatisfaction that have plagued BIBLIO Library for a year now.

Surveys and interviews indicated that customer complaints were related to poor maintenance of books, lack of information on the library website, delay in getting the latest editions of journals and magazines, and poor in-library service.

The staff response to the above complaints was that it was a result of understaffing, long working hours, low wages and weak communication channels between the employees and the management. Poor service was also the result of insufficient procurements and stocking and lack of communication between the employees and the management.

Recommendations include increase in compensation, rationalising working hours, open channels of communication between staff and customers, management and operations.

Past

Present Perfect

Past

Past

Present

Purpose

Data collected

Feedback from staff

Recommendations

TERMS OF REFERENCE

The following were the members of the Special Committee, set up by the Chief Librarian, to investigate the reasons for increasing customer and employee dissatisfaction at BIBLIO Library:

- Mr. Saurabh Kumar, Senior Librarian.
- Mr. Pranav Sudhir, Assistant Librarian (Collection & Maintenance)
- Ms Christine Thur, Assistant Librarian (e-library)
- Mr. Akhil Singh, Assistant Librarian (Periodicals and Journals)
- Mr. Beni Kumar, Assistant Librarian

The committee was asked to study the reasons for the customer and employee dissatisfaction during the year 20xx – 20xx. They had to examine the customer complaints and employee responses and submit its report to the Chief Librarian by March 5, 2....

Sign-posting listing

Past
Passive

BACKGROUND

Biblio Library was established in 2001. Being a centrally located public library it soon became a regular haunt of the city's bookworms. However, lapses in the services have resulted in several complaints from the library members.

Growing discontent among the employees has been noticed which in turn has adversely affected their performance. The Committee was appointed to look into the causes for this through direct interaction with the library members and employees with a view to getting the library back on rail.

Discussing issues and giving reasons for the study

Past

Present Perfect

Present Perfect

Past

OBJECTIVES

- To study
- a. customer discontent
 - b. employee behaviour and
 - c. and recommend remedial measures

To+verb

PLANNING

A preliminary meeting of the committee was held on August 7, 20... to decide upon the modalities of the inquiry.

It was decided that five representatives including the Senior Librarian, Assistant Librarian (Collection & Maintenance), Assistant Librarian (e-library) and Assistant Librarian (Periodicals and Journals) will be part of the Committee. Ten representatives of the Employees' Union would also be invited to attend a meeting to understand the employees' perspective of the problems on Aug 15, 2...,

Survey questionnaires would be distributed to 100 members of the library to obtain information regarding the library services. Long-standing members would be identified and contacted personally or via telephone.

Step 1

Decision a

b

c

Past passive

Modal verb in passive to indicate future

The responsibilities were divided among the Committee members as follows:

Senior Librarian: Overall Coordinator

d Assistant Librarian ((Collection & Maintenance): Reasons for poor maintenance of the books.

Assistant Librarian (e-library): Reasons for the problems in the library database.

Assistant Librarian (Periodicals and Journals): Reasons for delay in getting the latest editions of journals and magazines

Assistant Librarian: Reasons for discourteous behaviour by employees, lack of motivation

The entire process would be completed by February 1, 2.... and the report submitted by February 28, 2...

PROCEDURE

Past passive	A series of 5 meetings was held with the staff to gather first-hand information on the various aspects of operational difficulties once a month.	Step 2
Past passive	The meetings were held in a democratic manner to allow for free and frank expression of views.	
Past passive	Survey forms were distributed to 50 library members and detailed information regarding various service aspects was gathered.	Step 3
Past passive	The findings are reported in the next section.	Step 4

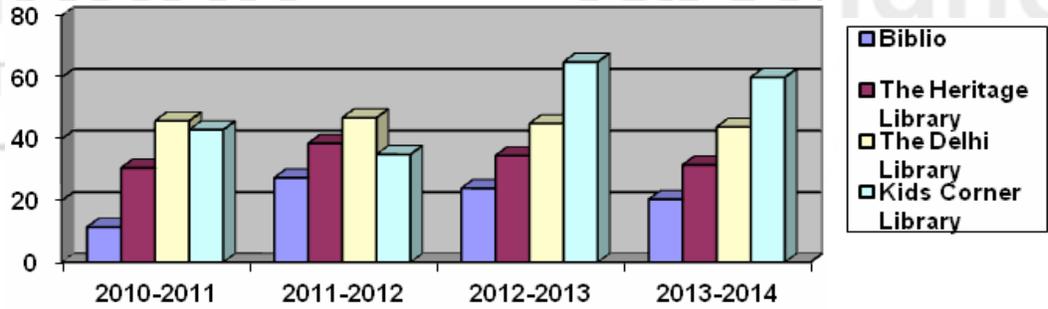
FINDINGS related to employees

Sources: meetings, interactive sessions, personal investigation.

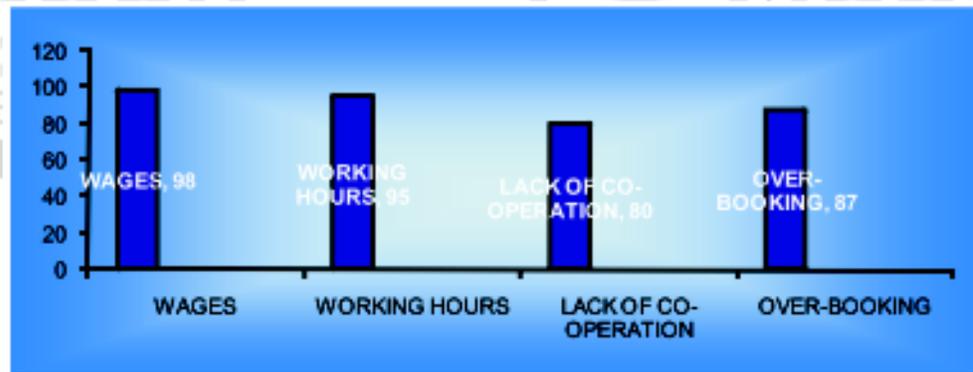
The major reasons of employee dissatisfaction:

Present perfect	The employee wage structure has remained the same for the past five years. The employees want an increment in their wages.	Finding 1
		Signposting
		Point a
Present perfect	The library does not compensate for overtime when employees stand in for absentees. Facilities for pick-up and drop of staff have become very irregular resulting in late reporting for duty and leaving later than duty hours.	b
Present	BIBLIO Library management adopts a very stiff and unsympathetic attitude towards employees' personal problems. There is no one to go to when there is a crisis.	c
Present	Lack of proper communication between the management and the employees results in poor coordination of the library activities.	d
		e
Present	All these problems affect the overall performance, motivation and skills of the employees resulting in angry outbursts and discourteous behaviour with the library members. This has been detrimental to Biblio Library's public image.	Summary

Graph showing the comparative average wage structure of four private libraries in the city:



Graph showing the percentage of dissatisfaction of employees about various issues:



FINDINGS related to library members.

Sources: questionnaires, personal investigation by Mr. Pranav Sudhir and Ms. Christine Thur

Present

The following are the major problems faced by the library members:

Past passive

Poor maintenance of books: Books were often found in a bad state. Missing pages and torn covers were common. In addition to that they were not arranged properly, making it difficult for members to find the books.

Present

Non-availability of latest editions of journals and periodicals: Often the latest editions of the various academic journals as well as periodicals are not available for issue. Sometimes certain issues would be available only after several months of publication.

Past

Lack of information on the library database: The library website is not updated regularly. Some of the links were also not functioning properly.

Lack of courtesy: Members reported several instances of indifference and curtness by library staff when they were approached for help with problems.

Findings II

Signposting

a

b

c

d

RECOMMENDATIONS

On the basis of the above findings, we recommend the following:

- 1 A 5% increase **in** wage structure and allowances.
- 2 Rationalization **of** working hours. Compensation **for** overtime.
- 3 Intensive training programmes for the employees in people relations management.
- 4 Open communication systems between management and employees.
- 5 Training the library staff in proper cataloging and maintenance of books.
6. Ensuring that there are weekly meetings to review if the library databases are up-to-date and that the latest issues of periodicals and journals are in place.

Nominalised Constructions

Notice prepositions following subjects

Link with previous section

List of recommendations a, b

c

d

e

CONCLUSION

The committee suggests an immediate implementation of the recommendations.

It suggests that BIBLIO Library should concentrate on arriving at earliest possible solutions of the problems at hand.

Present

Future indications

Summary statement

Self Check Exercise

- Note:** i) Write your answers at the space given below.
- ii) Check your answers with the answers given at the end of this Unit.
- 8) Summarise the above detailed report as a letter.

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9) What is the purpose of this report?

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10) What are the functions of each section?

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16.6 LISTENING COMPREHENSION: SOME TIPS ON PRESENTING A REPORT

Self Check Exercise

11) Listen to some tips in good report presentations. Tick the tips that are mentioned by the speaker. Put a cross against those that are not. You may play the CD provided and listen to the audio as many times as you require. Please note that the text of the audio has been provided in the answers section.

- 1) A report is not something totally set apart from other forms of writing.
- 2) It is important to use a distinctive style in writing a report.
- 3) The language of a report needs to be lucid, direct and economical.
- 4) The author of the report needs to put himself/herself in the background so that the subject gets the primary attention.
- 5) Don't put more than one important idea under the same heading and sub-heading.
- 6) Allow adequate space between the elements of your report.
- 7) It is better to use formal language only.
- 8) Do number each page.

- 9) A good report shares the background with the speakers.
- 10) Label the tables, graphs etc in a report.

16.7 GRAMMAR: REDUCED RELATIVE CLAUSES

Adjective clauses can also be **reduced** to **phrases**, which modify the noun, without changing the meaning of the sentence.

Let's look at the rules for reducing adjective clauses used as **subject of the clause**.

- 1) Omit the relative pronouns **who, which, that** and the **be** form of the verb (is, was, were, etc.)

Example:

- a) A report is a formal written document on a particular function or an operation which is carried out at the workplace.
- 2) In adjective clauses that do not contain the verb **be**, it is often possible to drop the relative pronoun, and change the verb to its **-ing** form.

Examples:

- a) IIC members **who have their library tickets** may borrow books.
- b) IIC members **having their library tickets** may borrow books.
- 3) Some adjective clauses can be reduced to **appositive phrases**. An **appositive phrase** is simply **placing one noun or noun phrase next to another, with a comma between them**.

Examples:

- a) Mrs. Gupta, **who is our MD**, is very fond of parties.
- b) Mrs. Gupta, our MD, is very fond of parties.

Self Check Exercises

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

- 12) Which of the following phrases can be considered 'reduced' versions of relative clauses?
 - i) The lady in the front row
 - ii) The worker in the street
 - iii) The voice of authority
 - iv) The destruction of the habitat
 - v) The point to consider
 - vi) The proposal discussed during the meeting
- 13) First pick out the adjective clauses. Then change the adjective clauses to adjective phrases or appositive phrases.
 - i) Mr. Anil Kumar is the new Chief Librarian who is in-charge of the Delhi Library.

- ii) The employees who are in Mr. Kanwar’s library are having a great time.
- iii) Mr. Kumar has written books which are used in colleges all over the country.
- iv) He’s just completed a new book which is *Working in a Library Can Be Fun*.
- v) Library Science, which is a difficult subject, is made interesting and entertaining by him.

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16.8 SUMMARY

In this Unit, we made you aware of various formal aspect of a report. While writing report, it is important to keep the audience in mind: the content, format, structure, etc. will depend a lot on that factor. Grant making organisations will normally have their own prescribed format for reports, and it is necessary to follow that format. If any does not have such formats, one should arrive at a format using elements described in this Unit. For internal reports too, one need to understand the type of format popularly used in the organisation, and follow that. Whatever format is used, it is most important to ensure that report is perfect in every respect.

16.9 ANSWER TO SELF CHECK EXERCISES

- 1) Reports are used for collecting information about what is going on at the lower levels in an organisation. For example whether organisation policies are being implemented, organisation targets are being met, etc.
- 2) Informational reports convey only information; analytical reports also include analyses of the information.
- 3) Progress reports; periodic reports, narrative reports
- 4) Accuracy means three things. 1) Tell it as it is. 2) Tell it concretely. 3) Tell it all.
- 5) Affected variables describe certain characteristics of reports; affecting variables describe the factors which determine in what form or degree these characteristics will be manifested in the reports. They, thus, have a cause-effect relationship.
- 6) (a) Informal (b) formal (c) formal

- 7) d-b-c-a
- 8) Do it yourself.
- 9) Do it yourself.
- 10) Do it yourself.

Text for listening:

- The language of a report needs to be direct, lucid and economical.
- Select good typeface and type size and use these consistently throughout the report.
- Use distinctive styles for headings and subheadings.
- Don't put more than one important idea under the same heading or subheading.
- Allow generous spacing between the elements of your report.
- Highlight enumerated parts of the report by the use of dot points or numberings.
- Number each page.
- Provide header and/or footer to make the report look professional.
- Use consistent and appropriate formatting.
- It is better to use formal language only.
- Label tables, figures, graphs, illustrations, maps etc for clarification and cite the source.

11) Do it yourself.

- | | | |
|--------|---|-----------|
| 12) i) | The lady in the front row | 'reduced' |
| v) | The point to consider | 'reduced' |
| vi) | The proposal discussed during the meeting | 'reduced' |

13) Adjective clauses:

- i) who is in-charge of the Delhi Library.
- ii) who are in Mr. Kanwar's Library
- iii) which are used in colleges
- vi) which is *Working in a Library Can Be Fun*.
- vii) which is a difficult subject,

Adjective phrases or appositive phrases.

- i) Mr. Anil Kumar is the new Chief Librarian of the Delhi Library.
- ii) The employees in Mr. Kanwar's library are having a good time.
- iii) Mr. Kanwar has written books used in colleges all over the country.
- iv) He's just completed a new book *Working in a Library Can Be Fun*.
- v) Library Science, a difficult subject, is made interesting and entertaining by him.

16.10 REFERENCES AND FURTHER READING

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UNIT 17 QUESTIONNAIRE METHOD

Structure

- 17.0 Objectives
- 11.1 Introduction
- 17.2 Questionnaire Method: Definition
- 17.3 Questionnaire Construction
 - 11.7.1 Types of Questionnaires
 - 11.7.2 Types of Questions
 - 11.7.3 Use of Scales
 - 11.7.4 Precautions
- 17.4 Pretesting of Questionnaire
- 17.5 Distribution of Questionnaire
- 17.6 Response Rate
- 17.7 Advantages and Limitations of Questionnaire Method
- 17.8 Summary
- 17.9 Answers to Self Check Exercises
- 17.10 References and Further Reading

17.0 OBJECTIVES

After reading this Unit, you will be able to:

- understand the meaning of questionnaire;
- state the methodology of its construction;
- learn the technique of preparing and pretesting the questionnaire and the precautions to be taken;
- elucidate the administration of questionnaire distribution and collection;
- identify advantages and limitations of questionnaire method; and
- comprehend the emerging trends in this field.

17.1 INTRODUCTION

In the field of Library and Information Science, survey research is heavily used in exploring the user information needs and use patterns. In order to strengthen the information resources and services in the libraries the researchers conduct surveys. These library surveys are attempted to gather data for investigations and to know the characteristics of users, their needs, etc.

In survey research, the data is gathered by using three types of methods: Observation, Interview and Questionnaire. In this Unit we will learn the technique of preparing questionnaire, its distribution, advantages, limitations and emerging trends in this area.

17.2 QUESTIONNAIRE METHOD: DEFINITION

Questionnaire is an instrument of data collection. The researchers most commonly use this method for collecting data. In order to gather data on a particular research topic, the researcher lists the questions to which s/he requires answers. The list of questions arranged in some order is either given personally, or sent / mailed to the target population.

A questionnaire is a set of written questions for respondents to answer. These answers become primary data for investigation. According to Krishan Kumar (1992) “a questionnaire is a written document listing a series of questions pertaining to the problem under study, to which the investigator requires the answers”. Schvaneveldt (1985) defined questionnaire as “a data-gathering device that elicits from a respondent the answers or reactions to printed (pre-arranged) questions presented in a specific order.” Questionnaires are often used in surveys as the primary data collection instruments.

17.3 QUESTIONNAIRE CONSTRUCTION

While preparing a questionnaire, caution must be taken in selection of questions and variables so that the researcher could receive accurate answers to the issues that a researcher wants to explore. The purpose of this type of data gathering technique is to obtain valid and reliable information so that smooth investigation can be conducted and the hypothesis can be tested. It is essential for the researcher to have a clear understanding of the problem under study. Hence, s/he needs to review the related literature before finalising the contents of the questionnaire.

Often you may require a covering letter to validate the authenticity of your research. The covering letter explains the identity of the researcher, the objectives of the research. It also includes the need for questionnaire to be addressed to the respondent. It should tell the respondents what use will be made of the results and precisely what will happen to their answers. Hence, a covering letter, requesting the respondent for cooperation should explain the purpose of the questionnaire, while ensuring the confidentiality of their answers. This assurance will motivate the respondents to express their views freely.

Please find below a specimen copy of the covering letter is given:

For Private Circulation Only

Questionnaire

Impact of the Internet on Scholarly Communication of Social Scientists of Central Universities in Delhi

Dear Respondent,

I am conducting a research on the impact of Internet on scholarly communication of social scientists. In this connection I have designed a questionnaire to get the responses of social scientists. I request you to spare some of your valuable time in filling in this questionnaire. The answers will be kept confidential and will be used for the purpose of research only.

Please find enclosed the questionnaire and a self addressed stamped envelope. You are requested to fill the questionnaire and post it within a week. Your cooperation in this regard will be highly appreciated.

With thanks

Yours sincerely,

Name and address of the Researcher

Only those types of questions should be asked which the target population can understand and has the knowledge to answer them. Williams (1997) is of the opinion that researcher should conduct some fieldwork with the target group in the form of interview or observation work. This in turn assists the researcher in knowing the pulse of the sample and also their reaction to a particular section of the questionnaire.

In the mailed questionnaire stamped self-addressed envelope should be provided. Reminders should be sent two to four weeks after posting the initial questionnaire.

Let us look at some of the steps that should be followed in constructing a questionnaire and writing the final report.

Steps to be followed in questionnaire construction and writing the report:

- 1) Determining the scope of the questionnaire.
- 2) Deciding the type of questions (close ended or open ended) to be asked.
- 3) Preparing the draft questionnaire.
- 4) Pretesting the questionnaire with a sample population.
- 5) Revising the questionnaire according to the suggestions received.
- 6) Distributing of the questionnaire to the actual sample.
- 7) Sending reminders to the population under study.
- 8) Receiving the responses.
- 9) Analysing and interpreting of the data received.
- 10) Writing the report.

Length of the Questionnaire

There is no prescribed length for a standard questionnaire. However, there is a belief that if the questionnaire is too long its response rate drops. Length of the questionnaire depends on the topic of the research problem and size of the target population. The response rate may vary according to the type of clientele as well. The length of the questionnaire must definitely take into consideration the cost and the willingness of the target population to answer. Hence, a general statement about the length of questionnaire cannot be made.

Questionnaire is not simply listing of relevant questions on a subject. The researcher must know what is the objective of the research undertaken and what type of questions to ask. Questions should be such which will elicit the required information.

Guiding Principles to be followed in the questionnaire:

- 1) It should be self-explanatory.
- 2) Questions should be restricted to close ended as opened ended questions could receive vague and incomplete responses, which are difficult to interpret.
- 3) Less number of questions in the questionnaire helps in receiving high response rate.
- 4) Attractive layout of the questionnaire is necessary. It helps in completion of the questionnaires.
- 5) Proper instructions should be provided to the respondents in filling up the questionnaire.

Self Check Exercise

- Note:** i) Write your answer in the space given below.
ii) Check your answer with the answer given at the end of this Unit.

1) Explain why length of a questionnaire determines its response rate.

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2) Why covering letter is necessary in a mailed questionnaire?

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17.3.1 Types of Questionnaires

Mc Kornam (1996) categorized questionnaires into three types: i) Mailed questionnaire ii) Group administered questionnaire iii) Personal contact questionnaire.

First of these three types is a postal questionnaire. Williams(1997) calls this type self-completion questionnaire. This type has a pre determined set of questions. The respondents are provided with self-addressed stamped envelope to return within two to four weeks after posting the questionnaire. This type of questionnaire contains a covering letter, which explains the purpose, objectives of the research. It also requests the respondent for co-operation and assures them of confidentiality of their answers. This type of questionnaires costs less compare to other types. Respondents can take their own time in filling it. The advantage of this type is that it covers a wider geographical area. The biggest disadvantage of mailed questionnaire is low response rate. While most of the questionnaires return after two weeks, some may even return after two months adding to the time and cost of data collection. Mailed questionnaire may be filled by someone other than the respondent. The answer may also be incomplete; incomplete questionnaire sometimes pose a serious problem at the time of analysis of data.

The second type is group-administered questionnaire. In this method the respondents gather at one place and complete the questionnaire. This type of method is basically used by the teachers to gather data on any research query. In the third, category the researcher and the respondents come together and questionnaire is filled in the presence of the researcher or by the researcher.

17.3.2 Types of Questions

What type of Questions should be included in the questionnaire for survey research? There is no unanimity on this issue. Each type has its own advantages and disadvantages. Numen (1997) asserts: “The crucial issue is not which form is best. Rather it is under which conditions a form is most appropriate”. The choice of questions also depends upon the topic of research, the target population, etc. Survey questions can be grouped into two categories i.e. open ended and close-ended questions.

Open Ended Questions

Open-ended questions give liberty to the respondents to express their views. They give tremendous freedom to the respondents to answer according to their interpretation. Given below is an example of an open-ended question.

Example of Open Ended Questions:

Can you suggest some ways to further improve the use of Internet in your research?

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Advantages of Open Ended Questions

- Unanticipated answers can be obtained from the respondents.
- Researcher can get the real views of the respondents.
- Respondents can give their views in their own language reflecting creativity, self expression and richness of detail.
- Such answers reveal the logic of the respondents.

Disadvantages of Open Ended Questions

- Responses can be vague, irrelevant or not to the point.
- Many interpretations of the same question may not lead to valuable analysis.
- Coding of the responses is not possible.
- Respondent needs more time to answer.
- More space is required for answers in the questionnaire.
- Respondents may use different terms for the same concept.

The responses to open ended questions are difficult to analyse but not impossible. The researcher has to carefully study the responses and put them in different categories. This process may be very time consuming.

Close Ended Questions

Close ended questions are best suited for large-scale surveys. They are easier and quicker for the respondents as well as for the researcher. The Close-ended

questions in the questionnaire may sometimes suggest strange results. This problem can be overcome by taking interviews, which can supplement the information on the close ended questions.

There is another problem faced by the researcher while formulating different choices for a particular question. If the choices are less the desired results cannot be achieved. If the choices are too many, it may confuse the participant and appropriate answers cannot be received.

Close-ended questions are provided with a list of accepted answers. A respondent has to pick and choose the right answers. The responses chosen by respondents may be best suited to them but they may not be the correct answers. There is a possibility that the list of alternative answers may not be sufficient for the respondent, hence, limiting his/her options. Given below is an example of a close-ended question.

Example of Close Ended Question:

Given here are some reasons with regard to dissatisfaction with the current state of Internet based resources. Rank your answers by 1,2,3..... etc. Rank no. 1 is for the highest.

- There is dearth of research resources on the net _____.
- Instability of e- resources_____.
- Difficulty in verifying the authenticity of information on the net _____.
- The state of Indexing and Search engines not helpful _____.
- Lack of standardization _____.

Paul Burton further classifies the close ended questions into single choice or multiple-choice questions.

Example:

Single choice question:

Gender: Male Female

Multiple-choice question:

Which of the following computing skills do you have?

Word processing Internet browsing E-mail etc.

Database searching Power point

Any other please specify

Advantages of Close Ended Questions

- Cost effective.
- Answers of the respondents can be compared.

- Easy for respondents to answer.
- Easy to code and tabulate.
- Performance of the respondents is more reliable.
- Researcher can also reliably interpret the answers.
- Sensitive questions can be properly answered.
- Less number of confused answers.
- Less knowledgeable persons can also answer.
- With limited number of answer options, the possibility of getting enough responses to the options or categories may be useful for analysis.

Disadvantages of Close Ended Questions

- Ideas of the researchers are imposed on the respondents.
- Less knowledgeable can also answer due to the availability of multiple choices.
- It is possible that respondents get frustrated by not getting the desirous options of their choice.
- Multiple choices from the researcher may be confusing for the respondents.

The disadvantages of both types of questions can be reduced if there is a judicious mix of both the categories in the questionnaire. Most of the questionnaires mix these two types. Open and close-ended types of questions are required to get facts or opinions of the respondents. Which type of the questions will be adopted will depend on various factors. For quantitative data, factual questions are required. In this case close-ended questions will suit the most. For qualitative data the open-ended questions are required though they are less easy to categories and less amenable to computer techniques.

Framing of Questions

Before framing the questionnaire the researcher has to review the literature on the area to determine the type of questions to be asked. Flower (1987) has suggested four queries to be addressed before finalising a question in the questionnaire.

- 1) Is this a question that can be asked exactly the way it is written?
- 2) Is this a question that will mean the same thing to everyone?
- 3) Is this a question that people can answer?
- 4) Is this a question that people will be willing to answer, given the data collection procedure?

Terminology and jargon play a very important role in obtaining relevant responses. The researcher who is immersed in the subject sometimes forgets the target population's limited knowledge to understand the terms. Paul Burton suggests that to overcome the problem of use and relevance of technical terms, pretesting the questionnaire is essential. Pretesting may also help in eliminating ambiguity in the questions. For example, questions on frequency of use, visit to the library, etc. should not use the terms like 'Frequently', 'Often', and 'Occasionally' as the users may interpret these terms differently.

While drafting close ended questions, the researcher has to decide the inclusion of negative answers, like *not sure, not at all, do not know*, etc. There is a possibility that the target population finds it easy to just strike these choices without trying out other options. If such a choice is not given, the respondent would definitely choose some other option. Hence, it is advisable not to include negative options in the close ended questions.

Sensitive questions should also be avoided. Precaution must be taken in choosing controversial, emotional words. The choice of words should be such which increases willingness on the part of the respondents to answer as well as increases the response rate for the questions. High technical jargon, confusing words, words with multiple meanings also cause hindrance.

Sequence of Questions

Questions in the questionnaire should be arranged or grouped in logical sequences. Questions should be arranged in such a way that they do not scare the respondent but make him/her comfortable in answering/responding. Questionnaire should start with general but relevant questions and then moves to the specific ones. It helps to set the logical flow in the questionnaire. Similar questions may be put together in a group or section. For example, Question nos.1 to 10 deal with the use of library sources and services. This type of instruction helps the respondents to understand the grouping of questions. If the need arises, relevance of questions should be explained to the respondents. One can divide the questionnaire into three parts namely, opening part, middle part and end part. In the opening part the questions are basically on the personal background of the respondents. These questions also come under the category of demographic information; for instance questions on age, gender, qualifications, institution, contribution in the field, specialisation, etc. This category also involves questions pertaining to elementary information (relating to the topic of the survey), which helps in preparing the respondents' profile. The middle category involves questions directly concerning the topic of survey. The questions here are also organised in smooth and logical flow, which helps the respondents. The first question is related to the next one and so on. The questions on the first topic create the context within which the respondent moves on to the next without much hindrance. For example, if the users in a particular survey are asked about their awareness of library services or sources, the next question should be about the usage of library and services or sources, and this should be followed by the question on improvement of services or sources. Finally, the last portion of the questionnaire is basically loaded with open-ended questions on suggestions for improvement and their opinion on the research problem undertaken. The logical and proper organisation of questions helps in getting a completed questionnaire

Format and Layout of the Questionnaire

The format of the questions and physical layout of the questionnaire should be made attractive, neat and easy to follow.

Questions should be properly numbered, enough space should be given to write answers and spacing between questions should also be adequate. This will increase accuracy and completion of questionnaire. Questions whether mailed or distributed personally, should have attractive layout to motivate the respondents to answer. A polite covering letter with a sentence like *thank you for your*

cooperation is a must. The questionnaire should leave the respondent with the feeling that he/she is very an important component in the research project; his/her participation in the research is very much appreciated.

Consistency of format should be maintained. Close-ended question commonly use boxes, brackets tick mark or cross to facilitate quick responses. However, the researcher needs to use one type to maintain uniformity and consistency.

Examples of Question Format

Horizontal type:

What is the level of satisfaction for Internet search results? (Tick mark (✓) the answer)

High ——— Moderate ——— Low ———

Vertical type:

What is the level of satisfaction for Internet search results?(Tick mark(✓) the answer)

High _____

Moderate _____

Low _____

Example of Matrix Question Format

How frequently do you find information accidentally on the web? Tick mark (✓) the answers.

Methods	Frequently	Often	Sometime	Rarely	Never
Browsing websites	()	()	()	()	()
Following hyperlinks	()	()	()	()	()
Through cited works in the websites	()	()	()	()	()
Any other method please specify_____	()	()	()	()	()

Given below are examples of some 'response category' choices. The choices are adapted from Neuman (1997).

Excellent, Good, Fair, Poor

Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, Strongly Disagree

Regularly, Often, Seldom, Never

Always, Most of the Time, Rarely, Never

More Likely, Less Likely, No Difference

Very Interested, Interested, Not Interested

Self Check Exercise

- Note:** i) Write your answer in the space given below.
 ii) Check your answer with the answer given at the end of this Unit.
 3) Differentiate between open ended and close-ended questions.

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17.3.3 Use of Scales

The questions should be designed in such a manner that the answers could be easily and quickly analysed. Some of the questions involve simple calculation of number and percentage. To tackle other complex issues, scaling techniques such as rating scale and rank order scale should be used. Analysis of responses to such questions should be done on the basis of weighted averages.

Rating Scale

A rating scale is a measuring instrument that requires the observer to assign the rated object to categories or continua that have numerals assigned to them. This is perhaps the most used measuring instrument as they are easy and quick to use. Time required for administering and measuring response is shorter than many other instruments. As a consequence, it is less expensive. However, they “lack validity due to their proneness to constant or biased error. If used with knowledge, skill and caution, a rating scale can prove to be a valuable measuring instrument.”(Krishan Kumar,1992)

Rating scale can be of several types. The most usual is simply a form of precoded questions, e.g.,

Do you find the collection in your area of research in libraries you use adequate enough to meet your demands? Please tick mark (√) the appropriate columns.

Excellent?___ Very Adequate?___ Adequate?___ Inadequate?___ Poor?___

The number of categories affects the dispersion of answers. A variation on the verbal expression scale may be used to elicit the extent of agreements with various statements. It is a normal practice to have a range of five answers, from positive to negative, with a neutral mid-point. The above responses may be assigned weights 5,4,3,2,1 at the stage of analysis of data. Numerical rating scale is easy to construct and use. The numbers can be used directly for the purpose of statistical analysis.

The procedure of Likert scale essentially involves allocating scores to statements for which the respondents can select a range of responses from ‘very useful’ to ‘no use’. Example:

Do you consider conferences/seminars as useful sources of information? If yes, please indicate (tick mark (✓)) how useful they have been for your research work?

Very useful? _____ Useful? _____ Satisfactory? _____ Little use? _____ No use? _____

In this example, choices that are most favourable to the use of conferences are assigned the greatest weights, and the least favourable responses are assigned the lowest weights. In this method the weighted index has been created by multiplying the number of respondents with the numerical value assigned to all the scales (e.g., very useful = 4, useful = 3, satisfactory = 2, little use = 1, and no use = 0) and then dividing the product by the total number of respondents. Next the averages of all the variables in different scales are calculated according to weighted index and are rearranged according to the rank order.

The responses are assigned weights like 5,4,3,2 and 1 or 4,3,2,1 and 0 in a 5-point scale and 3,2, and 1 in a 3-point scale. A three-point scale is developed for the level of difficulty. The following Tables 17.1,17.2,17.3 clarify the point.

Table 17.1: Three-Point Scale

Scale	Weights		
	3	2	1
Level of Difficulty	High	Moderate	Low

Table 17. 2: Five-Point Scale

Scale	Weights				
	4	3	2	1	0
Frequency	Frequently	Often	Sometimes	Rarely	Never
Dependence	Solely	Most of the time	Often	Some extent	Not at all
Degree	Very useful	Useful	Satisfactory	Little use	No use

Table 17.3: Five-Point Scale

Scale	Weights				
	5	4	3	2	1
Adequacy	Excellent	Very adequate	Adequate	Inadequate	Poor

Rank Order Scale

Another rating scale used in the questionnaires is rank order scale. It is a simple and most useful form of scale. Here the respondent ranks a list of items in order of preference. This method “is far more economical in time and effort, on the part of respondents as well as investigators, particularly when a large number of items is involved.”(Line, 1981). Example:

Which methods would you adopt to find out the sources of information the library possesses on your topic of research? Mark 1,2,3, etc., indicating your preferences (1 stands for first preferences and 2 for second, etc.)

Table 17.4: Rank Order Scale

Methods	Order of Preference
Consult the Librarian	
Consult the Library Staff	
Consult Subject Bibliography	
Consult Subject Catalogue	
Searching the Shelves	

Self Check Exercise

Note: i) Write your answer in the space given below.

ii) Check your answer with the answer given at the end of this Unit.

4) What is a rating scale?

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17.3.4 Precautions

Preparation of a questionnaire is an art. It is an instrument for collecting data in survey research. If it is constructed properly half of the survey research is done. The researcher while constructing a questionnaire must take some of the precautions. Neuman (1997) has suggested the following points to be avoided while writing survey questions.

- Use of jargons, slang and abbreviations must be avoided.
- Ambiguity, confusion and vagueness have no place in a well-constructed questionnaire.
- Use of emotional language is not recommended; natural language makes the respondents more comfortable.
- Double-barreled questions should be avoided and each question should be asked for one specific aspect.
- Leading or loading questions must be avoided.
- The capability of the respondents should always kept in mind while framing the questions otherwise it will lead to incomplete questions or questionnaires with poor responses.
- Questions about hypothetical situations need not be asked.
- Questions about future intentions are not desirable.
- No question should have double negatives.
- Overlapping or unbalanced response options need to be avoided.

Busha and Harter (1980) suggest the following precautions “The investigators have a professional responsibility:

- a) To analyse carefully and understand their research problems;
- b) To state their questions clearly;
- c) To request only information that can be easily provided by respondents;
- d) To place emphasis upon brevity and economy, consistent with an adequate treatment of the subject;
- e) The objectives of questionnaire and the nature of needed data must be made clear;
- f) Respondent’s background, ability and knowledge must also be considered. If the respondent does not have adequate knowledge, it would be difficult to obtain valid data;
- g) Willingness of the Respondent must be ensured, otherwise questionnaire will not be of any value;
- h) Care must be taken to do away with unneeded or irrelevant questions. This may discourage the participants to answer the questions;
- i) With the help of a pre test, biased questions can be identified;
- j) Ambiguous questions must be avoided; and
- k) Questions that convey double meaning or pose two questions at once need to be enter eliminated or restated/reworded. These types of questions are called double-barreled questions.”

17.4 PRETESTING OF QUESTIONNAIRE

Survey research questionnaire act as an instrument for gathering data. It should be pre tested before putting it to actual use. Pre testing helps in further improving the questionnaire and works like a measuring yardstick, seeking perfection. Once the final questionnaire is printed then there is no room for corrections and improvement. If the researcher tries to make corrections it will be expensive as well as difficult. To pre test the questionnaire it has to be circulated to the sample population to receive useful comments and the researcher can revise accordingly. Pre test also includes verbal communication with sample population about confusing questions, difficult questions, over lapping categories, etc. In this method the sample first fills up the questionnaire and then discusses with the researcher on the unintelligible questions. Formal pre testing is an invaluable part of questionnaire design process. It is a learning process for the researcher as well. Pre testing helps the researcher in recording, simplifying, transforming some of the questions. The process generally involves drafting the questionnaire and discussing it with colleagues and also circulating it among the small sample of the population for whom the questionnaire is designed. This helps in removing any problem relating to clarity, understanding of technical or professional terminology, order of questions, etc. Paul Burton (1990) states, pretesting may therefore go through a number of iterations, but this is a necessary part of questionnaire design. Pretesting, also called pilot survey, is very much desirable to finalise the questionnaire. Krishan Kumar (1992) has also suggested that a

second pretest must be carried out with a revised questionnaire. He further observes that if some difficulties cropped up, another pretest might be required. Pretest also indicate the time required to fill up the questionnaire. It is a practice not to include the pretest sample to the actual population.

Self Check Exercise

Note: i) Write your answer in the space given below.

ii) Check your answer with the answer given at the end of this Unit.

5) Why pretesting is required before finalisation of questionnaire?

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17.5 DISTRIBUTION OF QUESTIONNAIRE

Questionnaire can be either distributed personally or through mail/ by e-mail/ Internet.

Each of the system has its own merits and demerits.

In Person:

Questionnaire can be distributed personally to the respondents. For example, if the researcher is surveying the use pattern of a particular library, then the questionnaire can be given at the time when users enter the library. If, by chance, the researcher does not find respondents there then it can be given to them personally at the place of work or at their residence.

Questionnaire can be sent by post to the target population with a self-addressed envelope stamped/pre-paid so that the respondents can return the filled questionnaire in time without any trouble. Mailed questionnaires should also accompany a covering letter stating the objective of the survey, requesting the respondent to fill it on time, etc.

In order to deliver the questionnaire to the respondents in person, a number of visits have to be made to their place of work, study or to the libraries, which they usually consult. As it is not possible to contact each of the respondents some questionnaires may be left with the library staff or with the department where they work or study with the prior permission of the librarian / authorities.

Through E-mail

Nowadays with the coming of the Internet connectivity it is possible to circulate the questionnaire through e-mail. In this method the respondents who have e-mail id as well as the Internet connectivity can receive and send the questionnaire as an e-mail attachment. This is a quick, easy and cost effective way of distribution

and collection of questionnaire. It can easily be extended or resent to respondents any time at any place. E-mail based questionnaire is easy to construct, distribute and manage the results. Through this method online surveys can be made available to any one with Internet connectivity.

The pre requisite of this method is the Internet connectivity and list of e-mail addresses of the respondents.

Web Questionnaire

There is another method of distribution and collection of questionnaire where the population is widespread, covering state, country, etc. making it difficult for the researcher to reach or meet the target population. In this method the questionnaire is put on the website. Whosoever comes under the purview of the survey can fill the questionnaire and submit it giving the required details. Web questionnaire also require a time frame to complete/submit. This type of questionnaire also has a set of respondents, for example, if the survey is on the “Use of Search Engines by the Central University Teachers of India in the field of Indian Politics” only the Central University teachers of India should fill up the Questionnaire. It has the same layout, open as well as close ended questions. The close-ended questions can be filled up with the help of mouse click. For open-ended questions the respondents can simply type the answer and after completion, the questionnaire can be submitted. A specimen of web questionnaire is given below for your information.

Designing of web – based questionnaire

It should be designed in such a way that attracts the respondents to fill and submit it. Here also the length should be restricted to achieve high response rate. Only those questions should be included which are important and meaningful to the research. It is advisable to use clear and specific wording for the questions. Reassurance should be given to the respondents regarding the privacy measures taken for their answers.

Advantages and disadvantages

The researcher gets answers from a large, widespread population. With this size of the population, the old data analysis methods may not be suitable. It is for the target population to access, fill and submit. The data may be accessed in a short span of time. It is easy, fast and inexpensive. Researcher is free from the trouble of collecting properly filled questionnaires. For example, if a respondent fills a question wrongly, outside the defined range of answers or s/he misses some of the questions: the web-based questionnaire program can detect the error and direct the user to answer the particular question again and then submit. The data received from the web-based questionnaire is automatically validated.

Some of the disadvantages are as follows:

This type of questionnaire may not successfully attract a representative sample of the population. Since the population is widespread, it is not possible for the researcher to personally contact them. Due to technical snags like server crash or browser freeze, a lot of data may be lost. It is advisable to keep such questionnaire small. If it has a number of pages, the respondent has to submit the answers page wise. If a web-based questionnaire has six pages and after filling up five pages the server crashes, in such a situation the data of those five pages already submitted may be captured. There is a possibility that after submitting the questionnaire an error message occurs in front of the screen and the respondent may not fill it again. To overcome such a situation, it is necessary to test and retest the questionnaire. Alternatively the web program should have a very soft and humble error message, which prompts the respondent to return and fill it.

Self Check Exercise

- Note:** i) Write your answer in the space given below.
- ii) Check your answer with the answer given at the end of this Unit.
- 6) State the advantages of web-based questionnaire.

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17.6 RESPONSE RATE

Response rate in survey research is very crucial. Different types of surveys have a different response rate. For example, very high rate of response is required for census survey. If the researcher fails to get adequate response then there is a need for introspection. The reasons may include: i) the target population at the top-level may not answer due to time constrain, ii) difficulty in approaching the scattered respondents, iii) respondents refuse to answer due to ignorance of the topic under research, iv) lengthy questionnaire or the use of highly technical language discourages the respondents, v) if the questionnaire seeks more views from the respondents they get conscious of their privacy and may not like to reveal their opinion.

A researcher can increase the response rate to a point by contacting the respondents frequently, on the phone or by mail or by meeting him/her personally. The researcher may have to make repeated visits or may send soft reminder letters periodically persuading the respondents to return the completed questionnaire. If the questionnaire is short and simple, it generates a good response. Timing of the distribution is also important in getting responses. If teachers or students are given the questionnaire during vacations or weekends, it will generally yield higher response.

A polite reminder letter along with another copy of the questionnaire should follow two weeks after the specified date of return the questionnaire. A second copy is required because there is a possibility that the respondent has misplaced the questionnaire. Researcher should be polite and patient while distributing and reminding or receiving the questionnaire.

17.7 ADVANTAGES AND LIMITATIONS OF QUESTIONNAIRE METHOD

Let us look at some of the advantages of the questionnaire method:

- Easier and quicker to collect data. Through this method large amount of data can be generated in a short span of time.
- Direct responses can be obtained.
- Information received is quantifiable. Quantitative as well as qualitative responses can be procured. Back ground information of the respondents, which is otherwise difficult to obtain, could be collected.
- Empirical data can be collected.
- It is cost effective.
- Response from a large population can be received covering a wide geographical area.
- High rate of response can be generated from an educated population.
- Respondents get a chance to prepare and revise their answers before finally answering the questionnaire.
- Researchers also get a chance though pretest to revise the final questionnaire.
- Responses are easy to analyse and tabulate.
- Questionnaire method provides the respondents to express their views on any given topic freely.
- Questionnaire has a fixed format with a given number of questions. This helps in eliminating variation in the questioning process.

Limitations of the Questionnaire Method:

- Difficult to receive adequate response rate. People often do not return the questionnaire on time.
- Reliability of data can be questioned.
- Truthful answers cannot be ascertained.
- It is a time-consuming activity, which includes preparation, pretest, revision, distribution and sending reminders adding to time and cost of data collection.

- Incomplete answers also cause problem during the analysis stage.
- Researcher cannot observe the respondents reaction at the time of filling up of the questionnaire.
- The questions can be wrongly interpreted which can affect the analysis.
- Assumptions of the researchers for certain things may prove opposite to the respondents perceptions.
- Technical jargon/ professional terminology may play havoc for the respondents. It may be possible that the questionnaire is returned with substantial number of unanswered questions.
- Complex worded questions also fetch poor results.
- There is a possibility that the questionnaire may be biased. It may not have included certain important questions, due to the preference of the researcher.
- Verification of the accuracy of the responses received from questionnaires might be difficult.

17.8 SUMMARY

Paul Burton has very rightly said: “Properly designed and analysed questionnaires can be a rich and reliable source of research data, both quantitative and qualitative”. Hence, proper attention has to be paid to carry out a questionnaire survey. If not done properly, it may lead to misleading results.

This Unit has described the method of construction of questionnaire. It has also highlighted the type of questions to be asked and precautions to be taken while listing the questions. Merits and demerits of asking open and close-ended questions have also been discussed. Questionnaire is an effective tool to gather both quantitative as well as quantitative data in survey research.

17.9 ANSWERS TO SELF CHECK EXERCISES

- 1) What should be the length of the questionnaire has been debated for a long. There is a belief that if it is lengthy, the respondents may not fill the questionnaire and leave it incomplete, resulting in low response rate. If the questionnaire has less number of questions there is a possibility of getting high response rate.
- 2) Covering letter explains the objective of the survey and it requests the respondents to fill the questionnaire. The researcher through this letter assures the respondents the confidentiality of their answers and the usage of data for research purpose only.
- 3) Open ended questions are those questions where the respondents give answer in their own language. They freely express their views and answer according to their interpretation. These questions are also called unstructured questions. Close-ended questions are structured questions. Every question has a number of alternate answers. A respondent has to select one answer. These questions are also called precoded questions.
- 4) Rating scale is a measuring tool that requires the observer to assign the rated object to categories or continuum that have numerals assigned to them.

- 5) Pretesting as the name suggests is a process of finalising the questionnaire before putting it to actual use. It is essential as it alerts the researcher to the weaknesses, trouble points, and ambiguity in the questions. After pretesting, the researcher revises it and circulate it to the target population.
- 6) Web-based questionnaire has an advantage over printed questionnaire. The former can be distributed and received back from the large, widespread population automatically. The answers can be validated. It is easy, quick and inexpensive.

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