



Uttarakhand Open University, Haldwani

BBAN-302

School of Management Studies and Commerce
Business Communication



Block I: Concept of Communication

Block II: Written Communication

Block III: Verbal Communication

Block IV: Non Verbal Communication



Block – I

Block Title- Concept of Communication

Block - II

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Block – III

Block Title- Verbal Communication

Block – IV

Block Title- Non-Verbal Communication

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Semester 3rd

Course Name- Business Communication
Course Credits: 4
Course Code: BBAN-302
Level: 200
Course Objective: The objective of this course is to cultivate effective communication skills oral as well as written in the students.

BLOCK I Concept of Communication

Unit I Communication: Definition, Need, Purpose and Process, Importance of Communication
Unit II Communication Networks, Directions of Communication, Types of Communication
Unit III Differences between Oral and Written Communication, Directions of Communication, Barriers and Gateways to Communication
Unit IV Cross Cultural Communications, Concepts of Culture, Functions and Impacts of Culture on Communication, Important Expression in Cross Cultural Communication

BLOCK II Written Communication

Unit V Principles of Business Communication, Process of Preparing Effective Business Messages
Unit VI Stages of Writing, Purpose of Written Communication in Professional Environment
Unit VII Types of Written Communication, Report, Proposals, Circulars, Memos, Noting, Agendas, Minutes and Drafting
Unit VIII Writing Letters, Business Letter Formats, Types of Letters, Telex Messages, E-mail Communication, Communication through, Internet

BLOCK III Verbal Communication

Unit IX Listening: Definition, Types and Levels of Listening; Keys to effective Listening
Unit X Effective Speaking: Essential Qualities of a Good Speaker, Appearance and Bodily Actions, Use of Voice, Use of Visual Aids
Unit XI Telephone Handling: Need for favorable voice quality, Listening vs. Hearing, Handling Verbal Complaints
Unit XII Barriers of Verbal Communications

BLOCK IV Non Verbal Communication

Unit XIII Classification of Non Verbal Communication: Kinesics, Proxemics, Time Language, Paralanguage, Physical Context
Unit XIV Body Gestures and Messages that are communicated through Gestures
Unit XV Grooming Standards, Impact of Body Language
Unit XVI Assertive, Aggressive and Passive Behaviors

Suggested Readings-

1. R.C. Sharma & Krishna Mohan: Business Communication & Report Writing, TMH, New Delhi.
2. Raman. S & Swami. R: Business Communication – A Practical Approach, Professional Publications, Madras.
3. Ramesh & Pattanashetti: Effective Business English & Correspondence.
4. Majumdar: Commercial Correspondence.
5. Urmila Rai: Commercial Correspondence.
6. Pink and Thomsan: English Grammar, Composition and Correspondence.
7. P N Reddy and Appanniah: Essentials of Business Communication.

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Note: The course titled as “**Business Communication- BBAN 302**” is a course offered in **04 or 03 Credits** by the School (**04 credits** shall be counted if the course is offered as a Major/ Minor course of study and **03 credits** shall be counted if the course is offered as Multidisciplinary/ Generic Elective). The learners taking this course in 04 credits will have to study for all the 16 units (as mentioned above), however, the learners taking this course as 03 credit course will have to study 12 units (*i.e.*, **excluding Unit no. 13 to Unit no. 16**) only. The learners of **04 or 03 credits** will be evaluated as per their performance in **16 or 12 units** (*i.e.*, excluding Unit no. 13 to Unit no. 16), **respectively**.

BLOCK 1
CONCEPT OF COMMUNICATION

UNIT 1: COMMUNICATION - INTRODUCTION, MEANING & DEFINITION

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Communication: Meaning and Concept
- 1.4 Historical Background of Communication
 - 1.4.1 Fayol's Contribution
 - 1.4.2 Barnard's Contribution
- 1.5 Definitions of Communication
- 1.6 Models of Communication
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- 1.7 The Communication Process
- 1.8 Functions of Communication
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- 1.10 Types of Communication
- 1.10 Summary
- 1.11 Glossary
- 1.12 Answers to Check your Progress
- 1.13 Bibliography
- 1.14 Suggested Readings
- 1.15 Terminal Questions

1.1 INTRODUCTION

In this unit, we discussed about the word 'communication'. The word "communicate" is derived from the word "common" - to share, exchange, send along, transmit, talk, gesture, write, put in use, relate.

So an investigation of this subject might begin with the question: *What do all studies of communication have in common?* What are the shared concepts that make the study of "communication" different from the study of subjects such as "thought" or "literature" or "life?" When someone says, "This is a *communication* problem," what does that mean?

1.2 Objectives

After reading this unit, you will be able to:

- Understand the meaning and concept of Communication
- Understand the Process of Communication

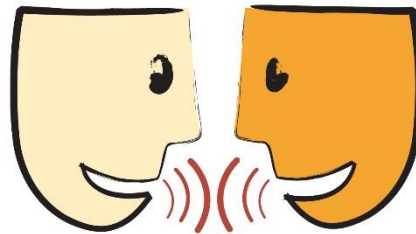
- Understand the importance of Communication
- Understand the functions of Communication

1.2 COMMUNICATION: MEANING AND CONCEPT

Communication establishes relationships and makes organizing possible. Every message has a purpose or objective. The sender intends -- whether consciously or unconsciously -- to accomplish something by communicating. In organizational contexts, messages typically have a definite objective: to motivate, to inform, to teach, to persuade, to entertain, or to inspire. This definite purpose is, in fact, one of the principal differences between casual conversation and managerial communication. Effective communication in the organization centers on well-defined objectives that support the organization's goals and mission.

Supervisors strive to achieve understanding among parties to their communications. Organizational communication establishes a pattern of formal communication channels to carry information vertically and horizontally. (The organization chart displays these channels.)

To ensure efficient and effective accomplishment of objectives, information is exchanged. Information is passed *upward* from employees to supervisors and *laterally* to adjacent departments. Instructions relating to the performance of the department and policies for conducting business are conveyed *downward* from supervisors to employees. The organization carries information from within the department back up to top management. Management furnishes information about how things are going, notifies the supervisor of what the



problems are, and provides requests for clarification and help. Supervisors, in turn, keep their employees informed and render assistance. Supervisors continually facilitate the process of gaining necessary clarification and problem solving; both up and down the organization. Also, supervisors communicate with sources *outside* the organization, such as vendors and customers.

Communication is the process by which a message or information is exchanged from a sender to a receiver. For example a production manager (sender) may send a message to a sales manager (receiver) asking for sales forecasts for the next 6 months so they can plan production levels. The sales manager would then reply (feedback) to the production manager with the appropriate figures.

This is an example of internal communication, i.e. when communications occur between employees of a business. Communication therefore links together all the different activities involved in a business and ensures all employees are working towards the same goal and know exactly what they should be doing and by when. Effective communication is therefore fundamental to the success of a business.

A business will of course need to communicate with people or organisations outside of the business. This is known as external communication.

For example a marketing manager will need to tell customers of a new special pricing offers or the finance director may need to ask banks for a loan.

Receivers of Messages

- | Internal | External |
|--|---|
| <ul style="list-style-type: none">• Workers• Directors• Managers | <ul style="list-style-type: none">• Customers• Local community• Suppliers• Shareholders• Government• Banks |

Effective communication is all about conveying your messages to other people clearly and unambiguously. It's also about receiving information that others are sending to you, with as little distortion as possible. Doing this involves effort from both the sender of the message and the receiver. And it's a process that can be fraught with error, with messages muddled by the sender, or misinterpreted by the recipient. When this isn't detected, it can cause tremendous confusion, wasted effort and missed opportunity. In fact, communication is only successful when both the sender and the receiver understand the same information as a result of the communication.

1.4 HISTORICAL BACKGROUND OF COMMUNICATION

Early discussions of management gave very little emphasis to communication. Among the pioneering management theorists, Henri Fayol was about the only one who gave a detailed analysis of and supplied a meaningful solution to the problem of communication.

1.4.1 FAYOL'S CONTRIBUTION

The diagram shows how Fayol presented a simplified version of the Formal organisation. If the formal channels in this organisation were strictly followed and F wanted to talk/communicate with P, the communication would have to go through E-D-C-B-A-L-M-N-O-P and back again. In other words, F would have to go through a total of twenty positions. On the other hand, if F could lay a gangplank, to P, it would allow the two employees F and P to deal at one sitting, and in a few hours with some questions or other which via the scalar chain would pass through twenty transmissions, inconvenience many people, involve masses of paper, lose weeks or months to get to a conclusion less satisfactory generally than the one which could have been obtained via direct contact as between F and P. This gangplank concept has direct implications for horizontal communication systems in modern formal organisations.

1.4.2 BARNARD'S CONTRIBUTION

It was largely Chester Barnard in the late 1930's who meaningfully developed communication as a vital dynamic of Organisational behaviour. He was convinced that Communication is the major shaping force in the organisation. He ranked it with common purpose and willingness to serve as one of the three primary elements of the Organisation. Communication Techniques, which he

considered to be written and oral language were deemed not only necessary to attain organisation purpose but also a potential problem area for the organisation.

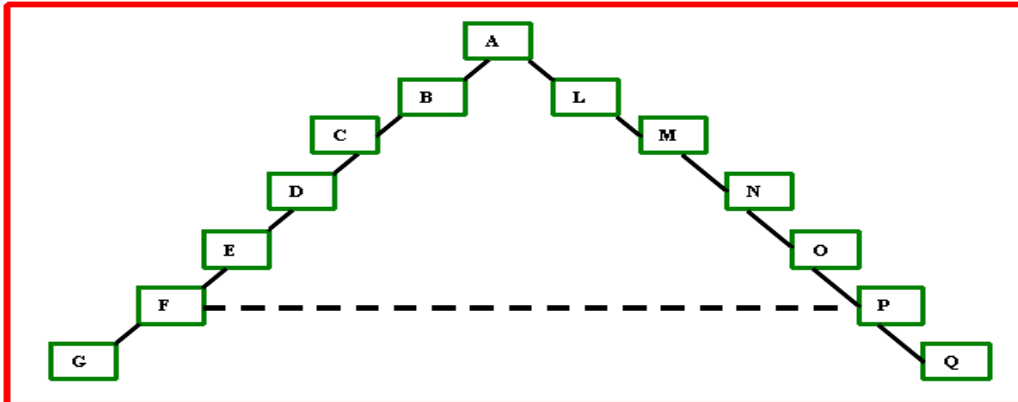


Figure 1: The Gangplank Model

Barnard listed seven specific communication factors which are especially important in establishing and maintaining objective authority in an organisation.

1. The channels of communication should be definitely known.
2. There should be definite formal channel of communication to every member of an organisation.
3. The line of communication should be as direct and short as possible.
4. The complete formal line of communication should normally be used.
5. The person's serving as communication centers should be competent.
6. The line of communication should not be interrupted while the organisation is functioning
7. Every Communication should be authenticated.

1.5 DEFINITIONS OF COMMUNICATION

Communication is the sum of all the things one person does when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding. (Louis A Allen)

Communication can be defined as the process through which two or more persons come to exchange ideas and understanding among themselves.

The word Communication describes the process of conveying messages (facts, ideas, attitudes and opinions) from one person to another, so that they are understood. (M.W. Cumming)

Communication is the process whereby speech, signs or actions transmit information from one person to another. This definition is concise and definitive but doesn't include all the aspects of communication. There are other definitions, which state that communication involves transmitting information from one party to another. This broader definition doesn't require that the receiving party obtain a full understanding of the message. Of course, communication is better when both parties understand... but it can still exist even without that component

Communication is a process of transmitting and receiving verbal and non verbal messages that produce a response. The communication is considered effective when it achieves the desired reaction or response from the receiver,

simply stated, communication is a two way process of exchanging ideas or information between human beings.

Communication can be defined as the process through which two or more persons come to exchange ideas and understanding among them. Communication is the understanding, not of the visible but of the invisible and hidden. These hidden and symbolic elements embedded in the culture give meaning to the visible communication process. Equally, if not of more importance is the fact that communication is a personal process that involves the exchange of behaviours. Invansevich and Matteson noted that Communication among people does not depend on technology but rather on forces in people and their surroundings. It is a process that occurs within people.

No matter the type or mechanism of communication, every instance of communication must have a message that is being transferred from sender to receiver. In order for communication to be successful, the sender and receiver must have some signs, words or signals in common with each other so the sent message can be understood. The ideal definition of communication is a 2-way interaction between two parties to transmit information and mutual understanding between themselves. The interchange of information from one party to another is best communicated when a discussion is available so the receiver can ask questions and receive answers to clarify the message

There are at least three general types of communication goals:

- 1) Self Presentation Goals (who we are and how we want to be perceived),
- 2) Relational Goals (how we develop, maintain, and terminate relationships),
- 3) Instrumental Goals (how we manipulate others, gain compliance, manage interpersonal conflict, use and recognize interpersonal influence strategies (anchoring and contrast effects, reciprocity, commitment, liking, social proof, authority, and scarcity etc.)

1.6 MODELS OF COMMUNICATION

The essence of "communication" is that it is a process -- an activity that serves to connect senders and receivers of messages through space and time. Although human beings tend to be interested primarily in the study of human communication, the process is present in all living things and, it can be argued, in all things. From this we may conclude that communication is a fundamental, universal process.

It was Aristotle, in his *Rhetoric* who first gave the science a proper framework. He proposed a simplistic model for communication which had as its components, a sender, a receiver and a message. It formed the crux around which the later theories were based. Lasswell later added the concept of a channel, which was to be chosen by the sender.

While the field of communication has changed considerably over the last thirty years, the models used in the introductory chapters of communication textbooks. Some of the important models which are used to explain the process of Communication are discussed in this chapter.

1.6.1 SHANNON'S MODEL OF THE COMMUNICATION PROCESS

Shannon's (1948) model of the communication process is, in important ways, the beginning of the modern field. It provided, for the first time, a general model of the communication process that could be treated as the common ground of such diverse disciplines as journalism, rhetoric, linguistics, and speech and hearing sciences. Part of its success is due to its structuralist reduction of communication to a set of basic constituents that not only explain how communication happens, but why communication sometimes fails. Good timing played a role as well. The world was barely thirty years into the age of mass radio, had arguably fought a world war in its wake, and an even more powerful, television, was about to assert itself. It was time to create the field of communication as a unified discipline, and Shannon's model was as good an excuse as any. The model's enduring value is readily evident in introductory textbooks. It remains one of the first things most students learn about communication when they take an introductory communication class. Indeed, it is one of only a handful of theoretical statements about the communication process that can be found in introductory textbooks in both mass communication and interpersonal communication.

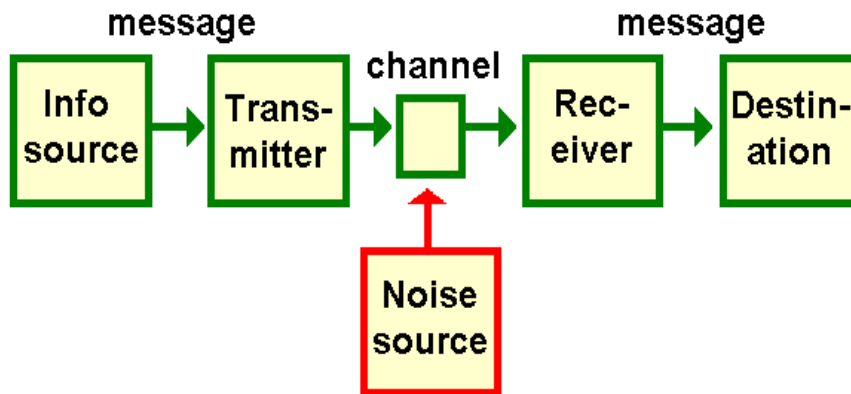


Figure 2 Shannon's Model of the Communication Process

Shannon's model, as shown in Figure 2, breaks the process of communication down into eight discrete components:

1. An information **source**. Presumably a person who creates a message.
2. The **message**, which is both sent by the information source and received by the destination.
3. A **transmitter**. For Shannon's immediate purpose a telephone instrument that captures an audio signal, converts it into an electronic signal, and amplifies it for transmission through the telephone network. Transmission is readily generalized within Shannon's information theory to encompass a wide range of transmitters. The simplest transmission system, that associated with face-to-face communication, has at least two layers of transmission. The first, the mouth (sound) and body (gesture), create and modulate a signal. The second layer, which might also be described as a channel, is built of the air (sound) and light (gesture) that enable the transmission of those signals from one person to another. A television broadcast would obviously include many more layers, with the addition of cameras and microphones, editing and filtering systems, a national signal distribution network (often satellite), and a local radio wave broadcast antenna.

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

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

1. **Noise**, in the form of secondary signals that obscure or confuse the signal carried. Given Shannon's focus on telephone transmission, carriers, and reception, it should not be surprising that noise is restricted to noise that obscures or obliterates some portion of the signal within the channel. This is a fairly restrictive notion of noise, by current standards, and a somewhat misleading one. Today we have at least some media which are so noise free that compressed signals are constructed with an absolutely minimal amount information and little likelihood of signal loss. In the process, Shannon's solution to noise, redundancy, has been largely replaced by a minimally redundant solution: error detection and correction. Today we use noise more as a metaphor for problems associated with effective listening.
2. A **receiver**. In Shannon's conception, the receiving telephone instrument. In face to face communication a set of ears (sound) and eyes (gesture). In television, several layers of receiver, including an antenna and a television set.
3. A **destination**. Presumably a person who consumes and processes the message.

1.6.2 INTERMEDIARY MODELS OF THE COMMUNICATION PROCESS

The intermediary model of communication is frequently depicted in introductory texts in mass communication, focuses on the important role that intermediaries often play in the communication process. There are, many intermediary roles associated with communication. Many of the intermediaries have the ability to decide what messages others see, the context in which they are seen, and when they see them. They often have the ability, moreover, to change messages or to prevent them from reaching an audience (destination). In extreme variations we refer to such gatekeepers as censors. Under the more normal conditions of mass media, in which publications choose some content in preference to other potential content based on an editorial policy, we refer to them as editors (most mass media), moderators (Internet discussion groups), reviewers (peer-reviewed publications), or aggregators (clipping services), among other titles. Delivery workers (a postal delivery worker, for instance) also act as intermediaries, and have the ability to act as gatekeepers, but are generally restricted from doing so as a matter of ethics and/or law.



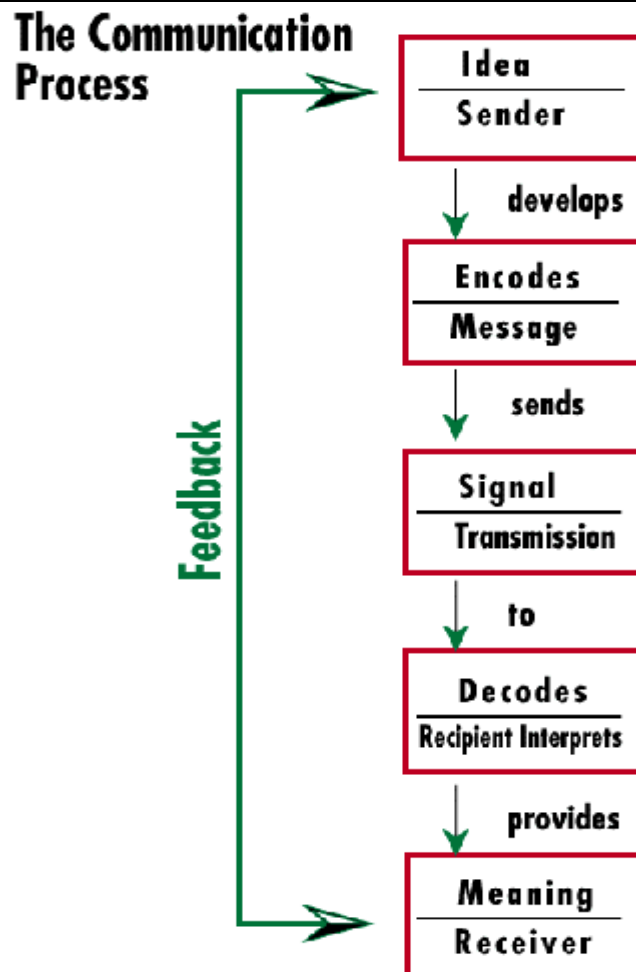
Figure 3 Intermediary Model

1.7 THE COMMUNICATION PROCESS

Communication is the process of passing information and understanding from one person to another. The communication process involves six basic elements: sender (encoder), message, channel, receiver (decoder), noise, and feedback. Supervisors can improve communication skills by becoming aware of these elements and how they contribute to successful communication. Communication can break down at any one of these elements.

Out of the various models of Communication which have been discussed in the previous pages, the Interactive Model of communication is one of the most used, discussed and implemented model of Communication.

The model of the Communication Process is depicted as follows:



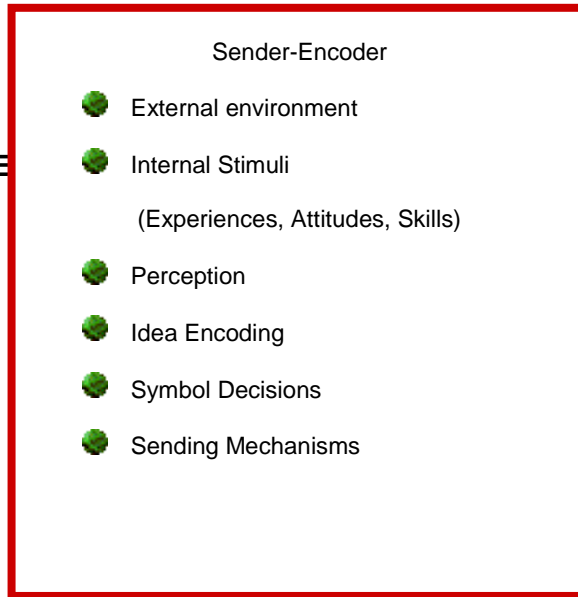
**Figure 4 : The Communication Process
Sender Encodes**

The **sender** initiates the communication process. When the sender has decided on a meaning, he or she **encodes** a message, and selects a channel for transmitting the message to a receiver. To encode is to put a message into words or images. The **message** is the information that the sender wants to transmit. The medium is the means of communication, such as print, mass, electrical, and digital. As a sender, the supervisor should define the purpose of the message, construct each message with the receiver in mind, select the best medium, time each transmission thoughtfully, and seek feedback.

An external stimuli prompts the sender to send a message. This prompt may arrive in a number of ways: letter, email, fax etc. As the sender thinks of the ideas for the message, he also reacts to the various conditions in his external environment – physical surroundings, weather, noise, discomforts, cultural customs and others. Next, the internal stimuli have a complex influence on how the sender translates ideas into a message. When the sender encodes, his own world of experience, affects his choice of symbols – mental, physical, psychological, semantic. Attitudes, opinions, emotions, past experience, likes and dislikes, education, job status and communication skills may also influence the way the sender communicates the ideas. Also especially important are the perception

of and consideration for the receiver's viewpoint, needs, skills, status, mental ability and experience.

Figure 5 : Sender - E



Words can be verbal - written and spoken. Words are used to create pictures and stories (scenarios) are used to create involvement.

Written communication should be used when the situation is formal, official, or long term; or when the situation affects several people in related ways. Interoffice memos are used for recording informal inquiries or replies. Letters are formal in tone and addressed to an individual. They are used for official notices, formally recorded statements, and lengthy communications. Reports are more impersonal and more formal than a letter. They are used to convey information, analyses, and recommendations. Written communications to groups include bulletin-board notices, posters, exhibits, displays, and audio and visual aids.

Communication and the need to exchange information are no longer constrained by place and time. Email, voice mail, and facsimile have facilitated communications and the sharing of knowledge. **Email** is the computer transmission and storage of written messages. Voice mail is the transmission and storage of digitized spoken messages. **Facsimile** (fax) is the transmission of documents.

Verbal or spoken communication includes informal staff meetings, planned conferences, and mass meetings. Voice and delivery are important. Informal talks are suitable for day-to-day liaison, directions, exchange or information, progress reviews, and the maintenance of effective interpersonal relations. Planned appointments are appropriate for regular appraisal review and recurring joint work sessions. Planning for an appointment includes preparing, bringing adequate information, and limiting interruptions. Telephone calls are used for quick checkups and for imparting or receiving information.

Teams using information technology have access to information, share knowledge, and construct documents. Meetings take place electronically from multiple locations, saving the organization's resources in both the expenses of physically bringing people from different locations together, and the time lost by

employees traveling. **Teleconferencing** is simultaneous group verbal exchanges. Videoconferencing is group verbal and visual exchanges.

Nonverbal Communication

Nonverbal messages include images, actions and behaviors used to communicate. Images include photographs, film, charts, tables, graphs, and video. Nonverbal behaviors include actions, body language, and active listening. Actions and body language include eye contact, gestures, facial expressions, posture, and appearance. The effective communicator maintains eye contact for four to five seconds before looking away. Gestures should be natural and well timed. Grooming and dress should be appropriate for the situation. Listening requires good eye contact, alert body posture, and the frequent use of verbal encouragement.

The **channel** is the path a message follows from the sender to the receiver. Supervisors use *downward* channels to send messages to employees. Employees use *upward* channels to send messages to supervisors. *Horizontal* channels are used when communicating across departmental lines, with suppliers, or with customers. An informal channel is the grapevine. It exists outside the formal channels and is used by people to transmit casual, personal, and social interchanges at work. The **grapevine** consists of rumors, gossip, and truthful information. The supervisor should pay attention to the grapevine, but should not depend on it for accurate information.

Receiver Decodes

Information technology is revolutionizing the way organizational members communicate. Network systems, electronic links among an organization's computer hardware and software, enable members to communicate instantaneously, to retrieve and share information from anyplace, at anytime. The **receiver** is the person or group for whom the communication effort is intended.

Noise is anything that interferes with the communication. Feedback ensures that mutual understanding has taken place in a communication. It is the transfer of information from the receiver back to the sender. The receiver **decodes** or makes out the meaning of the message. Thus, in the feedback loop, the receiver becomes the sender and the sender becomes the receiver.

The receiver, as well as the sender are influenced by non verbal factors such as touch, taste and smell. All these factors demand interpretation, according to individual experiences.

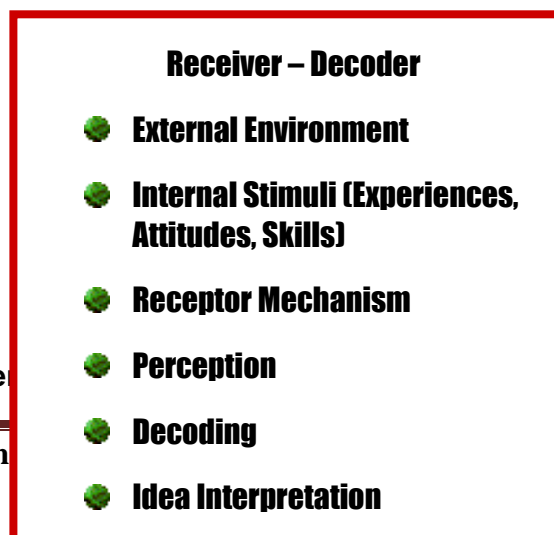


Figure 6 – Receiver

CHECK YOUR PROGRESS-1

Answer the following questions.

1. Define Communication?

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

2. What factors affect the Sender – Encoder in sending the message?

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

3. What is Barnard's Contribution to Communication?

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

(Check your answer with the one given at the end of the unit)

1.8 FUNCTIONS OF COMMUNICATION

Communication has been considered to be the bottleneck of Management, where any management function is just not possible to take place without making use of Communication.

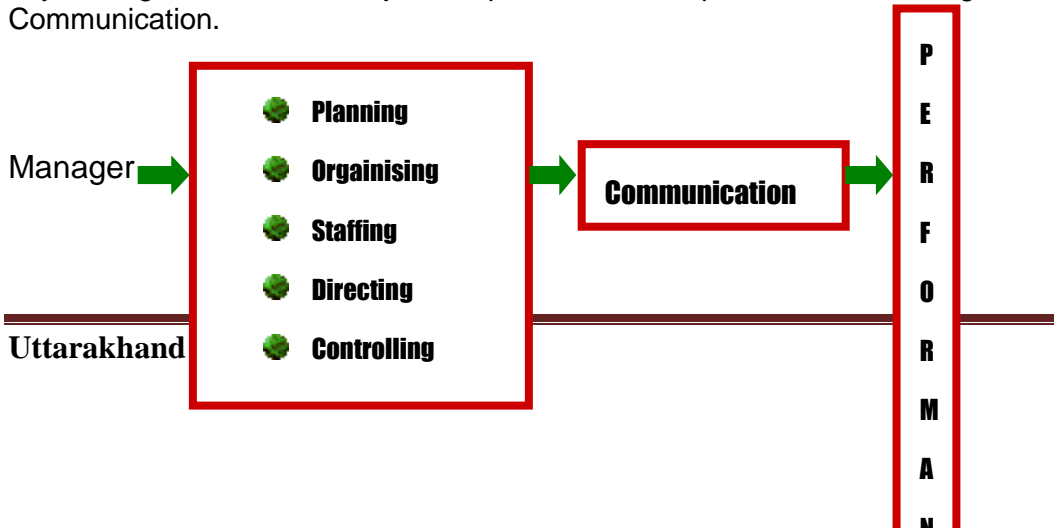


Figure 7: Communication Bottleneck

We can therefore say that Communication serves four major functions in an organisation, these are Control, Motivation, Emotional Expression and Information. Other than these Communication can also be said to fulfill the following functions in an organisation.

- Instructive Function
- Influence Function
- Integration Function
- Informing Function
- Evaluation Function
- Directing Function
- Teaching Function
- Image Projection Function
- Interview Function

1.9 IMPORTANCE OF COMMUNICATION

Good communication has many advantages for a business: strong communication:

- Motivates employees – helps them feel part of the business (see below)
- Easier to control and coordinate business activity – prevents different parts of the business going in opposite directions
- Makes successful decision making easier for managers– decisions are based on more complete and accurate information
- Better communication with customers will increase sales
- Improve relationships with suppliers and possibly lead to more reliable delivery

Improves chances of obtaining finance – e.g. keeping the bank up-to-date about how the business is doing

Communication is to an organisation what the nervous system is to the human body. Effective Communication will lead to the smooth working of any organisation. The following points illustrate the importance of Communication in Business

- Smooth Working of a Business Firm
- Basis of Managerial Function
- Maximum Production and Minimum Cost
- Prompt Decision and its Implementation
- Building Human Relations
- Job Satisfaction and Good Morale

- Avoids Illusion
- Contacts with external Parties.

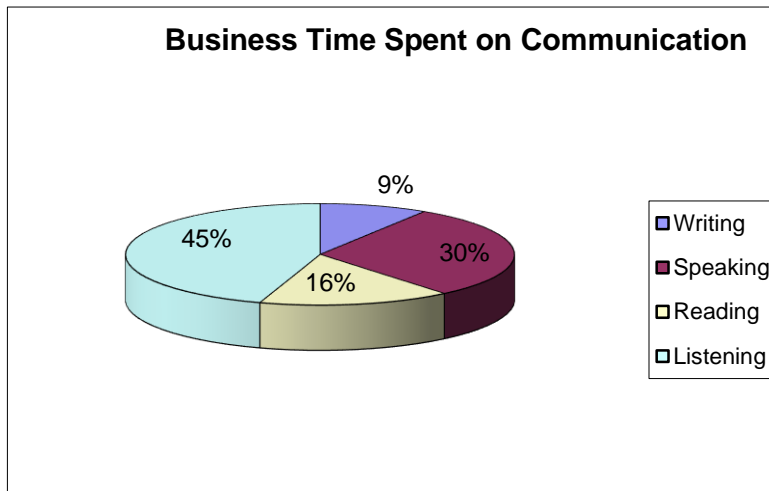


Figure 8: Business Time Spent on Communication

The above given figure explains how much time an individual spends on various perspectives of communication.

THE BASICS OF EFFECTIVE COMMUNICATION

- Seek to Clarify your ideas before you speak
- Examine the true purpose of each communication
- Consider the Total Physical and Human Setting Whenever you communicate
- Consult with others where appropriate, in planning your communication
- Be Mindful, while you communicate, of the overtones as well as the basic content of your message

1.10 TYPES OF COMMUNICATION

Communication is key to any business success! Unless potential clients and customers are aware of your business, they will not have the information to contact you or to purchase your products. When they are aware of your business, they must be able to contact it easily.



Two types of communication are essential - external and internal.

- **External** communication reaches out to the customer to make them aware of your product or service and to give them a reason to buy. This type of communication includes your brochures, various forms of advertising, contact letters, telephone calls, web sites and anything else that makes the public aware of what you do.

Image is extremely important in external communication! Your logo should represent who you are; your letterhead should be a selling tool; your telephone message should reflect your professionalism.

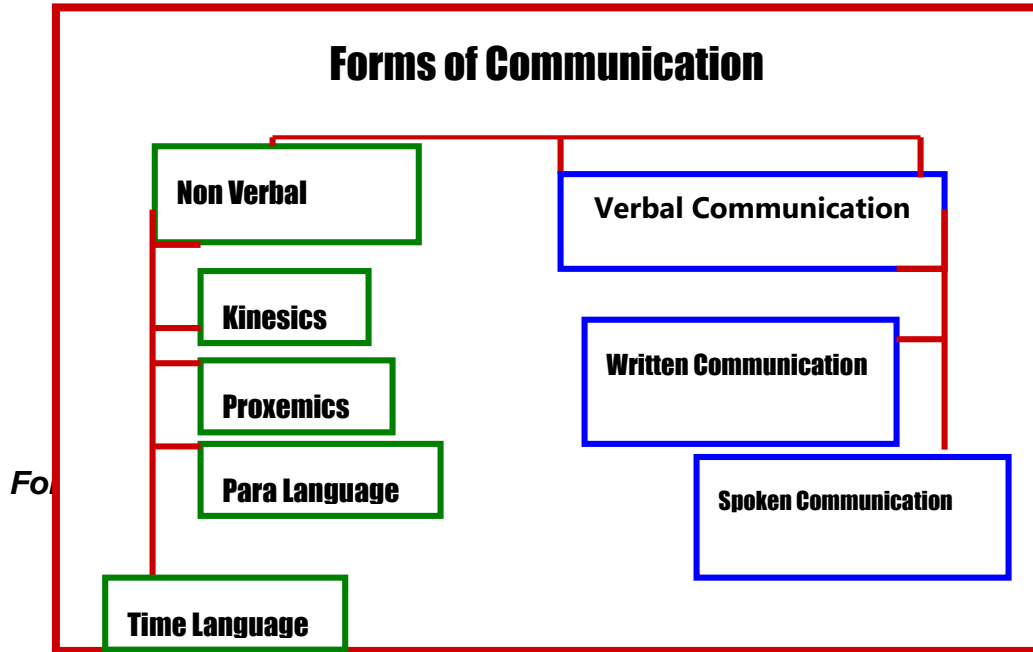
External Communication comprises of Formal contacts with outsiders as well as some informal contacts with outsiders.

- **Internal** communication is essential to attracting and retaining a talented staff. You must provide the direction for the company by consistently communicating that message; you must motivate your staff through various forms of communication, which can include awards, newsletters, meetings, telephone calls and formal and informal discussions. The internal communication is further subdivided into two parts, Formal Communication channel and Informal Communication Channel. The formal communication network is the official structure of an organisation, which is typically shown as an organisation chart. Information may travel up or down, up or across an organisation hierarchy. But, when managers depend too heavily on formal channels for communicating, they risk encountering 'distortion' or misunderstanding.

The Informal Communication network in an organisation is basically the grapevine in the organisation. As people go about their work, they have casual conversations with their friends in the office. And this comprises the informal communication channels. Sometimes these informal channels are more strong and effective than the formal communication networks. They also turn out to be speedier than many formal channels of communication.

Effective communication requires tools and planning. In this session, we will discuss those tools, as well as planning guidelines, to facilitate that key element of your business - communication.

The Basic Forms of Communication



Communication can broadly be divided into two parts, Non Verbal Communication and Verbal Communication.

CHECK YOUR PROGRESS-2

Answer the following questions.

1. What are the various forms of Communication?

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

2. What is the importance of Communication?

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

3. What are the functions of Communication?

.....
.....

(Check your answer with the one given at the end of the unit)

1.11 SUMMARY

Communication establishes relationships and makes organizing possible. Every message has a purpose or objective. The sender intends -- whether consciously

or unconsciously -- to accomplish something by communicating. Communication is the process by which a message or information is exchanged from a sender to a receiver. Effective communication is all about conveying your messages to other people clearly and unambiguously. It's also about receiving information that others are sending to you, with as little distortion as possible. Among the pioneers of Communication Studies Fayol and Barnard's names are important. Communication has been considered to be the bottleneck of Management, where any management function is just not possible to take place without making use of Communication.

1.12 GLOSSARY

Communication: the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.

Channel : the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.

Grapevine : a person-to-person method of spreading rumors, gossip, information, etc., by informal or unofficial conversation, letter writing, or the like.

Formal : made or done in accordance with procedures that ensure validity

Informal : not according to the prescribed, official, or customary way or manner; irregular; unofficial

Intermediary : an intermediate agent or agency; a go-between or mediator.

Transmitter : a person or thing that transmits.

1.12 ANSWER TO CHECK YOUR PROGRESS

- I.
 - 1) see sec. 1.1
 - 2). See sec. 2.1
 - 3) See sec. 1.1
- II
 - 1) see sec. 3.2
 - 2). See sec. 4.1
 - 3). See sec. 3.3

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1.14 SUGGESTED READING

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1.15 TERMINAL QUESTIONS

1. Define Communication. What are the functions of Communication?
2. Write a note on the Historical background of Communication.
3. Discuss Shannon’s Model of Communication process
4. Discuss the Intermediary model of Communication Process
5. Discuss in detail the functions of Communication
6. What are the basics of Effective Communication?
7. Write a detailed note on the various types of Communication

UNIT 2: COMMUNICATION NETWORKS, DIRECTIONS OF COMMUNICATION, TYPES OF COMMUNICATION

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Definition of Communication
- 2.3 Characteristics of Communication
- 2.5 Communication Networks
 - 2.5.1 Formal Communication Network
 - 2.5.2 Informal Communication Network
- 2.6 Directions of Communication
 - 2.6.1 Downward Communication
 - 2.6.2 Upward Communication
 - 2.6.3 Horizontal Communication
 - 2.6.4 Diagonal Communication
- 2.7 Types of Communication
 - 2.7.1 Verbal Communication
 - 2.7.2 Non-Verbal Communication
- 2.8 Glossary
- 2.9 Answers to check your progress
- 2.10 References

2.1 INTRODUCTION:

Communication is the life blood of any organization and its main purpose is to effect change to influence action. In any organization the main problem is of maintaining effective communication process. The management problem generally results in poor communication. Serious mistakes are made because orders are misunderstood. The basic problem in communication is that the meaning which is actually understood may not be what the other intended to send. It must be realised that the speaker and the listener are two separate individuals having their own limitations and number of things may happen to distort the message that pass between them. When people within the organization communicate with each other, it is internal communication. They do so to work as a team and realise the common goals. It could be official or unofficial. Modes of internal communication include face-to-face and written communication. Memos, reports, office order, circular, fax, video conferencing, meeting etc. are the examples of internal communication. When people in the organization communicate with anyone outside the organization it is called external communication. These people may be clients or customers, dealers or distributors,

media, government, general public etc. are the examples of external communication.

2.2 OBJECTIVES:

After completing this unit you will be able:

- To understand network of communication
 - To understand flow of communication in business organization
 - To differentiate types of communication
 - To know the importance of Verbal and Non Verbal Communication
-

2.3 DEFINITION OF COMMUNICATION:

Communication in simple terms is a transfer of information between people, resulting in common understanding between them. Communication has been defined differently by different writers and behavioral theorists. Some popular definitions are –

- According to Newman and summer, “Communication is an exchange of facts, ideas, opinions or emotions by two or more persons.”
 - According to Allen Louis, “It is the sum of all the things one person does when he wants to create an understanding in the mind of another.”
 - Bellows, Gilson and Odirone define communication as “ A communion by words, letters, symbols or messages, and as a way that one organization member shares meaning with the other.”
 - Hoben defines communication as “ The verbal interchange of thoughts or ideas.”
 - In the words of Anderson, “Communication is the process by which we understand others and in turn endeavor to be understood by them. It is dynamic, constantly changing and shifting in response to the total situation.”
 - According to Berelson and Steiner, communication is “the transmission of information, ideas, emotions, skills, etc., by the use of symbols, words, pictures, figures, graphs, etc.” It is the act or process of transmission that is usually called communication.”
 - In the words of Fotheringham, “Communication is a process involving the selection, production and transmission of signs in such a way as to help a receiver perceive a meaning similar to that in the mind of the communicator.”
-

2.4 CHARACTERISTICS OF COMMUNICATION

Communication has the following characteristics –

- ✓ **It is Unavoidable** – It is impossible to not communicate, since we communicate unintentionally all the time, even without the use of words. Our body language, the way we dress, the importance we give to arriving on time, our behavior and the physical environment in which we work, all convey certain messages to others.
 - ✓ It is a Two-way Exchange of Information – Communication is sharing of information between two or more persons, with continuous feedback.
-

- ✓ It is a Process – Each message is part of a process and does not occur in isolation. This means that the meaning attached to a message depends on what has happened before and on the present context. For example, your boss's response to your request for a promotion will depend on your past relationship with him, as well as his mood at that particular moment.
- ✓ It involves a Sender and a Receiver of Information – Any communication starts with a sender of a message and requires a receiver to attach some meaning to that message.
- ✓ It could be Verbal or Non-verbal – Communication could be through the use of words in spoken or written form, or through the use of body language such as gestures and facial expressions.
It is successful when the Receiver Interprets the Meaning in the Same Way as that intended by the Sender. The receiver does not always attach the same meaning to a message as the sender. When the message is wrongly interpreted, the communication is a failure. This may be due to several reasons, which we will examine later in this unit.

2.5 COMMUNICATION NETWORK

A communication network refers to how information flows within the organization. Information within an organization generally flows through a system, rather than being a free flow. In the words of Adler, "Communication networks are regular patterns of person-to-person relationships through which information flows in an organization." This means that the flow of information is managed, regulated and structured. Communication networks may be formal or informal. We will deal with each of these in some detail.

2.5.1 FORMAL COMMUNICATION NETWORK –

A formal communication network is one which is created by management and described with the help of an organizational chart. An organizational chart specifies the hierarchy and the reporting system in the organization. Therefore, in a formal network, information is passed on only through official channels such as memos, bulletins and intranet (email within the organization). The organizational chart implies that information can flow in any of three directions – vertically, i.e., upward or downward, and horizontally.



2.5.2 INFORMAL COMMUNICATION NETWORK –

Another name for informal networks is the “grapevine”. In this type of network, information does not flow in a particular direction, as we have seen with formal networks. The information is also not passed on through official channels such as memos, notices or bulletin boards. The information need not be circulated within the organization, but could be passed on outside the work environment, wherever co-workers or colleagues meet socially. Thus, informal networks are based more on friendship, shared personal or career interests.



Example – Co-workers may meet outside the work environment at a company picnic, party or a car pool and discuss areas of common interest that may or may not be work related. Information may then be passed on to each other about happenings in the company, such as layoffs, the company’s plans for acquisitions and so on.

This type of informal network is not just for idle rumors and may be useful in many ways. First of all, it sometimes fills in the “transparency gaps” left by formal networks. Such gaps usually occur during times of crisis such as strikes or layoffs.

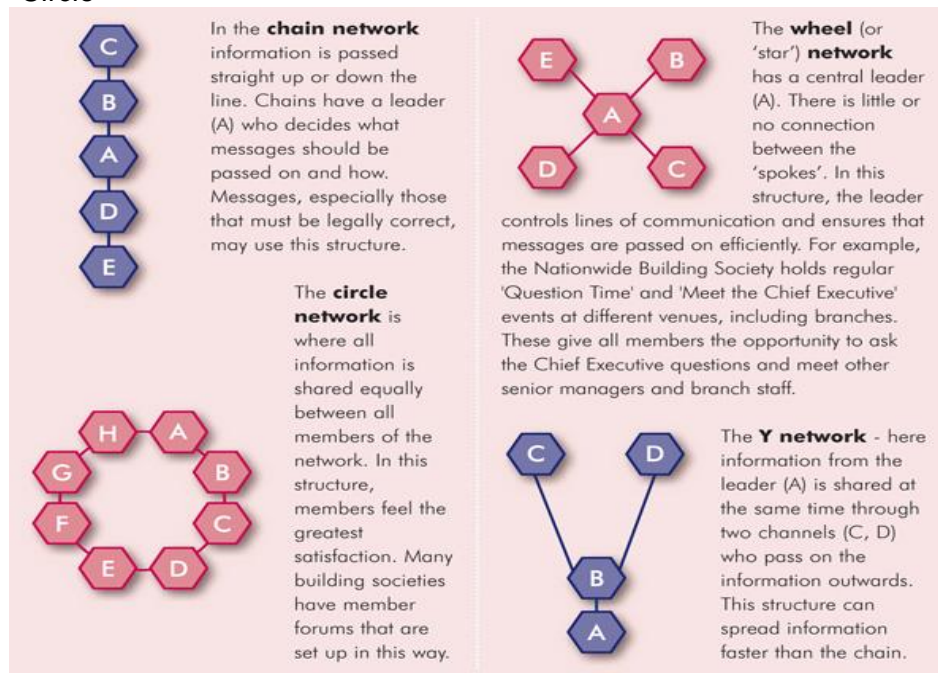
The strikes and layoffs may not be officially announced. Secondly, it may help to confirm important information, such as the fact that the company is going in for a major acquisition. Thirdly, the grapevine can be used for a constructive purpose by the organization.

Example – The government could get the press to publish news in the local paper that there is going to be a petrol price hike soon, just to test the reactions of the general public. If the reaction is negative, then the news may be withdrawn on the basis that it is just a rumor. Similarly, organizations could deliberately plant proposals in the minds of their employees, just to test their reactions.

Given that informal communication networks have their advantages, they should not be suppressed as rumors. On the contrary, competent managers should accept the informal network. At the same time, they should make efforts to counter false rumors and to ensure transparency through the formal network. This means making all types of information - both positive and negative, available to everyone in the organization through official channels. Networks are another aspect of direction and flow of communication. Bavelas has shown that communication patterns, or networks, influence groups in several important ways. Communication networks may affect the group's completion of the assigned task on time, the position of the de facto leader in the group, or they may affect the group members' satisfaction from occupying certain positions in the network. Although these findings are based on laboratory experiments, they have important implications for the dynamics of communication in formal organizations.

There are several patterns of communication:

- "Chain",
- "Wheel",
- "Star",
- "All-Channel" network,
- "Circle"



The Chain can readily be seen to represent the hierarchical pattern that characterizes strictly formal information flow, "from the top down," in military and some types of business organizations. The Wheel can be compared with a typical autocratic organization, meaning one-man rule and limited employee participation. The Star is similar to the basic formal structure of many organizations. The All-Channel network, which is an elaboration of Bavelas's Circle used by Guetzkow, is analogous to the free-flow of communication in a group that encourages all of its members to become involved in group decision processes. The All-Channel network may also be compared to some of the informal communication networks. If it's assumed that messages may move in both directions between stations in the networks, it is easy to see that some individuals occupy key positions with regard to the number of messages they handle and the degree to which they exercise control over the flow of information. For example, the person represented by the central dot in the "Star" handles all messages in the group. In contrast, individuals who occupy stations at the edges of the pattern handle fewer messages and have little or no control over the flow of information. These "peripheral" individuals can communicate with only one or two other persons and must depend entirely on others to relay their messages if they wish to extend their range.

In reporting the results of experiments involving the Circle, Wheel, and Star configurations, Bavelas came to the following tentative conclusions. In patterns with positions located centrally, such as the Wheel and the Star, an organization quickly develops around the people occupying these central positions. In such patterns, the organization is more stable and errors in performance are lower than in patterns having a lower degree of centrality, such as the Circle. However, he also found that the morale of members in high centrality patterns is relatively low. Bavelas speculated that this lower morale could, in the long run, lower the accuracy and speed of such networks.

In problem solving requiring the pooling of data and judgments, or "insight," Bavelas suggested that the ability to evaluate partial results, to look at alternatives, and to restructure problems fell off rapidly when one person was able to assume a more central (that is, more controlling) position in the information flow. For example, insight into a problem requiring change would be less in the Wheel and the Star than in the Circle or the Chain because of the "bottlenecking" effect of data control by central members.

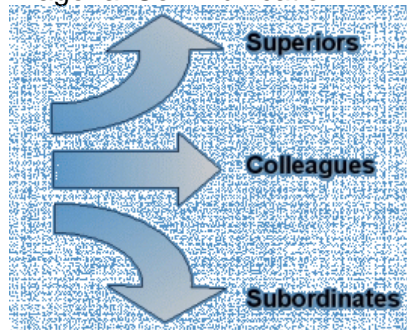
It may be concluded from these laboratory results that the structure of communications within an organization will have a significant influence on the accuracy of decisions, the speed with which they can be reached, and the satisfaction of the people involved. Consequently, in networks in which the responsibility for initiating and passing along messages is shared more evenly among the members, the better the group's morale in the long run.

2.6 DIRECTIONS OF COMMUNICATION:

Communication can be either vertical or downward when considering the flow. Communication that moves in both directions – upwards and downwards is termed as Vertical Communication and communication that moves in lateral direction is termed as Horizontal Communication.

Communication can be classified as follows:

- Downward Communication
- Upward Communication
- Horizontal Communication
- Diagonal Communication



2.6.1 DOWNWARD COMMUNICATION –

Downward communication is the information that is exchanged between a manager and a subordinate in other words from top level to low level. In the best of cases, the information is clear and direct. The purpose of such communication is to inform about policies, procedures, programmes and objectives and to issue orders and instructions to the subordinates. The information is sent through verbal or written orders.

The objectives of Downward Communication are:

- To train subordinates in performing the job.
- To motivate employees to improve their performance.
- To know how effectively a person is performing his job.
- To explain organisational policies, programmes and procedures.

- To give instructions about what to do and how to do.
- To highlight the areas of attention

Merits of Downward Communication are:

- **Job Satisfaction** – The management communicates the employees about their better performance in the organization because of which the employees feel motivated.
- **Duty and Authority** – By assigning duties and giving authority to the employees it becomes clear as to what is expected of them and how much authority is vested in them.
- **Plans and Policies** – Through downward communication the employees are informed about the organisational plans and policies.
- **Mission and Goals** – Employees are informed about the mission and goals of the organisation and how they can be an asset by contributing to accomplish the goals.

Demerits of Downward Communication are:

- **Distortion** - In the long line of downward communication, information is very likely to be distorted because of fabrication during interpretation as made by the subordinates. Information to pass through the long chain of command is supposed to lose its originality at every level.
- **Time Consuming** - The line of communication is the downward communication is very long. It takes too much time to transmit the information to the lowest level of management. When information reaches the destination, it is too late & the communication loses its significance.
- **Reduction of Efficiency** - Efficiency is increased when there is a cordial or communicative environment. But downward communication is generally commanding in nature which is against the rules of effective communication. So workers or employees do not get the opportunity to become efficient.
- **Incomplete Information** – Sometimes managers do not communicate the complete information to the team members because they want the team members to be dependent on them. However, managers do not realize that without complete information the team members will not be able to carry out the tasks efficiently.

2.6.2 Upward Communication –

It is non directive in nature. Effective upward communication is possible only when organizations empower their employees and allow them to participate freely in decision making. Through this type of communication employees can communicate information to their superiors freely and can voice their opinion.

Methods of Making Upward Communication More Effective

- **Grievance Redressal Procedure** – It enables employees to bring forward their work related issues to the notice of the top management and seek immediate assistance. General Electric and Federal Express have set up peer review boards where the arguments of both parties are heard and a decision is arrived at.
- **Open Door Policy** – Under this policy employees are free to approach managers at any time and discuss their problems with them.

- **Counseling, Attitude Questionnaires, Exit Interviews** – The personnel department conducts non directive counseling sessions to help employees deal with their work related issues also, questionnaires may be administered periodically to find out about employees attitude towards work. Exit interviews are held for finding out the reason for leaving and for giving suggestions for improving the workplace.
- **The Ombudsperson** – Through an ombudsperson the employees can have their problems resolved quickly without going through lengthy channels.

2.6.3 Horizontal Communication –

Horizontal communication is necessary to develop a collaborative and proactive culture in an organisation. People communicate with others at their own level, in their own departments or other departments, to solve problems and to share experiences. Devices such as problem clinics and task forces are used for this purpose.

A problem clinic is conducted by people concerned with a problem to diagnose and generate alternative solutions. A task force is constituted of persons from different departments or different sections to work on a given problem and make necessary recommendations to solve the problem.

Horizontal communication involves not only the movement of information from the upper levels to the lower levels of the organizational hierarchy but also is defined primarily as the quality of information sharing among peers at similar levels.

The main objectives of horizontal communication are developing teamwork, and promoting group coordination within an organization. It takes place between professional peer groups or people working on the same level of hierarchy. Horizontal communication is less formal and structured than both downward communication and upward communication, and may be carried out through informal discussions, management gossip, telephone calls, teleconferencing, videoconferencing, memos, routine meetings and so on.

2.6.4 VERTICAL COMMUNICATION –

Vertical communication occurs between various hierarchies. It maybe upward or downward. For example manager to employee, general manager to managers, foreman to machine operator, head of the department to cashiers, etc.

Downward communication is more prevalent than upward communication. It is suggested that downward communication is most effective if top managers communicate directly with immediate supervisors and immediate supervisors communicate with their staff.

The major purposes of downward communication are to advise, inform, direct, instruct, and evaluate employees and to provide organization members with information about organizational goals and policies.

2.7 TYPES OF COMMUNICATION:

Communication may be divided into two areas – **verbal and non-verbal communication**. Verbal communication, or communication through words,

provides the opportunity for personal contact and two-way flow of information. A large part of our communication, whether at work or outside, is verbal in nature. Verbal communication in turn, may be divided into two areas – oral and written communication. Oral communication may be defined as a process whereby a speaker interacts verbally with one or more listeners, in order to influence the latter's behavior in some way or the other. Oral communication in a business context can take the form of meetings, presentations, one-to-one meetings, performance reviews and so on. Written communication is a process whereby a writer interacts verbally with a receiver, in order to influence the latter's behavior. Written communication at the workplace can take several forms such as letters, memos, circulars, notices, reports and email. We will examine some of these in more detail in later chapters.

Non-verbal communication, on the other hand may be defined as communication without words. It refers to any way of conveying meanings without the use of verbal language. The game of "dumb charades" is a perfect example. Non-verbal communication is generally unintentional, unlike verbal communication. All of us tend to communicate silently and unknowingly send signals and messages by what we do, apart from what we say. Gestures, facial expressions, posture and the way we dress, are all part of non-verbal communication.

Non-verbal communication can have a greater impact than verbal communication, since "how you say something" is sometimes more important than "what you say." Although non-verbal communication can affect both our personal and business relationships, it is particularly important in the workplace.

2.7.1 Verbal Communication

We communicate most of our ideas to others through verbal messages, i.e., through spoken or written messages. However, verbal messages have some drawbacks – the message may not be properly worded, or the message may be misunderstood, or interpreted differently from its intended meaning.



Avoid Words with Multiple Meanings: Words sometimes tend to have different meanings in different cultures.

Therefore, when communicating verbally, it is important to use words that are precise, unambiguous and have a single accepted meaning.

Ensure Clarity through Highly Specific Statements: Instead of describing an object or idea in general terms or in abstract language, use highly specific language to avoid a variety of interpretations.

Avoid overuse of Jargon: Jargon refers to technical terms or specialized vocabulary. Every profession has its own jargon which only experts in that field can understand. For example, IT experts use terms like “computer architecture” which the layperson may not understand. The use of jargon depends on the audience with whom you are communicating. A certain amount of jargon may be permissible when writing a technical report for example, but should be avoided when communicating with a general audience, since the terms may not be understood. Above all, never use jargon just to impress your audience.

Avoid Biased Language and Offensive Words: Language has the power to arouse negative feelings, if it is not used with care. This can happen when the words used seem to be objective, but actually contain an intentional or unintentional bias.

For example, referring to a co-worker as “wishy washy” if he is not quick in making a decision, could lead to misunderstanding and conflict. Similarly, certain words may have a “sexist” connotation and be taken in an offensive way – for example, referring to a lady receptionist as “that female.”

2.7.2 NON-VERBAL COMMUNICATION

Non-verbal communication can be defined as communication done without speaking or writing. Let us now take a look at some of its characteristics, which distinguish it from verbal communication.

* **Non-verbal Communication Cannot Be Avoided** – While one can avoid verbal communication by refusing to speak or write, it is not possible to do the same with non-verbal communication. That is because non-verbal communication is not always intentional, unlike verbal messages, as pointed out earlier. Sometimes, silence itself may convey a lot of meaning.

Example – A speaker making a presentation may find that the audience is not very interactive. Instead he notices people yawning during his presentation. At the end of the session, when he asks for some feedback, there is total silence. The message conveyed in the above example is that the audience is bored with the session. The silence indicates that they have not listened to the session and that the feedback is negative.

* **Non-verbal Communication is Powerful** – Non-verbal communication helps us to form first impressions and make judgments of others. First impressions generally tend to be lasting impressions.

Let us say you go for a job interview fifteen minutes late and dressed in informal attire. When asked some questions, you avoid eye contact. This immediately reflects on your attitude and the impression formed of you is that of a person who takes things casually, is insecure and lacks knowledge.

* **Non-verbal Communication is Ambiguous** – While precise words can be used in verbal communication to ensure that the message is clearly understood, non-verbal communication is not always clear and easy to understand.

For example, sitting back in a relaxed posture may be a signal of boredom or fatigue. Similarly, avoiding eye contact with your audience could mean that either you are nervous or guilty of something!

Therefore it is not possible to accurately understand the messages conveyed by non-verbal behavior.

* **Non-verbal Communication Cannot Express All Messages** – Non-verbal behavior can only express a person's feelings, attitudes, level of interest, liking or dislike for something. Certain messages about ideas or concepts can only be expressed through the spoken or written word. Consider the following , example- A sales manager wanting to report that sales for the current year has exceeded targets, can only do so through a written report or oral presentation. If he is making an oral presentation, his non-verbal behavior can only indicate how pleased he is about the increase in sales.

***Non-verbal Communication Varies Across Cultures** – While certain types of non-verbal behavior are universal, others may be different in different cultures.

Examples – There are different rules regarding the appropriateness of the handshake in oriental and western cultures. Generally, in oriental cultures like India, any form of physical contact is not common and is interpreted as being intimate, while it is an accepted thing in western countries.

Similarly, a nod of the head means yes in some cultures and no in other cultures. In this age of business communication across cultures, it is important for you to understand these differences, especially when doing business overseas. Failure to do this could lead to costly blunders.

Classification of Non-verbal Communication:

We have seen how non-verbal communication plays an important role in business communication. Given its importance, an understanding of the different types of non-verbal communication is essential. There is a common misconception that non-verbal communication is synonymous with body language and includes only body language. The fact is that it is a vast area which has been widely researched and includes several aspects. The table below lists the different types of non-verbal communication, with the corresponding communication terminology.

1. Kinesics – This is the most often studied and important area of non-verbal communication and refers to body movements of any kind. Different body movements can express inner states of emotion. Facial Expressions can convey feelings of surprise, happiness, anger and sadness. If you meet a long lost friend and say “ I'm very happy to meet you again”, but with a sad facial expression, it conveys the exact opposite meaning. Eye Movements, such as wide open pupils express feelings of surprise, excitement or even fear. The importance of eye contact with one's audience was pointed out earlier. Direct eye contact is an indication of intensity and interest, while lack of it can convey feelings of nervousness and guilt. Gestures, such as movement of the hands while giving a lecture or presentation indicates a high level of involvement in what you are saying. On the other hand, shuffling of the feet is a sign of nervousness and speaking with one's hands in one's pockets is considered to be casual or even rude. Head Movements like nodding the head can convey interest, appreciation, agreement or understanding.

Body Shape and Posture – Body shape is not within one's control but can be stereotyped to convey certain meanings. For example, someone who is strong and

muscular is generally thought to be athletic, as opposed to a person who is short and fat!



Posture on the other hand is within our control. In formal settings such as job interviews or classroom settings, it is essential that you maintain an erect posture to convey that you are attentive, since slouching or a relaxed posture conveys a casual attitude.

Physical Appearance – Our outward appearance, including the way we dress and the jewelry and make-up that we wear can convey an impression of formality or informality. Going to a job interview dressed in blue jeans or not sticking to a stipulated dress code at the workplace can convey that you are a rebel, non-conformist or a very casual person.



Therefore, it is important to take care of your appearance, so that you convey the right meaning to others.

2. Proxemics – Proxemics is derived from the word “proximity” or closeness and is the communication term for personal space and distance. The space and distance which we choose to keep from people is also part of non-verbal communication. Each of us has our own inner and outer circles, which differ for different people.



Our inner most circle is an “intimate space”, into which we generally admit only select people such as family and close friends. Next comes a “personal space” which might include other friends and colleagues or coworkers. These two spaces involve communication of an informal nature. Most of us also have a “social and public” space, which includes official or workplace relationships, where the communication is of a more formal nature. In a business context, it is more relevant to understand the concept of “fixed space” and “semi-fixed” space.

Fixed space means that the physical features of the work environment such as furniture, room size and seating arrangement are permanent.

This conveys an impression of formality. On the other hand, semi-fixed space means that certain elements of the environment can be changed – for example, the seating arrangement could be changed and this conveys an impression of informality. Sometimes, use of space at the workplace can determine leadership positions. For example, seating at the head of the table conveys leadership or authority. A round table meeting, however, conveys the idea of equality, since no one can be seated at the head of the table! All points of a circle are the same. That is why when heads of state meet (as in UN Security Council meetings), it is always a round table discussion, since all heads are equal. Space should therefore be used carefully in a work environment, so as to convey the right impressions.

3. Time Language – This refers to the meaning or importance attached to time and varies between different people. One person may value time more than another. Similarly, time language also varies across cultures. In most western cultures for example, punctuality is considered to be important. Arriving late for a business meeting is inexcusable. In other cultures, it is more relaxed and time is not given that much importance.

We convey messages to others through the time we spend on a work related activity or by the importance that we give to time. Arriving early at work or for a job interview shows interest, involvement and seriousness. Spending time with an employee and giving him suggestions on how to improve his performance shows interest and involvement in his career growth.

4. Paralanguage – Para means “like” or “similar to”, therefore paralanguage means “like language”. Of all the forms of non-verbal communication, paralanguage is closest to verbal communication. It refers to the tone of voice with which something is said. In other words, it is “how” something is said, and not “what” is said. The tone of voice includes the pitch (high or low pitch), the pace (slow or fast) the emphasis on words and the volume (soft or loud) and can convey different moods and emotions, as mentioned earlier in this unit. Example: The statement “I practice good business communication” can be understood in different ways, depending on the emphasis on certain words.

Saying “I practice good business communication” means that I alone practice it above anyone else. On the other hand, saying “I practice good business communication” could be interpreted to mean that you communicate particularly well in a business context, rather than in a general context. The important point to keep in mind regarding tone of voice is to avoid mixed signals – that is, making sure that what you say is consistent with how you say it.

5. Physical Context – This refers to the physical environment or surroundings within which we communicate and includes two aspects –

- 1) Color and layout
- 2) Design.

Colors are known for their symbolic meaning and have associations with different feelings. For example, colors like black and grey are associated with death, mourning and negative feelings. Yellow and green are associated with more positive feelings. Of course, these can also vary across cultures. The point to remember is that you can make the right impressions with use of the right colors. Layout in a work environment refers to the size of an office, or the arrangement of furniture. Design refers to the type of chairs, desks or carpeting. All these can convey status, formality or informality.

We have seen how the types of non-verbal communication outnumber the types of verbal communication. Non-verbal communication is an important supplement to verbal communication and can enhance verbal communication, if used in a positive way. The sender should use the right non-verbal cues to convey a positive message, while the receiver should learn to look for unintended messages conveyed by non-verbal communication.

2.8 GLOSSARY

- **Formal Communication Network:** A formal communication network is one which is created by management and described with the help of an organizational chart.
- **Informal Communication Network:** In this type of network, information does not flow in a particular direction, as we have seen with formal networks. The information is also not passed on through official channels such as memos, notices or bulletin boards. The information need not be circulated within the organization, but could be passed on outside the work environment, wherever co-workers or colleagues meet socially. Thus, informal networks are based more on friendship, shared personal or career interests.

- **Downward Communication:** Downward communication is the information that is exchanged between a manager and a subordinate in other words from top level to low level.
- **Upward Communication:** It is non directive in nature. Effective upward communication is possible only when organizations empower their employees and allow them to participate freely in decision making. Through this type of communication employees can communicate information to their superiors freely and can voice their opinion.
- **Horizontal Communication:** Communication between employees at the same level in their own departments or other departments, to solve problems and to share experiences is called Horizontal Communication.
- **Vertical communication:** Vertical communication occurs between various hierarchies. It maybe upward or downward. For example manager to employee, general manager to managers, foreman to machine operator, head of the department to cashiers, etc.
- **Verbal Communication:** Communication done through spoken words is called verbal communication
- **Non-Verbal Communication:** Non-verbal communication can be defined as communication done without speaking or writing. It involves various types of body gestures and postures.

2.9 ANSWERS TO CHECK YOUR PROGRESS

1. Define Communication
2. Define Communication Network
3. Explain the Characteristics of Communication
4. Explain Formal Communication Network
5. Explain Informal Communication Network
6. Explain the flow of Communication in the business organisations.
7. Explain the various types of communication in detail.

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UNIT 3: DIFFERENCES BETWEEN ORAL AND WRITTEN COMMUNICATION, DIRECTIONS OF COMMUNICATION, BARRIERS AND GATEWAYS TO COMMUNICATION

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Oral Communication
 - 3.3.1 Meaning of Oral Communication
 - 3.3.2 Advantages of Oral Communication
 - 3.3.3 Limitations of Oral Communication
- 3.4 Written Communication
 - 3.4.1 Meaning of Oral Communication
 - 3.4.2 Advantages of Oral Communication
 - 3.4.3 Limitations of Oral Communication
- 3.5 Difference between Oral Communication and Written Communication
- 3.6 Directions of Communication
 - 3.6.1 Downward Communication
 - 3.6.2 Upward Communication
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 - 3.6.4 Diagonal Communication
- 3.7 Barrier and Gateway to Communication
- 3.8 Glossary
- 3.9 Answers to check your progress
- 3.10 References

3.1 INTRODUCTION

The word “communication” derived from the Latin word ‘communicare’ that means to impart, to participate, to share or to make common. It is a process of exchange of facts, ideas, and opinions and as a means that individual or organization share meaning and understanding with one another. In other words, it is a transmission and interacting the facts, ideas, opinion, feeling and attitudes.

It is the ability of mankind to communicate across barriers and beyond boundaries that has ushered the progress of mankind. It is the ability of fostering speedy and effective communication around the world that has shrunk the world and made ‘globalization’ a reality. Communication had a vital role to play in ensuring that people belonging to a particular country or a culture or linguistic group interact with and relate to people belonging to other countries or culture or linguistic group.

Communication adds meaning to human life. It helps to build relationship and fosters love and understanding. It enriches our knowledge of the universe and makes living worthwhile.

3.2 OBJECTIVES:

Objective of this unit is to impart knowledge of:

1. Oral and written communication
 2. Flow of communication between the various levels of employees within and outside the organization in a business entity.
 3. Various obstacles or barriers that come across in the communication
-

3.3.1 ORAL COMMUNICATION - MEANING

Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a rapport and trust.

3.3.2 ADVANTAGES OF ORAL COMMUNICATION

- There is high level of understanding and transparency in oral communication as it is interpersonal.
 - There is no element of rigidity in oral communication. There is flexibility for allowing changes in the decisions previously taken.
 - The feedback is spontaneous in case of oral communication. Thus, decisions can be made quickly without any delay.
 - Oral communication is not only time saving, but it also saves upon money and efforts.
 - Oral communication is best in case of problem resolution. The conflicts, disputes and many issues/differences can be put to an end by talking them over.
 - Oral communication is an essential for teamwork and group energy.
 - Oral communication promotes a receptive and encouraging morale among organizational employees.
 - Oral communication can be best used to transfer private and confidential information/matter
-

3.3.3 DISADVANTAGES/LIMITATIONS OF ORAL COMMUNICATION

- Relying only on oral communication may not be sufficient as business communication is formal and very organized.
 - Oral communication is less authentic than written communication as they are informal and not as organized as written communication.
 - Oral communication is time-saving as far as daily interactions are concerned, but in case of meetings, long speeches consume lot of time and are unproductive at times.
 - Oral communications are not easy to maintain and thus they are unsteady.
-

- There may be misunderstandings as the information is not complete and may lack essentials.
- It requires attentiveness and great receptivity on part of the receivers/audience.
- Oral communication (such as speeches) is not frequently used as legal records except in investigation work.

3.4.1 WRITTEN COMMUNICATION - MEANING

Written communication has great significance in today's business world. It is an innovative activity of the mind. Effective written communication is essential for preparing worthy promotional materials for business development. Speech came before writing. But writing is more unique and formal than speech. Effective writing involves careful choice of words, their organization in correct order in sentences formation as well as cohesive composition of sentences. Also, writing is more valid and reliable than speech. But while speech is spontaneous, writing causes delay and takes time as feedback is not immediate.

3.4.2 ADVANTAGES OF WRITTEN COMMUNICATION

- Written communication helps in laying down apparent principles, policies and rules for running of an organization.
- It is a permanent means of communication. Thus, it is useful where record maintenance is required.
- It assists in proper delegation of responsibilities. While in case of oral communication, it is impossible to fix and delegate responsibilities on the grounds of speech as it can be taken back by the speaker or he may refuse to acknowledge.
- Written communication is more precise and explicit.
- Effective written communication develops and enhances an organization's image.
- It provides ready records and references.
- Legal defenses can depend upon written communication as it provides valid records.

3.4.3 DISADVANTAGES OF WRITTEN COMMUNICATION

- Written communication does not save upon the costs. It costs huge in terms of stationery and the manpower employed in writing/typing and delivering letters.
- Also, if the receivers of the written message are separated by distance and if they need to clear their doubts, the response is not spontaneous.
- Effective written communication requires great skills and competencies in language and vocabulary use. Poor writing skills and quality have a negative impact on organization's reputation.
- Written communication is time-consuming as the feedback is not immediate. The encoding and sending of message takes time.
- Too much paper work and e-mails burden is involved.

3.5 DIFFERENCES BETWEEN ORAL AND WRITTEN COMMUNICATION

Most of us intuitively understand that there are differences between oral and written language. All communication includes the transfer of information from one person to another, and while the transfer of information is only the first step in the process of understanding a complex phenomenon, it is an important first step. Writing is a fairly static form of transfer. Speaking is a dynamic transfer of information. To be an effective speaker, you must exploit the dynamism of oral communication, but also learn to work within its limitations. While there is a higher level of immediacy and a lower level of retention in the spoken word, a speaker has more ability to engage the audience psychologically and to use complex forms of non-verbal communication

The written language can be significantly more precise. Written words can be chosen with greater deliberation and thought, and a written argument can be extraordinarily sophisticated, intricate, and lengthy. These attributes of writing are possible because the pace of involvement is controlled by both the writer and the reader. The writer can write and rewrite at great length, a span of time which in some cases can be measured in years. Similarly, the reader can read quickly or slowly or even stop to think about what he or she has just read. More importantly, the reader always has the option of re-reading; even if that option is not exercised, its mere possibility has an effect upon a reader's understanding of a text. The written word appeals more to a contemplative, deliberative style.

Speeches can also be precise and indeed they ought to be. But precision in oral communication comes only with a great deal of preparation and compression. Once spoken, words cannot be retracted, although one can apologize for a mistake and improvise a clarification or qualification. One can read from a written text and achieve the same degree of verbal precision as written communication. But word-for-word reading from a text is not speech-making, and in most circumstances audiences find speech-reading boring and retain very little of the information transmitted.

On the other hand, oral communication can be significantly more effective in expressing meaning to an audience. This distinction between precision and effectiveness is due to the extensive repertoire of signals available to the speaker: gestures, intonation, inflection, volume, pitch, pauses, movement, visual cues such as appearance, and a whole host of other ways to communicate meaning. A speaker has significantly more control over what the listener will hear than the writer has over what the reader will read. For these techniques to be effective, however, the speaker needs to make sure that he or she has the audience's attention--audiences do not have the luxury of re-reading the words spoken. The speaker, therefore, must become a reader of the audience.

Reading an audience is a systematic and cumulative endeavor unavailable to the writer. As one speaks, the audience provides its own visual cues about whether it is finding the argument coherent, comprehensible, or interesting. Speakers should avoid focusing on single individuals within an audience. There are always some who scrunch up their faces when they disagree with a point; others will stare out the window; a few rude (but tired) persons will fall asleep. These persons do not necessarily represent the views of the audience; much depends upon how many in the audience manifest these signals. By and large, one should take the head-

nodders and the note-takers as signs that the audience is following one's argument. If these people seem to outnumber the people not paying attention, then the speech is being well-received. The single most important bit of evidence about the audience's attention, however, is eye contact. If members of the audience will look back at you when you are speaking, then you have their attention. If they look away, then your contact with the audience is probably fading. Speeches probably cannot be sophisticated and intricate. Few audiences have the listening ability or background to work through a difficult or complex argument, and speakers should not expect them to be able to do so. Many speakers fail to appreciate the difficulties of good listening, and most speakers worry about leaving out some important part of the argument. One must be acutely aware of the tradeoff between comprehensiveness and comprehension. Trying to put too much into a speech is probably the single most frequent error made by speakers.

This desire to "say everything" stems from the distinctive limitations of speeches: after a speech, one cannot go back and correct errors or omissions, and such mistakes could potentially cripple the persuasiveness of a speech. A speaker cannot allow himself or herself to fall into this mentality. At the outset, a speaker must define an argument sharply and narrowly and must focus on only that argument. There are certainly implications of an argument that are important but cannot be developed within the speech. These aspects should be clearly acknowledged by the speaker, but deferred to a question-and-answer period, a future speech, or a reference to a work that the audience can follow-up on its own. Speakers must exercise tight and disciplined control over content.

As a rule of thumb, the audience will remember about one-half of what was said in a twenty-minute talk. After twenty-minutes, recall drops off precipitously. Oral arguments should therefore be parsed down as much as possible. There are very few circumstances in which an audience will recall a great deal of the information in a speech longer than twenty minutes. Most evidence suggests that audience recall declines precipitously after 16 and one-half minutes.

Oral communication uses words with fewer syllables than the written language, the sentences are shorter, and self-referencing pronouns such as I are common. Oral communication also allows incomplete sentences if delivered properly, and many sentences will begin with "and," "but," and "except." The upshot of these differences is that one should not think about speeches as oral presentations of a written text. Speeches are genuinely different from written prose, and one should not use the logic of writing as a basis for writing a speech.

3.6 DIRECTIONS OF COMMUNICATION:

Communication can be either vertical or downward when considering the flow. Communication that moves in both directions – upwards and downwards is termed as Vertical Communication and communication that moves in lateral direction is termed as Horizontal Communication.

Communication can be classified as follows:

- Downward Communication
- Upward Communication
- Horizontal Communication

- Diagonal Communication

3.6.1 DOWNWARD COMMUNICATION -

Downward communication is the information that is exchanged between a manager and a subordinate in other words from top level to low level. In the best of cases, the information is clear and direct. The purpose of such communication is to inform about policies, procedures, programmes and objectives and to issue orders and instructions to the subordinates. The information is sent through verbal or written orders.

The objectives of Downward Communication are:

- To train subordinates in performing the job.
- To motivate employees to improve their performance.
- To know how effectively a person is performing his job.
- To explain organisational policies, programmes and procedures.
- To give instructions about what to do and how to do.
- To highlight the areas of attention

Merits of Downward Communication are:

- Job Satisfaction – The management communicates the employees about their better performance in the organization because of which the employees feel motivated.
- Duty and Authority – By assigning duties and giving authority to the employees it becomes clear as to what is expected of them and how much authority is vested in them.
- Plans and Policies – Through downward communication the employees are informed about the organisational plans and policies.
- Mission and Goals – Employees are informed about the mission and goals of the organisation and how they can be an asset by contributing to accomplish the goals.

Demerits of Downward Communication are:

- Distortion - In the long line of downward communication, information is very likely to be distorted because of fabrication during interpretation as made by the subordinates. Information to pass through the long chain of command is supposed to lose its originality at every level.
- Time Consuming - The line of communication in the downward communication is very long. It takes too much time to transmit the information to the lowest level of management. When information reaches the destination, it is too late & the communication loses its significance.
- Reduction of Efficiency - Efficiency is increased when there is a cordial or communicative environment. But downward communication is generally commanding in nature which is against the rules of effective communication. So workers or employees do not get the opportunity to become efficient.

- **Incomplete Information** – Sometimes managers do not communicate the complete information to the team members because they want the team members to be dependent on them. However, managers do not realize that without complete information the team members will not be able to carry out the tasks efficiently.

3.6.2 UPWARD COMMUNICATION –

It is non directive in nature. Effective upward communication is possible only when organizations empower their employees and allow them to participate freely in decision making. Through this type of communication employees can communicate information to their superiors freely and can voice their opinion.

Methods of Making Upward Communication More Effective

- **Grievance Redressal Procedure** – It enables employees to bring forward their work related issues to the notice of the top management and seek immediate assistance. General Electric and Federal Express have set up peer review boards where the arguments of both parties are heard and a decision is arrived at.
- **Open Door Policy** – Under this policy employees are free to approach managers at any time and discuss their problems with them.
- **Counseling, Attitude Questionnaires, Exit Interviews** – The personnel department conducts non directive counseling sessions to help employees deal with their work related issues also, questionnaires may be administered periodically to find out about employees attitude towards work. Exit interviews are held for finding out the reason for leaving and for giving suggestions for improving the workplace.
- **The Ombudsperson** – Through an ombudsperson the employees can have their problems resolved quickly without going through lengthy channels.

3.6.3 HORIZONTAL COMMUNICATION –

Horizontal communication is necessary to develop a collaborative and proactive culture in an organisation. People communicate with others at their own level, in their own departments or other departments, to solve problems and to share experiences. Devices such as problem clinics and task forces are used for this purpose. A problem clinic is conducted by people concerned with a problem to diagnose and generate alternative solutions. A task force is constituted of persons from different departments or different sections to work on a given problem and make necessary recommendations to solve the problem.

Horizontal communication involves not only the movement of information from the upper levels to the lower levels of the organizational hierarchy but also is defined primarily as the quality of information sharing among peers at similar levels.

The main objectives of horizontal communication are developing teamwork, and promoting group coordination within an organization. It takes place between professional peer groups or people working on the same level of hierarchy. Horizontal communication is less formal and structured than both downward communication and upward communication, and may be carried out through

informal discussions, management gossip, telephone calls, teleconferencing, videoconferencing, memos, routine meetings and so on.

3.6.4 VERTICAL COMMUNICATION -

Vertical communication occurs between various hierarchies. It maybe upward or downward. For example manager to employee, general manager to managers, foreman to machine operator, head of the department to cashiers, etc.

Downward communication is more prevalent than upward communication. It is suggested that downward communication is most effective if top managers communicate directly with immediate supervisors and immediate supervisors communicate with their staff.

The major purposes of downward communication are to advise, inform, direct, instruct, and evaluate employees and to provide organization members with information about organizational goals and policies.

3.7 BARRIERS AND GATEWAYS TO COMMUNICATION

No matter how good the communication system in an organization is, unfortunately barriers can and do often occur. This may be caused by a number of factors which can usually be summarised as being due to physical barriers, system design faults or additional barriers.

Perceptual Barrier

This is one of the most common barriers to communication because different people interpret our actions, words and mannerisms in different ways. People want to receive those messages which are of significance to them. Perceptions of people differ and depend on the cultural, emotional, personal and spiritual background of the person. People normally tend to assume things rather than clarifying it with the other person. When this happens, communication is blocked right away and conflict arises. That is why it is important to clarify things before reacting.

Language Barrier

Language is another barrier to communication. Sometimes, we don't realize and we use such words or phrases which may or may not be understood by the other person, thus leading to a barrier. This could be words from a dialect that is not common to the people in your office or it could be jargon that others don't know the meaning to.

Therefore, one should only use such words which are common and easily understood by all rather than showing off how good a grasp you have over the language and unnecessary causing a barrier between you and the listener.

Interpersonal Barriers to Communication

Interpersonal barriers, on the other hand, are barriers to communication that come as a result of the way different people relate to one another. Some people may lack the social skills, therefore they withdraw. Others may find it hard to make time to get to know their co-workers on a more personal level because of their routines like work, and after office activities.

Information Overload

Managers are surrounded with a pool of information. It is essential to control this information flow else the information is likely to be misinterpreted or forgotten or overlooked. As a result communication is less effective.

Time Pressures

Often in organization the targets have to be achieved within a specified time period, the failure of which has adverse consequences. In a haste to meet deadlines, the formal channels of communication are shortened, or messages are partially given, i.e., not completely transferred. Thus sufficient time should be given for effective communication.

Distraction/Noise

Communication is also affected a lot by noise to distractions. Physical distractions are also there such as, poor lightning, uncomfortable sitting, unhygienic room also affects communication in a meeting. Similarly use of loud speakers interferes with communication.

Emotions

Emotional state at a particular point of time also affects communication. If the receiver feels that communicator is angry he interprets that the information being sent is very bad. While he takes it differently if the communicator is happy and jovial (in that case the message is interpreted to be good and interesting).

Complexity in Organizational Structure

Greater the hierarchy in an organization (i.e. more the number of managerial levels), more is the chances of communication getting destroyed. Only the people at the top level can see the overall picture while the people at low level just have knowledge about their own area and a little knowledge about other areas.

Poor retention

Human memory cannot function beyond a limit. One can't always retain what is being told specially if he is not interested or not attentive. This leads to communication breakdown.

CASE STUDY NO. 1: BARRIERS TO EFFECTIVE COMMUNICATION

Throughout history, many great communicators have mused about how difficult it is for people to effectively communicate — even those who speak the same language! Some scholars cite how subtle differences in age and style can potentially create real challenges in successful communication. Case in point might be the stereotypical communication challenges faced between teenagers and parents, husbands and wives, conservatives and liberals. These same kinds of communication issues appear in the work world, as well.

I was asked to work with a director and one of her high level computer technicians. This technician was responsible for a major account significant to this director. This technician had the ability to accomplish his work successfully, but it seemed he was horrible at communication and customer support. These two areas of deficit were greatly jeopardizing this major account, not to mention putting the tech's continued employment in question.

The director, the technician and I sat down for a meeting to see what could be done to clarify the communication and customer service issues. The director spoke very clearly about what she expected of the technician when he met with the clients and when he interacted with others (both clients and colleagues). The technician nodded in agreement and said that he understood the gravity of the situation. He said he understood what he was doing wrong and assured his director that he would "improve." After they were finished discussing the communication and

customer service issues, and the detailed procedures the director had clarified for him, I asked the technician what his next steps were going to be to improve his standing with the clients on this major account. He looked at me and said, "I have no idea." The director looked dumbfounded; her mouth was literally hanging open. She was without words. She believed she had been very clear. She believed the technician had nodded in agreement to all of the well-thought out plans she had presented, yet clearly now he didn't know what his next steps should be. This was an example of an unsuccessful communication event.

I further asked the technician a series of questions and led him through the necessary steps, in his mind, using his metaphors and word choices. We essentially created his game plan in a manner that he could comprehend. We clarified expectations, created measures of success, and established timeframes. With that now visually and firmly in his mind, he was able to summarize his next steps. The technician left the meeting relieved. Over a reasonable period of time, evidence indicated that this technician had indeed learned some new communication skills and his customer relations had improved accordingly.

At the conclusion of the meeting with the technician, the Director and I spent thirty minutes debriefing. We discussed different learning and management styles. She was amazed how her message which had been so clearly intended and what she thought was so clearly sent, was not the message received or understood. This realization was a profound one for her. She vowed to check for understanding more often and especially when she interacted with this technician. She wanted him to succeed and had never seen the role she had played in the breakdown of communication between them. She saw how, as the person delivering a message, she had the responsibility to be sure the message had been received and understood. In the case of the technician, she needed to reframe her message in terms that made sense to him, ask him to summarize it back to her, and then review his next steps, so both she and he would leave the communication event with the same understanding. Although she had believed herself to be a skilled communicator (and by many measures she was), she learned that in this isolated event, she had needed a new set of communication skills. She foresaw how she could also generalize these new skills with other people and different situations. She had added another strategy to her repertoire of positive communication skills, one that would help her to be a better leader in the future.

**CASE STUDY NO.2 : "CASE STUDY ON COMMUNICATION CHALLENGES" –
PROF. M.S. RAO**

There are several challenges in communication that take place in daily life. If we identify the challenges we can eliminate and ensure better understanding among the individuals. We shall take a case study on communication that helps in averting any misunderstanding among the people.

Ken worked in a research department for a year as a researcher and he was laid off as the entire department was closed due to recession. He decided to meet the CEO for a possible outplacement as the organization had several other departments to accommodate him. However the secretary of the CEO, Diana did

not permit Ken to meet by saying that CEO was busy. Ken returned without meeting the CEO. He got better employment opportunity elsewhere and joined.

Ken, being a researcher, wrote an article for an international journal while working in the research department. It was published after 9 months and received complimentary copies from the publisher. Therefore, Ken wanted to share the successful publication with his former CEO and went to meet him to gift the book as a complimentary copy. Below was the conversation Ken had with the secretary of the CEO.

Ken: I would appreciate if you could arrange an appointment with CEO. I want.....
(Secretary interrupted)

Secretary: Why did you come? We had already handed over your resume to Jim for outplacement. You may go now.

Ken: I did not come for employment opportunity. Don't assume that people would come here for employment only. I have come to gift a complimentary copy where my article featured in international journal. The CEO would be glad to share the success.

Secretary: No, No, the CEO sees everything and knows everything as every article publication is known to him.

Ken: It is not departmental journal. It is a prestigious journal globally and I want to inform him and gift the book.

Secretary: "You will not get appointment. The CEO is busy" said firmly.

Ken: I anticipated that CEO would be busy and I have already written the details of my name over the complimentary copy.

Secretary: Okay, leave it and go. (She said impolitely and started looking here and there)

Ken handed over the complimentary copy to Secretary.

Ken: Fine, please hand over to CEO. I am leaving the place. However, I will send an email to CEO about my coming physically to gift the book. (Secretary probably worried as the Ken had already mentally prepared to send the email and keep the CEO informed. If Secretary had any intention to skip handing over the complimentary copy, CEO will know as Ken would send mail.)

Ken handed over the complimentary copy to Secretary and departed the office. He sent an email to his ex-CEO about his coming and he could not meet as the latter was busy with his schedules.

After 5 hours, the Secretary telephoned Ken and said firmly, "CEO told to return the book to you. You come and take the book back." Ken replied, "It is the complimentary copy meant for the CEO only". Secretary insisted to take back the book immediately. Ken told Secretary to courier and he was about to give his address. Secretary interrupted Ken's conversation and replied, "No we don't send you through courier. You have to come and take." Ken responded politely, "Right now, I am far away from that place. When I come to that area I would take back the book."

The very next day, Ken received email from his ex-CEO congratulating Ken for the publication and thanked for coming all the way to gift the book. Ken felt excited that his ex-CEO was pleased with publication.

QUESTIONS:

- 1 What were the communication challenges in the above case study?
- 2 Was the Secretary right in avoiding the Ken who came all the way from long distance to gift the complimentary copy?
- 3 Was it right for Secretary in insisting to come and take the complimentary copy back physically instead of couriering?
- 4 Was Secretary a good listener?
- 5 Did Secretary empathize with Ken?
- 6 What were the other challenges prevented smooth communication between Ken and Secretary?

ACTION TO TAKE:

- It requires lot of clarity and persuasion in communicating in such situations.
- People need to break their pre-conceived notions and mindset.
- They should suspend their judgment that prevents from listening.
- They need to open up their minds and hearts for effective listening and better communication.
- In such situation the Ken should have waited for sometime till the secretary gets freed mentally to communicate.
- Inner dialogue or inner conversation that takes place among all human beings is often the culprit of communication. The Secretary had lot of inner conversation that prevented from listening.
- Sandwich feedback is essential to communicate and correct and exit smoothly from such a situation.
- The secretary had excessive ego that would have resulted into a conflict had Ken not exited smoothly after getting instructions to leave the place.

Takeaways:

At times, the people those who work with higher officials try to create rift because of their excessive egoism which may arise out of their accessibility to higher officials or miscommunication or the inability to empathize, understand and appreciate others.

Sometimes preconceived notions prevent communication. When the reality goes against their pre-conceived notions, people start defending and stop observing the cues of others' body language because of high ego. There are barriers and filters that prevent smooth communication. Barriers are physical in nature such as external disturbances and distractions that prevent listening. Similarly filters are psychological in nature that take place within the mind such as biased thinking, inner conversation which might become noise while listening, pre-conceived notions, being pre-occupied with other activities and excessive ego. In this context the Secretary had filters rather barriers that prevented effective communication.

At times, the metal kettle that stores and serves tea is hotter than the tea itself. A few secretaries think too much bigger than their bosses. They become too big for their shoes.

3.8 GLOSSARY

Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication.

Downward Communication - Downward communication is the information that is exchanged between a manager and a subordinate in other words from top level to low level.

Upward Communication – It is non directive in nature. Effective upward communication is possible only when organizations empower their employees and allow them to participate freely in decision making. Through this type of communication employees can communicate information to their superiors freely and can voice their opinion.

Horizontal Communication – Horizontal communication is necessary to develop a collaborative and proactive culture in an organisation. People communicate with others at their own level, in their own departments or other departments, to solve problems and to share experiences.

Vertical Communication - Vertical communication occurs between various hierarchies.

It may be upward or downward. For example manager to employee, general manager to managers, foreman to machine operator, head of the department to cashiers, etc.

3.9 ANSWERS TO CHECK YOUR PROGRESS

1. Define Oral Communication
2. Define Written Communication
3. Explain the Flow or Direction of Communication.
4. Explain the various barriers in communication.

3.10 REFERENCES

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UNIT 4: CROSS CULTURAL COMMUNICATIONS

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Definition of Communication, Business Communication, Culture
 - 4.3.1 Communication
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4.1 INTRODUCTION

In business the most valuable thing would be information and for it to be transferred from one body to the other, communication is the vital element that drives such process. But when the communication comes to certain influenced by culture, it is a whole new chapter to be understood.

International businesses are facing a new dilemma whereby cross-cultural communication is introduced due to the major reforms brought about through internationalization, merging and joint ventures. This would make culture an important aspect when it comes to business communication.

Lack of understanding or investment in cross-cultural training would lead to major business problems. Such as loss of clients, poor staff motivation, lack of team building, internal conflicts, and poor productivity. These are all only the icing of the by-products of poor cross-cultural communication.

International companies with highly diverse workforce in terms of nationality and cultural background all face the same problem when conflict arises from the difference of culture, language, value, belief, business ethic, behavior, and cultural etiquettes.

Such conflict could prove to be a negative impact on the business mainly in team cohesion and staff productivity. Cross-cultural communication problems can manifest into the downfalls of big international companies when taken lightly. That is why more and more companies have realized such dilemma and are upgrading intercultural communication skills within its organization.

Cross-cultural consultants and intercultural team builders are summoned to deal with such dilemma as technology and science is improving by the second. Communication within companies is now more efficient and fast phones, fax and various other means of communication tools are invented closing in on the barriers of distance but introduces cross-cultural communication awareness.

Other than the differences of culture in the company, the company's working culture is also important as the company's culture projects the company's managerial abilities. Company's culture depends on how it views its staff and departments; does it see it as a close or open system? For example when one works in the engineering department and one works in the HR department, is there cross communications of synergy between the two departments?? If there isn't this means lack of communication is at present and team building is vital in improving such situations.

Such situations are usually endorsed by joint ventures and mergers of two separate cross-cultural companies whereby co-operation is required for their commitment to an open system. Without a doubt, most companies are form or merged in the expectations of better financial and strategic managements without realizing the consequences of intercultural communication mishaps.

As more and more companies realize that their business problems are not just mere financial flaws made by lack of education in their staff's but to the cross-cultural environment in which their staff's work in. The need for understanding communication between cultures and managing intercultural business management has rocketed ever since the discovery of such events during the globalization era.

The main reason for most failed ventures or cross-cultural business is mostly due to the underestimation of the effects of culture in a working environment especially in communication. Seeking expertise help on such situation would prove to be better investments once the differentiation is been straighten out.

4.2 OBJECTIVES

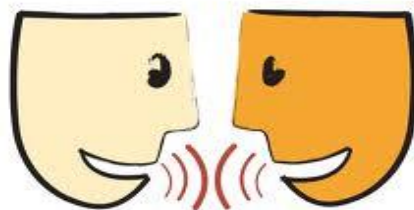
After completion of this unit, the students will be able:

- Understand the intercultural nature of business communication
- To appreciate intercultural communication as communication shaped not only by national cultures, but also by other cultural dimensions such as ethnicity, gender and social class

- To heighten one's awareness of differences in communication styles across cultures
- To develop positive attitudes towards people from different cultural group

4.3 DEFINITION OF COMMUNICATION, BUSSINESS COMMUNICATION, CULTURE

4.3.1 Communication (from Latin "*communis*", meaning *to share*) is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior.



Communication requires a sender, a message, and a recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver has understood the message of the sender.

4.3.2 Business communication is communication that promotes a product, service, or organization; relays information within a business; or functions as an official statement from a company.



Business communication (or simply "communications", in a business context) encompasses such topics as marketing, brand management, customer relations, consumer behaviour, advertising, public relations, corporate communication, community engagement, reputation management, interpersonal communication, employee engagement, and event management. It is closely related to the fields of professional communication and technical communication.

4.3.3 CULTURE:

- Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.
- Culture is the systems of knowledge shared by a relatively large group of people.
- Culture is communication, communication is culture.
- Culture in its broadest sense is cultivated behavior; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.
- A culture is a way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.
- Culture is symbolic communication. Some of its symbols include a group's skills, knowledge, attitudes, values, and motives. The meanings of the symbols are learned and deliberately perpetuated in a society through its institutions.
- Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning influences upon further action.
- Culture is the sum of total of the learned behavior of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation.
- Culture is a collective programming of the mind that distinguishes the members of one group or category of people from another.

4.3.3.1 CHARACTERISTICS OF CULTURE

A.Cultures are complex and multifaceted: As is apparent from the above discussions, cultures are complex “structures” that consist of a wide array of characteristics. The cultures of relationships or groups are relatively simple compared to those of organizations and, especially, societies. Edward Hall (1959, 1979) is one of the most significant contributors to the general understanding of the complexity of culture and the importance of communication to understanding and dealing with cultural differences at the societal level.

B.Cultures are subjective: There is a tendency to assume that the elements of one's own cultures are logical and make good sense. It follows that if other cultures—whether of relationships, groups, organizations, or societies—look different; those differences are often considered to be negative, illogical, and sometimes nonsensical. If, for example, an individual happens to be in a romantic relationship that is characterized by public displays of affection, that person might think that the behaviors of other people who have more reserved relational cultures may seem strange, even inappropriate. The person might wonder why a romantic couple would not be more open in displaying affection to one another in public.

The individual might even be tempted to conclude that the “reserved” relationship lacks depth and intensity. This phenomenon is true in a variety of situations. People who are used to informal meetings of a group might think that adherence to formal meeting rules is strange and stilted. Employees in an organization where suits are worn every day may react with cynicism and questioning when they enter an organization where casual attire is standard practice. Someone from a culture that permits one man to have only one wife may find it quite inappropriate that another culture allows one man to have multiple wives. With regard to culture, the tendency for many people is to equate “different” with “wrong,” even though all cultural elements come about through essentially identical communication processes.

C. Cultures change over time: In fact, cultures are ever changing—though the change is sometimes very slow and imperceptible. Many forces influence cultural change. As indicated above, cultures are created through communication, and it is also through communication between individuals that cultures change over time. Each person involved in a communication encounter brings the sum of his or her own experiences from other (past or present) culture memberships. In one sense, any encounter between individuals in new relationships, groups, organizations, or societies is an intercultural communication event, and these varying cultural encounters influence the individual and the cultures over time. Travel and communication technologies greatly accelerate the movement of messages from one cultural context to another, and in small and large ways, cultures come to influence one another through communication. Phrases such as “melting pot,” “world community,” and “global village” speak to the inevitability of intercultural influence and change.

D. Cultures are largely invisible: Much of what characterizes cultures of relationships, groups, organizations, or societies is invisible to its members, much as the air is invisible to those who breathe it. Language, of course, is visible, as are greeting conventions, special symbols, places, and spaces. However, the special and defining meanings that these symbols, greetings, places, and spaces have for individuals in a culture are far less visible. For example, one can observe individuals kissing when they greet, but unless one has a good deal more cultural knowledge, it is difficult to determine what the behavior means in the context of the culture of their relationship, group, organization, or society. In other words, it is difficult to tell, without more cultural knowledge, if the kiss is a customary greeting among casual acquaintances or if such a greeting would be reserved for family members or lovers. As another example, beefsteak is thought of as an excellent food in some cultures. However, if one were a vegetarian or a member of a culture where the cow is sacred, that same steak would have an entirely different cultural meaning.

4.4 CROSS CULTURAL COMMUNICATION:

The phrase Cross-Cultural Communication describes the ability to successfully form, foster, and improve relationships with members of a culture different from one's own. It is based on knowledge of many factors, such as the other culture's values, perceptions, manners, social structure, and decision-making practices,

and an understanding of how members of the group communicate--verbally, non-verbally, in person, in writing, and in various business and social contexts

All communication is cultural -- it draws on ways we have learned to speak and give nonverbal messages. We do not always communicate the same way from day to day, since factors like context, individual personality, and mood interact with the variety of cultural influences we have internalized that influence our choices.

Communication is interactive: An important influence on its effectiveness is our relationship with others. Do they hear and understand what we are trying to say? Are they listening well? Are we listening well in response? Do their responses show that they understand the words and the meanings behind the words we have chosen? Is the mood positive and receptive? Is there trust between them and us? Are there differences that relate to ineffective communication, divergent goals or interests, or fundamentally different ways of seeing the world? The answers to these questions will give us some clues about the effectiveness of our communication and the ease with which we may be able to move through conflict.

The challenge is that even with all the good will in the world, miscommunication is likely to happen, especially when there are significant cultural differences between communicators. Miscommunication may lead to conflict, or aggravate conflict that already exists. We make -- whether it is clear to us or not -- quite different meaning of the world, our places in it, and our relationships with others.

In this Unit, cross-cultural communication will be outlined and demonstrated by examples of ideas, attitudes, and behaviors involving four variables:

1. Time and Space
2. Fate and Personal Responsibility
3. Face and Face-Saving
4. Nonverbal Communication

As our familiarity with these different starting point increases, we are cultivating cultural fluency -- Awareness of the ways cultures operate in communication and conflict, and the ability to respond effectively to these differences.

4.4.1 TIME AND SPACE

Time is one of the most central differences that separate cultures and cultural ways of doing things. In the West, time tends to be seen as quantitative, measured in units that reflect the march of progress. It is logical, sequential, and present-focused, moving with incremental certainty toward a future the ego cannot touch and a past that is not a part of now.

Novinger calls the United States a "chronocracy," in which there is such reverence for efficiency and the success of economic endeavors that the expression "time is money" is frequently heard. This approach to time is called monochronic -- it is an approach that favors linear structure and focus on one event or interaction at a time. Robert's Rules of Order, observed in many Western meetings, enforce a monochronic idea of time.

In the East, time feels like it has unlimited continuity, an unraveling rather than a strict boundary. Birth and death are not such absolute ends since the universe

continues and humans, though changing form, continue as part of it. People may attend to many things happening at once in this approach to time, called polychronous. This may mean many conversations in a moment (such as a meeting in which people speak simultaneously, "talking over" each other as they discuss their subjects), or many times and peoples during one process (such as a ceremony in which those family members who have died are felt to be present as well as those yet to be born into the family).

A good place to look to understand the Eastern idea of time is India. There, time is seen as moving endlessly through various cycles, becoming and vanishing. Time stretches far beyond the human ego or lifetime. There is a certain timeless quality to time, an aesthetic almost too intricate and vast for the human mind to comprehend. Consider this description of an aeon, the unit of time which elapses between the origin and destruction of a world system: "Suppose there is a mountain, of very hard rock, much bigger than the Himalayas; and suppose that a man, with a piece of the very finest cloth of Benares, once every century should touch that mountain ever so slightly -- then the time it would take him to wear away the entire mountain would be about the time of an Aeon.

Differences over time can play out in painful and dramatic ways in negotiation or conflict-resolution processes. An example of differences over time comes from a negotiation process related to a land claim that took place in Canada. First Nations people met with representatives from local, regional, and national governments to introduce themselves and begin their work. During this first meeting, First Nations people took time to tell the stories of their people and their relationships to the land over the past seven generations. They spoke of the spirit of the land, the kinds of things their people have traditionally done on the land, and their sacred connection to it. They spoke in circular ways, weaving themes, feelings, ideas, and experiences together as they remembered seven generations into the past and projected seven generations forward.

When it was the government representatives' chance to speak, they projected flow charts showing internal processes for decision-making and spoke in present-focused ways about their intentions for entering the negotiation process. The flow charts were linear and spare in their lack of narrative, arising from the bureaucratic culture from which the government representatives came. Two different conceptions of time: in one, time stretches, loops forward and back, past and future are both present in this time. In the other, time begins with the present moment and extends into the horizon in which the matters at hand will be decided.

Neither side felt satisfied with this first meeting. No one addressed the differences in how time was seen and held directly, but everyone was aware that they were not "on the same page." Each side felt some frustration with the other. Their notions of time were embedded in their understandings of the world, and these understandings informed their common sense about how to proceed in negotiations. Because neither side was completely aware of these different notions of time, it was difficult for the negotiations to proceed, and difficult for each side to trust the other. Their different ideas of time made communication challenging.

This meeting took place in the early 1990s. Of course, in this modern age of high-speed communication, no group is completely disconnected from another. Each

group -- government and First Nations representatives -- has had some exposure to the other's ideas of time, space, and ideas about appropriate approaches to negotiation. Each has found ways to adapt. How this adaptation takes place, and whether it takes place without one side feeling they are forced to give in to the other, has a significant impact on the course of the negotiations.

It is also true that cultural approaches to time or communication are not always applied in good faith, but may serve a variety of motives. Asserting power, superiority, advantage, or control over the course of the negotiations may be a motive wrapped up in certain cultural behaviors (for example, the government representatives' detailed emphasis on ratification procedures may have conveyed an implicit message of control, or the First Nations' attention to the past may have emphasized the advantages of being aware of history). Culture and cultural beliefs may be used as a tactic by negotiators; for this reason, it is important that parties be involved in collaborative-process design when addressing intractable conflicts. As people from different cultural backgrounds work together to design a process to address the issues that divide them, they can ask questions about cultural preferences about time and space and how these may affect a negotiation or conflict-resolution process, and thus inoculate against the use of culture as a tactic or an instrument to advance power.

Any one example will show us only a glimpse of approaches to time as a confounding variable across cultures. In fact, ideas of time have a great deal of complexity buried within them. Western concepts of time as a straight line emanating from no one in particular obscure the idea that there are purposive forces at work in time, a common idea in indigenous and Eastern ways of thought. From an Eastern or indigenous perspective, Spirit operates within space and time, so time is alive with purpose and specific meanings may be discerned from events. A party to a negotiation who subscribes to this idea of time may also have ideas about fate, destiny, and the importance of uncovering "right relationship" and "right action." If time is a circle, an unraveling ball of twine, a spiral, an unfolding of stories already written, or a play in which much of the set is invisible, then relationships and meanings can be uncovered to inform current actions. Time, in this polychronic perspective, is connected to other peoples as well as periods of history.

This is why a polychronic perspective is often associated with a communitarian starting point. The focus on the collective, or group, stretching forward and back, animates the polychronic view of time. In more monochronic settings, an individualist way of life is more easily accommodated. Individualists can more easily extract moments in time, and individuals themselves, from the networks around them. If time is a straight line stretching forward and not back, then fate or destiny may be less compelling.

4.4.2 FATE AND PERSONAL RESPONSIBILITY

Another important variable affecting communication across cultures is fate and personal responsibility. This refers to the degree to which we feel ourselves the masters of our lives, versus the degree to which we see ourselves as subject to things outside our control. Another way to look at this is to ask how much we see ourselves able to change and maneuver, to choose the course of our lives and

relationships. Some have drawn a parallel between the emphasis on personal responsibility in North American settings and the landscape itself. The North American landscape is vast, with large spaces of unpopulated territory. The frontier mentality of "conquering" the wilderness, and the expansiveness of the land stretching huge distances, may relate to generally high levels of confidence in the ability to shape and choose our destinies.

In this expansive landscape, many children grow up with an epic sense of life, where ideas are big, and hope springs eternal. When they experience setbacks, they are encouraged to redouble their efforts, to "try, try again." Action, efficacy, and achievement are emphasized and expected. Free will is enshrined in laws and enforced by courts.

Now consider places in the world with much smaller territory, whose history reflects repeated conquest and harsh struggles: Northern Ireland, Mexico, Israel, Palestine. In these places, there is more emphasis on destiny's role in human life. In Mexico, there is a legacy of poverty, invasion, and territorial mutilation. Mexicans are more likely to see struggles as inevitable or unavoidable. Their fatalistic attitude is expressed in their way of responding to failure or accident by saying "ni modo" ("no way" or "tough luck"), meaning that the setback was destined.

This variable is important to understanding cultural conflict. If someone invested in free will crosses paths with someone more fatalistic in orientation, miscommunication is likely. The first person may expect action and accountability. Failing to see it, they may conclude that the second is lazy, obstructionist, or dishonest. The second person will expect respect for the natural order of things. Failing to see it, they may conclude that the first is coercive or irreverent, inflated in his ideas of what can be accomplished or changed.

4.4.3 FACE AND FACE-SAVING

Another important cultural variable relates to face and face-saving. Face is important across cultures, yet the dynamics of face and face-saving play out differently. Face is defined in many different ways in the cross-cultural communication literature. Novinger says it is "the value or standing a person has in the eyes of others...and that it relates to pride or self-respect. Others have defined it as "the negotiated public image, mutually granted each other by participants in communication. In this broader definition, face includes ideas of status, power, courtesy, insider and outsider relations, humor, and respect. In many cultures, maintaining face is of great importance, though ideas of how to do this vary.

The starting points of individualism and communitarianism are closely related to face. If I see myself as a self-determining individual, then face has to do with preserving my image with others and myself. I can and should exert control in situations to achieve this goal. I may do this by taking a competitive stance in negotiations or confronting someone who I perceive to have wronged me. I may be comfortable in a mediation where the other party and I meet face to face and frankly discuss our differences.

If I see my primary identification as a group member, then considerations about face involve my group. Direct confrontation or problem-solving with others may reflect poorly on my group, or disturb overall community harmony. I may prefer to avoid criticism of others, even when the disappointment I have concealed may come out in other, more damaging ways later. When there is conflict that cannot be avoided, I may prefer a third party who acts as a shuttle between me and the other people involved in the conflict. Since no direct confrontation takes place, face is preserved and potential damage to the relationships or networks of relationships is minimized.

4.4.4 NONVERBAL COMMUNICATION

Nonverbal communication is hugely important in any interaction with others; its importance is multiplied across cultures. This is because we tend to look for nonverbal cues when verbal messages are unclear or ambiguous, as they are more likely to be across cultures (especially when different languages are being used). Since nonverbal behavior arises from our cultural common sense -- our ideas about what is appropriate, normal, and effective as communication in relationships -- we use different systems of understanding gestures, posture, silence, spacial relations, emotional expression, touch, physical appearance, and other nonverbal cues. Cultures also attribute different degrees of importance to verbal and nonverbal behavior.

Low-context cultures like the United States and Canada tend to give relatively less emphasis to nonverbal communication. This does not mean that nonverbal communication does not happen, or that it is unimportant, but that people in these settings tend to place less importance on it than on the literal meanings of words themselves. In high-context settings such as Japan or Colombia, understanding the nonverbal components of communication is relatively more important to receiving the intended meaning of the communication as a whole.

Some elements of nonverbal communication are consistent across cultures. For example, research has shown that the emotions of enjoyment, anger, fear, sadness, disgust, and surprise are expressed in similar ways by people around the world. Differences surface with respect to which emotions are acceptable to display in various cultural settings, and by whom. For instance, it may be more socially acceptable in some settings in the United States for women to show fear, but not anger, and for men to display anger, but not fear. At the same time, interpretation of facial expressions across cultures is difficult. In China and Japan, for example, a facial expression that would be recognized around the world as conveying happiness may actually express anger or mask sadness, both of which are unacceptable to show overtly.

These differences of interpretation may lead to conflict, or escalate existing conflict. Suppose a Japanese person is explaining her absence from negotiations due to a death in her family. She may do so with a smile, based on her cultural belief that it is not appropriate to inflict the pain of grief on others. For a Westerner who understands smiles to mean friendliness and happiness, this smile may seem incongruous and even cold, under the circumstances. Even though some facial expressions may be similar across cultures, their interpretations remain culture-specific. It is important to understand something about cultural starting-points and values in order to interpret emotions expressed in cross-cultural interactions.

Another variable across cultures has to do with proxemics, or ways of relating to space. Crossing cultures, we encounter very different ideas about polite space for conversations and negotiations. North Americans tend to prefer a large amount of space, perhaps because they are surrounded by it in their homes and countryside. Europeans tend to stand more closely with each other when talking, and are accustomed to smaller personal spaces. In a comparison of North American and French children on a beach, a researcher noticed that the French children tended to stay in a relatively small space near their parents, while U.S. children ranged up and down a large area of the beach.

The difficulty with space preferences is not that they exist, but the judgments that get attached to them. If someone is accustomed to standing or sitting very close when they are talking with another, they may see the other's attempt to create more space as evidence of coldness, condescension, or a lack of interest. Those who are accustomed to more personal space may view attempts to get closer as pushy, disrespectful, or aggressive. Neither is correct -- they are simply different. Also related to space is the degree of comfort we feel moving furniture or other objects. It is said that a German executive working in the United States became so upset with visitors to his office moving the guest chair to suit themselves that he had it bolted to the floor. Contrast this with U.S. and Canadian mediators and conflict-resolution trainers, whose first step in preparing for a meeting is not infrequently a complete rearrangement of the furniture.

Finally, line-waiting behavior and behavior in group settings like grocery stores or government offices is culturally-influenced. Novinger reports that the English and U.S. Americans are serious about standing in lines, in accordance with their beliefs in democracy and the principle of "first come, first served. The French, on the other hand, have a practice of *resquillage*, or line jumping, that irritates many British and U.S. Americans. In another example, immigrants from Armenia report that it is difficult to adjust to a system of waiting in line, when their home context permitted one member of a family to save spots for several others.

These examples of differences related to nonverbal communication are only the tip of the iceberg. Careful observation, ongoing study from a variety of sources, and cultivating relationships across cultures will all help develop the cultural fluency to work effectively with nonverbal communication differences.

4.5 CONCEPTS OF CULTURE

The term "culture" refers to the complex collection of knowledge, folklore, language, rules, rituals, habits, lifestyles, attitudes, beliefs, and customs that link and give a common identity to a particular group of people at a specific point in time.

All social units develop a culture. Even in two-person relationships, a culture develops over time. In friendship and romantic relationships, for example, partners develop their own history, shared experiences, language patterns, rituals, habits, and customs that give that relationship a special character—a character that differentiates it in various ways from other relationships. Examples might include special dates, places, songs, or events that come to have a unique and important symbolic meaning for two individuals.

Groups also develop cultures, composed of the collection of rules, rituals, customs, and other characteristics that give an identity to the social unit. Where a group traditionally meets, whether meetings begin on time or not, what topics are discussed, how decisions are made, and how the group socializes are all elements of what, over time, become defining and differentiating elements of its culture.

Organizations also have cultures, often apparent in particular patterns of dress, layout of workspaces, meeting styles and functions, ways of thinking about and talking about the nature and directions of the organization, leadership styles, and so on.

The most rich and complex cultures are those that are associated with a society or a nation, and the term “culture” is most commonly used to refer to these characteristics, including language and language-usage patterns, rituals, rules, and customs. A societal or national culture also includes such elements as significant historical events and characters, philosophies of government, social customs, family practices, religion, economic philosophies and practices, belief and value systems, and concepts and systems of law.

Thus, any social unit—whether a relationship, group, organization, or society—develops a culture over time. While the defining characteristics—or combination of characteristics—of each culture are unique, all cultures share certain common functions. Three such functions that are particularly important from a communication perspective are (1) linking individuals to one another, (2) providing the basis for a common identity, and (3) creating a context for interaction and negotiation among members.

4.6 FUNCTIONS AND IMPACTS OF CULTURE ON COMMUNICATION

The relationship between communication and culture is a very complex and intimate one. First, cultures are created through communication; that is, communication is the means of human interaction through which cultural characteristics—whether customs, roles, rules, rituals, laws, or other patterns—are created and shared. It is not so much that individuals set out to create a culture when they interact in relationships, groups, organizations, or societies, but rather that cultures are a natural by-product of social interaction. In a sense, cultures are the “residue” of social communication. Without communication and communication media, it would be impossible to preserve and pass along cultural characteristics from one place and time to another. One can say, therefore, that culture is created, shaped, transmitted, and learned through communication. The reverse is also the case; that is, communication practices are largely created, shaped, and transmitted by culture.

To understand the implications of this communication-culture relationship, it is necessary to think in terms of ongoing communication processes rather than a single communication event. For example, when a three-person group first meets, the members bring with them individual thought and behavioral patterns from previous communication experiences and from other cultures of which they are, or

have been, a part. As individuals start to engage in communication with the other members of this new group, they begin to create a set of shared experiences and ways of talking about them. If the group continues to interact, a set of distinguishing history, patterns, customs, and rituals will evolve. Some of these cultural characteristics would be quite obvious and tangible, such that a new person joining the group would encounter ongoing cultural “rules” to which they would learn to conform through communication. New members would in turn influence the group culture in small, and sometimes large, ways as they become a part of it. In a reciprocal fashion, this reshaped culture shapes the communication practices of current and future group members. This is true with any culture; communication shapes culture, and culture shapes communication.

4.7 IMPORTANT EXPRESSION IN CROSS CULTURAL COMMUNICATION

Communication is far more than an exchange of words. Facial expressions, hand gestures, posture, eye contact, even silence... all these are constantly sending messages about our attitudes, our emotions, our status, our relationships.

When we meet a person who speaks only Swahili, we know we need an interpreter to translate our words in order to communicate. But what happens when you meet, say, a German woman who happens to speak very good English? No problem, right?

But her words only tell half the story. Body language and other nonverbal cues vary as widely as spoken language among different cultures. If you smile at the German woman, and she doesn't smile back, what does that mean? Is she angry? Bored? Lost in thought? To really understand what the German woman is saying, you'll need to understand German body language.

Nonverbal cues are critical in the workplace. These cues can tell you whether your staff understands your instructions, whether your customer is interested in buying, and much more.

The nonverbal language we learned while growing up seems natural. Normal. And while some facial expressions, such as fear or disgust, are universal biological reactions, most other nonverbal cues are learned behavior with no universal interpretation.

This tip sheet will give you a brief overview of a few nonverbal signals and their cultural significance. You'll never learn the meaning of every sign in every culture. Even in our own country, typical nonverbal “language” can vary by region, race, or generation. And individuals within a culture also vary—every group has people who are shyer, louder, bolder, or more smiley than the norm. But learning a few of the basics can open your mind to the differences that are possible and alert you to miscommunications. Greater sensitivity to nonverbal differences is a beginning step toward successful cross-cultural communication in your workplace.

4.7.1 PERSONAL SPACE

Personal space is the distance two people keep between themselves in order to feel comfortable. If the amount of space is too great, the person approaching you

will seem cold, shy, or unfriendly. If the amount of space is too small, the person approaching will seem aggressive, rude, or intrusive.

- Personal space is influenced by gender. Two women will naturally stand closer than two men or a man and a woman.
- Personal space is influenced by status. A person of high status is normally instinctively granted more space. This distinction will be more pronounced in cultures that have a greater consciousness of status and social class, such as Asian cultures.
- Personal space is influenced by the degree of intimacy in a relationship. Good friends stand closer than two people whose relationship is strictly business. A romantically involved couple stands closer yet. Many Latin American and African cultures place heavy emphasis on personal relationships in their business dealings, which will shrink the personal space bubble down from “business size” to “personal size.”
- Personal space is influenced by the space available. Colleagues may be comfortable standing right next to each other in a crowded elevator, but not in an empty room. Most people will cope with this collapsing of personal space by facing outward, rather than toward the other person, and avoiding eye contact.
- The standard personal space of a culture is also strongly influenced by available space. People from crowded places, such as India or New York City, will be accustomed to a smaller circle of personal space. People from empty places such as Mongolia or Montana will generally have a much larger personal space bubble.



4.7.2 EYE CONTACT

The duration and frequency of eye contact communicates a great deal—honesty, respect, shame, interest—but the rules governing eye contact and what it means differ widely among cultures.

- Among Latinos, it is respectful to avoid direct eye contact with authority figures.
- For Muslims, direct eye contact between members of the opposite sex is considered bold and flirtatious.

- Arabs have greater eye contact than Americans among members of the same gender.
- Among Asians, direct eye contact is very brief, with the gaze then sliding away to the side, especially with superiors or members of the opposite sex.
- Southern Europeans generally engage in more eye contact than Americans.
- Britons generally engage in less eye contact than Americans.

4.7.3 SPEAKING VOLUME

The volume at which we speak says nearly as much as the words themselves, communicating shyness, uncertainty, anger, enthusiasm, and more by the degree to which it varies from a baseline. But normal baseline volumes also vary among cultures and among individuals.

- White Americans typically interpret raised voices as a sign of anger or hostility. Among non-white Americans and other ethnic groups such as Latin Americans or Africans, raised voices may simply signify an exciting conversation.
- Baseline speaking volume is generally lower among Asians and Western Europeans. American tourists in these parts of the world are often seen as rude and thoughtless.
- In some African cultures, whispering is a signal of witchcraft, plotting, or malicious gossip. Good manners dictate speaking loudly enough for everyone present to hear what you are saying.

4.7.4 TOUCH

Compared to other cultures, Americans rarely touch each other, limiting ourselves to handshakes and occasional pats on the shoulder or arm in business relationships, or hugs in closer friendships.

- Latin Americans and Middle Easterners touch with much greater frequency. In these cultures, it is not uncommon for two men to hold hands, signifying nothing more than friendship.
- Certain other groups, such as the Japanese, touch less than Americans and may be uncomfortable being touched in a casual relationship.
- People from cultures with conservative customs regulating inter-gender relationships may be extremely uncomfortable being touched by someone of the opposite sex.
- Touching someone on the head is offensive to most Asians.



A Single Open Hand Gesture-Take a Seat

Clenched Fist and Frowning-Angry

	
<p>Open Hand Gesture-Illustrate your point</p>	<p>Pointing-Aggressive and Confrontational</p>

4.7.5 SMILING:

For Americans, a smile is used with frequency to communicate friendliness and goodwill. Northern Europeans as a group smile with much less frequency, reserving the expression to show felt happiness. While this may cause Europeans to appear grim or unfriendly to Americans, Americans often appear childish or flippant to Europeans. Asians, in contrast, smile with greater frequency than Americans, using the expression to smooth over awkward or embarrassing situations, which may appear inappropriate to Americans.

4.7.6 FACIAL CONTROL:

Researchers have found that Americans display the least control over facial expressions, likely because our culture places high value on individual expression. Russians exhibit the most control over facial expression, followed by Japanese and Koreans. A higher degree of control may make people from other cultures appear unemotional or inscrutable to Americans.



4.7.7 TIME:

The way we use time also sends messages without a word being spoken. In American business culture, respect is communicated through punctuality. In Latin and Middle Eastern cultures, which place high value on interpersonal relationships, respect means continuing a meeting or conversation until it reaches a natural conclusion, even if it makes you late for the next one.

4.7.8 SILENCE:

Americans are generally uncomfortable with silence in conversations. In other cultures, silence may signify respect, disdain, thoughtfulness, or seriousness.

4.7.9 AGREEMENT:

“Yes” does not always mean “yes” among Asians. In order to avoid conflict and maintain smooth, pleasant relations, Asians rarely say no directly. “Yes” may mean “maybe” or “I’ll consider it.” A negative reply is generally communicated indirectly through hints and suggestions that your request is unlikely to be fulfilled. The “no” will come across clearly to someone from the same culture, but will probably be missed by an American.



4.8 GLOSSARY

- 1 **Cross-Cultural Communication-** The phrase Cross-Cultural Communication describes the ability to successfully form, foster, and improve relationships with members of a culture different from one's own.
- 2 **Communication: Communication** (from Latin "*communis*", meaning *to share*) is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior.
- 3 **Adaptors** - small signals given when anxious or when behaving in a way that does not comfortably match the feelings, for example lip-biting or face-touching, which are self-comforting signals.
- 4 **Alerting/announcement gestures** - indicating need to speak, for example raising a hand, or taking a breath and lifting the shoulders.
- 5 **Asymmetric/asymmetry** - describing gestures or facial expressions, especially a smile, that are not symmetrical (equal on both sides), which tends to indicate incongruence or a mixed signal and not what it might initially seem to mean.
- 6 **Auto-contact** - describing self-touching gestures and actions.
- 7 **Back-channel signals** - positive body language reactions to a speaker.
- 8 **Baton signals** - gestures which reinforce the rhythm of speech.
- 9 **barrier** - describing signals in which the hands or arms or a table, or adjusting clothing, etc., form a defence or obstruction between two people, such a folded arms.

- 10 **Cluster** - term for a group of body language signals, which more reliably indicate meaning or mood than a single signal.
- 11 **Compliance** - submissive behaviour, hence compliance signals or signs, which indicate this.
- 12 **Denial** - signals of denial effectively undo or contradict more conscious typically false or manufactured body language, thereby betraying true feeling or motive.
- 13 **Displacement** - a stress signal typically prompted by suppression of natural reaction due to fear or other inhibition, for example biting fingernails, picking at finger(s) or thumb.
- 14 **Distraction** - signalling prompted by stress, usually quite inappropriate to the needs of the situation, for example stretching and relaxing, or pausing to take a drink when an emergency arises.
- 15 **Emphatic/emphasizing gestures** - gestures which reinforce the meaning of spoken words, e.g., jabbing fingers, weighing hands.
- 16 **Eye flash** - a sudden direct glance to attract attention or warn, usually followed by some other more specific signal.
- 17 **Eyeblink flash** - quickly raising and lowering both eyebrows - typically in greetings, recognition, acknowledgement, or surprise. An eyebrow flash can therefore also be a signal of positive interest.
- 18 **Eye shrug** - upwards eye-roll signalling frustration.
- 19 **Face frame** - framing the face with the hands to hold or attract listeners' attention.
- 20 **haptics** - the study of human touch, from the Greek word haptikos, meaning able to touch. The word haptics in this sense entered the English language in the 1800s, which indicates when human touch began to be a serious area of study.
- 21 **Illustrative gesture** - gestures which shape or describe the physical dimensions of something by using the hands in the air.
- 22 **Index finger** - first finger of the hand - usually the most dominant and dexterous finger, hence used mostly in pointing gestures.
- 23 **Kine** - an obscure term describing a single body language signal (devised by body language expert Dr Ray Birdwhistell, c.1952, from the longer term kinesics).
- 24 **Kinesics** - the technical term for body language. **Kinesics** is pronounced 'kineesicks' with stress on the 'ee'). The word kinesics was first used in English in this sense in the 1950s, from the Greek word kinesis, meaning motion.
- 25 **Labial tractors** - a wonderful term for the muscles around the mouth. The word labial in phonetics means closure or part closure of the mouth, and additionally refers to the resulting vowel sounds produced, like w, oo, etc.
- 26 **Leakage** - leakage signals are the small signs which are most difficult to control or mask, and which therefore offer clues even when someone is generally in good control of their outgoing body language signals.
- 27 **Mask/masking** - using body language, usually intentionally, to deceive others as to true feelings or motives.
- 28 **Physiognomy**-It refers to facial features and expressions which indicate the person's character or nature, or ethnic origin.

- 29 **Proxemics** - the technical term for the personal space aspect of body language.
- 30 **Pupil** - the round black centre of the eye.
- 31 **Steepling** - forming the fingers into a pointed roof shape, often signalling elevated thinking or arrogance.

4.9 ANSWERS TO CHECK YOUR PROGRESS

1. Define Communication
2. Define Culture
3. Define Business Communication
4. Define Cross Culture Communication.
5. Explain the characteristics of culture
6. Explain important Expression in Cross Cultural Communication
7. Explain the impact of culture on communication

4.10 REFERENCES:

- <http://encyclopedia.jrank.org/articles/pages/6491/Culture-and-Communication.html>
- http://www.diversitycouncil.org/toolkit/Resources_TipSheet_NonverbalCrossCulturalCommunication.pdf
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BLOCK 2

WRITTEN COMMUNICATION

UNIT 5: PRINCIPLES OF BUSINESS COMMUNICATION, PROCESS OF PREPARING EFFECTIVE BUSINESS MESSAGES

Structure

- 5.1 Introduction
- 5.2 Objective
- 5.3 Modes of Communication: Oral and Written
- 5.4 Written Media: Purpose and Objectives of Communications
- 5.5 Fundamental Guidelines for Written Communications
 - 5.5.1 Principles of Business Communication
- 5.6 Communication by Objectives
 - 5.6.1 Specific Communication Needs
 - 5.6.2 Communication Needs of the Destination
 - 5.6.3 Patterns of Communication
 - 5.6.4 Control
- 5.7 Process of Preparing Effective Business Messages
- 5.8 A Message
 - 5.8.1 Types of Message
 - 5.8.2 The Actual Formulation of a Message
- 5.9 Confirming Messages
- 5.10 Misleading Advertising
- 5.11 Customer Relations
- 5.12 Intended Participants
- 5.13 Summary
- 5.14 Terminal Questions
- 5.15 Answers

5.1 INTRODUCTION

The word 'communication' has its origin from the Latin word 'communis' which means 'common'. It is fundamental to human existence. We spend most of our time either communicating with others or listening or reading while others communicate with us. Several people have defined the word in different ways. According to Chapel & Read, "Communication is any means by which thought is transferred from one person to another."

Robert Anderson wrote- "Communication is "interchange" of thoughts, opinions, or information, by speech, writing, or signs." For written communication, Francis

Bacon said, "Reading makes a knowledgeable man, Conference a ready man and Writing makes an exact man." The above should amply tell us the importance attached to writing – big and small.

Writing is more conscious, we exactly know what we are doing. Errors in speaking can always be corrected, whereas in written communication, rectification of errors is not easy because the reader of our communication is not with us. Through writing you make use of visual devices in a way which speech cannot. It is useful to communicate with someone who one can not talk to at a certain time. It helps transcend time and space.

If one has to send a message from India to US say wherein the time gap is about 12hours. In such a case writing is better than disturbing someone in the late hours. It is helpful where authentication is required. We used to keep an address book with telephone numbers and e-mail ids. With the increasing use of 'organizers' (also called 'data banks') and 'palm tops', several people are doing away with books. However books are more dependable, they do not need battery backup and can survive a fall. Also not everyone can afford electronic gadgets.

5.2 OBJECTIVES

Participants to this course need to recognize the importance of:

- Understanding customer needs
- Using simple language
- Including only important information
- Keeping sentences and paragraphs short
- Using active sentences.
- Using key personal pronouns such as "we" and "you."
- Designing clear pages.

Upon completion of this course, participants should be able to:

- Write clearly, concisely, accurately, professionally.
- Organize their thoughts and material before writing.
- Adapt their writing to their audience.
- Overcome "hang-ups" that result in stilted, ambiguous writing.
- Edit to keep the writing powerful and the message clear
- Edit to eliminate: wordiness, false starts and other related problems
- Recognize the importance editing major and minor grammatical errors
- Edit for proper word choices and punctuation usage
- Process of preparing effective business messages

5.3 MODES OF COMMUNICATION: ORAL AND WRITTEN

'Oral' mode is used:

- ✚ Where personal authentication is needed.
- ✚ Social or gregarious needs must be met.
- ✚ Warmth and personal qualities are called for
- ✚ Exactitude and precision are not vitally important
- ✚ Situations demand maximum understanding
- ✚ An atmosphere of openness is desired
- ✚ Added impact is needed to get receiver focus
- ✚ Decisions/Information has to be communicated quickly

✚ Confidential matters are to be discussed.

Written mode is used where:

- ❖ Information has to be stored and retrieved
- ❖ Idea reliability and validity are important
- ❖ Idea verification and authentication are important
- ❖ Objective references are important
- ❖ Written communication is needed to supplement oral communication
- ❖ Crucial decisions and actions are to be considered.
- ❖ Communication is subject to review and reconsideration.
- ❖ Personal presence is not required.
- ❖ The communicator needs to extend herself/himself in time and space.

And relations between sender Where both modes are used:

- When people are expected to 'carry home' ideas.
- When follow-up activities are necessary.
- When optimal understanding is needed.
- When both clarity and impact are needed.
- When the presentation is exploratory.
- When audience participation is desired.
- When abstract or 'remote' ideas are to be communicated.

5.4 WRITTEN MEDIA: PURPOSE AND OBJECTIVES OF COMMUNICATIONS

The underlying purpose of most communications is to instruct, inform or motivate. An instructional communication gives orders. The form can vary depending on the length or complexity of the message to be given. An instructional communication might be a single page letter or a completed order form requesting goods or services or might be a short memo from a secretary to her boss saying "Please call Mr. Ajay Jain at 011-25629663 before noon." Another could be a thick staff manual outlining the duties of every employee of a company. Whatever the form, an instructional communication must be worded clearly and in sufficient detail to tell the recipient exactly what he is to do. It should also be courteous to promote the cordial receiver that ensure cooperation.

Informational communications acquaint readers with something they wish or need to know. Company reports about progress, processes, activities or situations give information. Letters in response to inquiries and to some orders do so also. No matter what the subject is, an informational communication should be factually accurate, complete and logical in thought and presentation. Motivational communications attempt to influence readers to act or think in a certain way. Sales letters urging people to buy are a prime example. Others are replies to complaints and refusals of requests. In these the purpose is to make the reader accept a decision, however unpopular it may be, without retaining hard feelings towards the decision maker or the company he/she represents. An instructional communication may also inform in order to explain why an order is being given. An informational communication can include motivation to encourage the carrying out of some action which should result from the information. A motivational communication may use elements of instruction or information or both. Before one writes a letter or a report, decide what you want it to accomplish. Once one knows this one can choose the pattern of presentation most suitable for one's purpose.

5.5 FUNDAMENTAL GUIDELINES FOR WRITTEN COMMUNICATIONS:

5.5.1 Principles of Communication:

Fast, clear and precise communication is the foundation of any business operation. Quick, effective communication improves productivity, increases efficiency, and reduces redundancies. Following 7 principles of communication every business must follow:

- Principle of clarity
- Principle of attention
- Principle of integrity and sincerity
- Principle of time
- Principle of consistency
- Principle of informality
- Principle of use of informal organization
- Principle of completeness
- Principle of feedback
- Principle of objectives
- Principle of correctness

1. Clarity of Thought: For effective writing it is essential that one should have, and exercise, the ability to think effectively – adequately and clearly. One should have a clear thought-straight forward and logical, to put down on paper. Too many ideas should not be included in the same written statement.

2. Concreteness: For ensuring concreteness in what one writes, it becomes necessary that one must pay due regard to the value of the source. To be more explicit, the base of writing must be of concrete facts, instead of abstracts or generalizations – i.e.; free from being unfounded.

3. Generalization and assumptions: Specific purpose of writing needs to be kept in full view. To write well, efficiently and effectively, one must have the specific purpose or objective to achieve in full view – that is, a specific response or reaction by the receiver.

4. Writing with confidence, with command of knowledge, and with full information on the subject: To render written media of communication effective one must write with confidence and full information and knowledge on the subject. One must be well conversant with the communication process, as also adequate knowledge of the qualities, functions, tools and techniques of communication.

Written communication consists of letters, reports, memos, notes, journal, diaries and any other form of writing. This type of communication is a powerful technique. It allows a reader to re-order a presentation and return to any omitted topics at a later date. Writing is one way to improve your communications skills. It allows you to express yourself. You can write in a diary or journal as a means of expression. This gives you privacy and allows you to deal with your thoughts and feelings. It allows you to explore you inner life. While writing, old memories may be discovered. Writing allows you to remember things that you may not have otherwise remembered. It often helps us to sort out our thoughts and feelings. By addressing our letters to a particular person allows us to focus more on that person

and what it is that we want to say. Our writing will be more specific. We also write lists and notes that will remind us to do a certain task. We make grocery lists and write little notes that may remind us of an appointment that we have. Although to some, writing doesn't seem like it can be much help in communicating, it does help us to communicate better by allowing us to get our point across without saying a single word.

5.6 COMMUNICATION BY OBJECTIVES

The oversimplification of the communication process has resulted in the unfortunate practice of breaking communication up and calling the resultant parts business communication, managerial communication, political communication, instructional communication, religious communication and many other varieties of "communication". This, in turn, has led to the illogical assumption that these different "communications" have little or nothing in common. The fact is that there is but one communication process. The only justification for a division of the field would be the need to discuss specialized communication content, special requirements and prescriptions which became institutionalized in different professions. There is also the lack of control systems. When planning a communication the communicator has to give attention to hundreds of details and unless there is a well-defined control system it may very easily happen that he goes off on the wrong track somewhere between the beginning and the end of the communication.

In the sense it is being used here, "objective" refers to the end result of a communication and can be defined as a condition, an action or an object which will satisfy the need or needs of the communicator. "Conditions" will include environmental, economic, physical, physiological and mental states of affairs or conditions. It could for instance, be the number of units produced after a manager had motivated his workers. "Actions" will be used to refer to all kinds of behaviour initiated, stimulated or influenced by a communication such as the use of an improved fertilizer by farmers. "Objects" include all concrete objects which are desired by the communicator. A communicator may *inter alia*, wish to create, retain, destroy or improve a condition. It is important to emphasize that the condition or action or object is a desired one which will be realized through an act of communication which the communicator should plan with that specific objective in mind.

5.6.1 SPECIFIC COMMUNICATION NEEDS

In any communication situation one will find a specific reason or reasons for the communication. It is impossible to list or even to categorize these reasons because they will differ from person to person and from situation to situation. It is, however, emphasized that the professional communicator should endeavour to find the specific need in any communication situation before he designs his communication. The specific communication need should be classified under one of the general communication needs and that should then be related to one of the universal needs. As we progress through the system of CBO and reach the point of selecting message elements, the necessity of following this procedure will become clearer. As stated above it is not important where the communicator starts investigation.

S/he should keep on asking questions about the situation until he/she is sure that he has elicited the specific reason for the communication.

The following example will explain the suggested procedure further. A manager received, the following message from his employees: "Increase our wages by 25% or we go on strike." This is the essence of the communication and although the workers would have given some reasons for their demand, it a well-known fact that demands of this kind often spring from needs other the those given by the workers. Before he formulates his answer, the manager should try to find the *real* reason behind the demand.

In order to locate the area of universal needs s/he may ask questions such the following:

(a) "Can the workers exist on their present wages?"

This would be the same as asking whether the workers can satisfy their physical needs on the wages they receive.

(b) "Is there any reason for the workers to feel insecure in their jobs or about their futures or is there a high risk of injury associated with their work?"

With questions such as the following s/he would try to find out if the real reason behind the demand is perhaps within the area of security needs.

(c) "Can the workers satisfy their social needs on their wages?"

With this he may be able to start an investigation into the acceptability of his workers to other groups. There is often a high correlation between social acceptability and possession of money.

(d) "How do their wages compare with those of other people in similar positions?"

(e) People do not like to be compared unfavourably with others because ego needs are very strong.

(f) To test for self-fulfillment needs s/he will ask questions about the opportunities for innovators to make contributions and about the creative possibilities his/her firm offers its workers.

According to the answers to these questions the manager will be able to identify' an area of universal needs, or he/she may even discover the real and specific need, which led to the demand. The next step will be to find out if there are any general communication needs involved and this may perhaps lead to the discovery that the workers feel a need for more information about management or they may have an emotional or ideological need which prompted them to demand higher wages. The specific needs will crystallize from the answers to these questions. The manager should then have a very good indication of the way in which s/he should approach the problem.

5.6.2 COMMUNICATION NEEDS OF THE DESTINATION

In the literature on communication many terms will be found referring to those people who receive a communication, for instance: audience, receivers, target audience, target group, public or publics, listeners, viewers, and, less frequently, destination. Although this is a confusing state of affairs there is a possible explanation for it. The receivers of communication can fulfill many roles, they have many characteristics, and we may look at them from different points of view. The name chosen often indicates the approach adopted in a particular discussion, i.e.

it may give an indication of the receiver's role; or it may indicate that a certain characteristic of the receiver is emphasized.

CBO is intended to assist *communicators* in the systematic and scientific planning of communications which are to be directed to either a well-defined group or to one person only. The recipient of the communication, whether a group or person, will be referred to as the *destination* of the message. The term will be used to refer to people who will be receptive of the message and who will be able to comprehend the communication designed specifically for them. The other terms mentioned above have connotations which may perhaps unconsciously influence the communicator in his choice of a medium or communication codes. "Audience" implies the use of auditory media as does "listener" and "target audience". "Viewer" implies the use of visual media. The term which comes closest to the description of destination given above is "target group" but it has a mechanistic connotation in the sense that the target group apparently has little or nothing to contribute to the design of the communication. Furthermore, communication is not always directed at groups but often at an individual. "Receivers" refers to all people who receive a message or communication whether it was intended for them or not. In this sense a well-designed communication will find its destination within a group of receivers. "Public" or "publics" have much the same connotation as target group or target audience.

We may now return to communication needs and emphasize the fact that communicator and destination will normally have similar universal needs and general communication needs. It may happen, however, that the specific communication needs of a communicator will differ from those of the people he has in mind as a destination, but before he can succeed in his communication he will have to activate those needs at the destination and for that he will often have to make use of universal needs and general communication needs. This principle comes out very well when one analyses the propaganda of the Second World War. Both sides used the universal need of survival to persuade the other side to stop fighting: "We are stronger than you are. You will die fighting us. To stay alive stop fighting."

A communication process may also, however, begin at the other point. Students may, for instance, communicate a desire for certain information to their teacher. The students are then the communicators and the teacher their destination. As soon as the teacher recognizes the specific need and decides to provide the information the roles are reversed. He then becomes the communicator and the students the destination. What is important for CBO is that the teacher identified himself with the expressed need of the destination and then supplied the required information. This principle can also be recognized in mass communications, the mass media maintaining that they only give the people "what they want".

Another important point communicators should be aware of is that there are certain communication needs that will forever be with us because the destination in question is forever renewing itself. This, for instance, is one of the problems of road safety organizations that have to inform road users about proper safety precautions. The people in need of these communications are forever changing

because new drivers and other road users are constantly being added to those who have already received the message. This is, of course, also the dilemma of advertisers who have to keep on advertising because people tend to forget and also because there are people who have not yet received the messages. If it is sometimes difficult to determine one's own communication needs, it is much more difficult to determine those of other people because they often tend to conceal or disguise them. Nevertheless, it is important to identify these needs.

Good communication requires the discipline of organization as well as of word selection. The first step is to decide on the purpose of the letter or report or any other form of written communication undertaken and on the pattern of presentation most suitable to the subject matter. The second step is to arrange one's thoughts within the pattern in a logical and coherent manner.

5.6.3 PATTERNS OF COMMUNICATION

The two main patterns of communication are the *direct* and the *persuasive*. Some texts call these deductive and inductive or provocative and evocative or good news and bad news. The labels may vary but the techniques remain the same.

5.6.4 Control

Control in CBO means that the communicator should refer back to *all* previous steps he has gone through and make sure that the decisions taken in the present step are in accordance with all previous decisions. If they are not, he must revise them and bring them into line with previous ones. If this proves to be impossible he should reconsider all previous steps and try to find the discrepant decision which blocks further progress. This procedure, is also known as the cybernetic principle built into CBO. At this stage control is still straightforward and all the communicator has to do is check whether the message he has formulated will satisfy the need identified.

5.7 PROCESS OF PREPARING EFFECTIVE BUSINESS MESSAGES

Whether you are preparing a written or an oral business message, to be effective you need to plan, organize, draft, revise, edit, and proofread. Essential also is thoughtful adherence to communication principles - The 7C's and awareness of legal and ethical aspects.

Five Planning Steps:

- Identify your purpose
- Analyze your audience
- Choose your ideas
- Collect your data
- Organize your message

5.8 A MESSAGE

The word "message" can be traced back to the Latin *missaticum* "to send." Through the ages "message" acquired different meanings as is clear from the following definition the Oxford Dictionary gives: "a communication transmitted

through a messenger or other agency; an oral or written communication sent from one person to another; also intelligence, tidings, news." Webster's Dictionary defines message as: "Any notice, word or communication written or oral, sent from one person to another and also tidings and news." According to the original Latin, the word "message" was associated with the act of sending while the two dictionaries place it on a par with "communication, intelligence, tidings, news, notice or word". Definitions of this kind can be quite confusing and are unacceptable for CBO for a number of reasons. Firstly, it is generally accepted by communicationologists that there is a difference between a *communication* and a message. Secondly, there is a difference between communication *formats*, such as "a notice", and a message.

Thirdly, it is unacceptable to restrict the means of transfer to "oral", "written" or "messenger". Man communicates through more channels or media and uses more communication codes than those that can be conveyed by oral and/or written media. The use of the words "other agency" by the Oxford Dictionary is an indication of this. No further analysis of definitions will be made and the following, which has been developed specifically for CBO, will be used throughout the ensuing discussions: "A message is that single thought, idea, concept, truth or meaning the communicator wishes to share with or communicate to his destination." In short, "a message is the essential meaning of a communication." message is the essential meaning of a communication." We may relate this concept of a message to a single sentence summary of a novel or motion picture or television show or any other communication.

5.8.1 TYPES OF MESSAGE

It is possible to communicate more than one message simultaneously and professional communicators should be aware of this fact because it often happens that a second message is communicated unintentionally and that it then ruins the first or primary one. Basically we can distinguish between two kinds of messages: overt and covert.

Overt Messages

An overt message can be described in terms of the face value of a communication, or, in other words, the obvious. A journalist reports on a political meeting and the overt message is: "This is what happened at the meeting." A motion picture tells the story of a love-affair between a man and a woman. A sales manager publishes the sales figures achieved by his team of salesmen.

There can be no doubt about the messages communicated in any of these examples. The communicators made no secret of it, the messages are open and explicit. They are there for anyone with the necessary intelligence to see and comprehend. The decision to publish the sales figures of the salesman could have resulted in the following communication:

Company XYZ	
Number of units sold by each salesman during the first six months of this year	
Salesman	Units

The sales manager gave his communication a heading which leaves no doubt about his intentions, i.e. his message.

Covert Messages

Covert messages are quite common and usually we refer to them as suggestions or subtle communications. These terms tend to be used to excess and may have different meanings for different people; consequently the following definition will be used: A covert message is an implicit message included in a communication and communicated through the selection and/or the manipulation of communication elements, codes, formats and/or media not essential for the communication of the overt message. The terms communication elements, codes, formats and media will be explained in full in subsequent chapters but, for the sake of clarity at this stage, it is perhaps necessary to explain them through a few examples.

Suppose a history teacher has in his syllabus a section called "The History of the Second World War" and he actually starts teaching it. Openly he is teaching the history required of him and his overt message or messages are clear. However, through his selection of information (i.e. communication elements) he may communicate a second message to his students. He may instill hatred for a particular nation or a certain philosophy or he can enhance and strengthen the patriotism of his students. He can strengthen his covert message further through the inflection of his voice, his facial expression or the selection of pictures (i.e. communication codes). He may even dramatize (i.e. the selection of a format) certain sections of the history and he may choose particular motion pictures (i.e. other media) to drive his point home. A second example could be the sales manager who published his figures and could have gone about it in this way:

COMPANY XYZ	
Number of units sold by each salesman during the first six months of this year	

5.8.2 THE ACTUAL FORMULATION OF A MESSAGE

A message can be regarded as a single sentence summary of a communication. An advertiser may formulate his primary message as: "Buy my soap." How he is going to communicate this depends upon a number of decisions he will have to take at subsequent stages. At this stage he should only concern himself with what he is going to communicate. Many examples may be given but we will use only three. A public relations officer may formulate this message: "My firm is combating all forms of pollution". A fund-raiser may have this message: "Donate money for research in . . . (whatever he is raising money for)". A politician may ask "Vote for me". It should be noted that these messages are brief, unambiguous and very specific. This is the way in which messages should be *formulated* but not

necessarily *communicated*.

It may be possible for the communicator to decide at this stage whether his message should be communicated overtly or covertly but there is no *need* for him to do it now. What is more, he may change the message from overt to covert (or the other way round) depending upon the better insight he will gain at later stages in the system of CBO. If he has more than one message he can change the ranking order. He may even formulate a number of alternative messages from which the best can be selected after he has studied other factors. In other words at this stage in the development of a communication, everything is still very fluid. What is important is that the message should relate directly to the need or need isolated and identified in the first step.

5.9 CONFIRMING MESSAGES

It is advisable to confirm important items in writing to avoid misunderstanding. Much of the communications in the travel industry is oral only. In most cases this is sufficient but where a misunderstanding could result in a serious problem, put all agreements in writing.

Thus, there will be no argument later about whether baggage handling expenses were included in the price or whether the meeting room was complimentary in the price for the group at the hotel. Where arrangements are complex, written itineraries should be provided with all prices and features spelled out. When sending complex and lengthy written communications, it is also advisable to have someone else in the company read them before they go out. In this way you can be sure that what you said is what you meant. Frequently, a person who knows what is meant may say something ambiguously without realizing it. Another person, who reads the communication without knowing what was meant, will be more likely to question what was said. Then the planned meaning can be clarified before it is too late.

5.10 MISLEADING ADVERTISING

Misleading advertising deliberately sends an inherently false message with the hope that the receiver will believe the false message, while nothing provably false has actually been said or written. This type of intentional miscommunication can be dangerous and it is eventually unprofitable. The first sale may be made, but the customer will not return, nor will referral business be created.

5.11 CUSTOMER RELATIONS

Customer relations of course is communications, and any business that hopes to grow through repeat and referral business must be concerned with communicating its concern for its clients' well being and satisfaction. Advertising, low prices or unique products may get the first-time customer, but unless this customer is satisfied, the repeat sale will not be made. Since there is a limit to the number of first-time customers in an area, it is important to keep the customers you get. Customers are kept by strict attention to effective communication. Pleasant personal and good communications, effective service and products that are as advertised will help with the greater part of the task of maintaining good customer relations.

5.12 INTENDED PARTICIPANTS

Public sector technical writers, executive and administrative assistants, office staff, other professionals who rewrite, edit, or proofread technical documents before publication and distribution, private sector employees, small entrepreneurs, new teachers and students.

5.13 SUMMARY

As a professional communicator, you can't risk failing to get your message across - clearly, concisely, and quickly. Today's readers want (and must have) fast answers. Concise answers. Pages that can be skimmed not waded. Clear, crisp writing, paragraphs jammed with solid information. This course will help you to say what you want to say in writing with less difficulty, and with more confidence...and to help you get the results you want from letters, memos - everything you write.

5.14 TERMINAL QUESTIONS

1. What are the six ways of Communication?
2. What are fundamental Guidelines for written communications?
3. Language alone cannot ensure effective communication? Do you agree with this statement? Explain.

5.15 ANSWERS

1. To be a good communicator, one should remember the six Whs – With Whom? Why? Where? When? What? How? These are essential questions one should ask oneself before and during communication to be effective.
2. Refer to section 5.2
3. In spite of language proficiency there are several barriers for effective communication. These are chiefly classified into two categories:
 - a. **Semantic and Linguistic barriers**
 - i. **Ambiguity in Expression:** This can come because of a set of words, word alone, though unintentional. For example, *They CAN FISH here*, unless carefully read will be understood that 'one is permitted to fish here'. The word CAN, could be both a verb and a model.
 - ii. **Word Shift:** The meaning of a sentence can change when a word position is shifted as can be seen in the following example:
It snows here only in winter
It only snows here in winter
It snows only here in winter
 - iii. **Acronyms, Style, and Register:** Formal style where informal will do, not only creates a comic effect but also sometimes results in communication gap. Similarly informal style where formal is expected can be misunderstood as being rude or lacking etiquette. In legal matters, statements have to be absolute, so that there is no other interpretation to it. For example, an ordinary sentence, "I did not borrow Rs. 50,000 from Mr. Verma on June 6, 2001" could be made absolute as follows: "I did not borrow Rs. 50,000 or any other amount from Mr. Verma on June 6, 2001 or on any other day." But such statements

should be made only in legal parlance, as otherwise the speaker will be in the danger of being labeled as eccentric.

In the case of acronyms, the same abbreviation may have different meaning to different people. E.g. STD, PIN, PAN.

b. Socio-Psychological Barriers

i. External Disturbances: It is very risky to attempt to convey an important message during electronic or gadget malfunctioning. If the crucial words are blocked out due to disturbance, the receiver will not be able to decode what is encoded by the sender. The sender will be under the assumption that he has transmitted the message fully. Therefore, it is preferable to postpone the message until the obstacles are cleared or choose alternate mode if it cannot wait.

ii. Choosing the Wrong Medium: Verbal mode is most unsuitable for giving statistics. Think of our irritation when cricket scores are given verbally rather than flashing a score card. For statistics, a visual image makes an indelible mark on the viewer. A pie-diagram for budget allocation, a bar-graph for year wise growth and a curve graph for sales reports are ideal.

iii. Psychological Barriers: Proficiency in language does not guarantee excellence in communication because language though crucial, is only a minor component. Therefore a good communicator should always look for the feedback and constantly change the strategy depending on the signals.

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UNIT 6: STAGES OF WRITING, PURPOSE OF WRITTEN COMMUNICATION IN PROFESSIONAL ENVIRONMENT

Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Stages of Writing
- 6.4 Purpose of Written Communication in Professional Environment
- 6.5 The Importance of Communicating in the Tourism Industry
 - 6.5.1 Computers in Airlines
 - 6.5.2 Computers in Hotels
 - 6.5.2.1 Application Areas
- 6.6 Written Complaints
- 6.7 Summary
- 6.8 Terminal Questions

6.1 INTRODUCTION

Good business letter writing can get you a job interview, get you off the hook, or get you money. It's totally asinine to blow your chances of getting whatever you want with a business letter that turns people off instead of turning them on. The best place to learn to write is in school time. To produce good writing, you have to make the information fit the document and style that best communicates to readers. Technical and business writing consists of special documents such as memos, reports, manuals, and instructions.

6.2 OBJECTIVES

Upon completion of this course, participants should be able to:

1. Understand the importance of information technology and communications in the travel industry
2. Handle written complaints
3. Draft hotel reservation forms and travel policies for tour operators, travel agencies, airlines etc.
4. Understand the importance of compensating for errors in customer relations

6.3 STAGES OF WRITING

Online and offline, effective business writing is an important aspect of any workplace, for business owners and employees. As a frequently used form of business communication, writing can provide information, offer detailed instructions and can even relay ideas and suggestions. Create a checklist that includes essential steps necessary to effectively write business communications so that your next business writing piece is engaging and error-free.

- Identify Audience
- Determine Purpose for Writing
- Choose Ideal Format
- Research Background Information
- Capture Audience
- Stick to One Topic
- Proofread for Grammar And Clarity

6.4 PURPOSE OF WRITTEN COMMUNICATION IN PROFESSIONAL ENVIRONMENT

Communication is part of life. The purpose of written communication is to allow the exchange of information, ideas, concepts, emotions, thoughts and opinions. It is done with aim of socialization as well as development. The general purpose of professional writing is to convey information to readers within a workplace context. The specific function of professional writing can be one or a mixture of the following, depending on context. Professional writing allows various types of professionals to communicate ideas to each other despite their different areas of expertise. The main purposes of business communication are:

- To inform
- To request or persuade
- To build goodwill
- To encourage action
- To instruct
- To affirm shared goals

6.5 THE IMPORTANCE OF COMMUNICATING IN THE TOURISM INDUSTRY

Communication skills are critical to the sales process. Personal selling, where buyer and seller engage in face-to-face telephonic discussions, is the only part of the communication mix that is not one-way in nature, like an advertisement in a newspaper or a direct mail letter. Two-way communications, where salesperson and client can provide direct feedback to each other through nonverbal and verbal techniques, is indeed the most effective method of imparting information and securing commitment. The computer technology has made its entry in the field of tourism in a big way. In fact, computers are in use in some way or other in various branches of tourism since the early sixties. Be it a travel agency, hotels, airlines or recently the railways, computers have played a key role in making the task of providers of travel services an easy affair. Not only this, through home terminals,

computers are undertaking among other jobs the planning of Vacations for an individual and his family.

6.5.1 COMPUTERS IN AIRLINES

The sudden growth about thirty years ago in the global travel meant a huge pressure on the existing handling of air traffic, especially the passenger traffic for the airlines. It was then that a need was felt to computerize passenger reservation systems in major airlines. Growth patterns in passenger traffic had begun to indicate that handling reservations manually could not be sustained long without affecting the efficiency in the customer service. It was in the early 1960s, that IBM took the initiative and developed a computerized reservation system known as Programmed Airlines Reservation System, PARS. The system was not developed for or with any one airline. It was designed for an all-purpose software package that would fit the requirements of any domestic airline. The system was designed around IBM's new hardware range system 360, which was later to revolutionize the entire computer industry. Continental Airline was the first United States Airlines to use the PARS system.

Most major US airlines followed and the system was later expanded to meet the needs of several other airlines outside the United States of America resulting in the creation of International Programmed Airlines Reservation. The system called WARS was a joint venture between IBM and British Overseas Airways Corporation, BOAC, and aimed at adapting PARS to the needs of airlines that had mainly international operations. In the following years many airlines adopted the system.

Computerization in airlines has the following major advantages:

- i. High profile applications like reservations
- ii. Applications of departure, control and cargo
- iii. Accounting, budgeting, forecasting and planning
- iv. Engineering management
- v. Revenue accounting
- vi. Fare construction and fare quotations
- vii. Ticket printing
- viii. Crew scheduling
- ix. Crew management and
- x. Yield optimization

6.5.2 COMPUTERS IN HOTELS

The computer technology has entered the hotel industry in a big way. A hotel's most crucial internal resource is information and with the use of computers the information is available in a way that saves labour and ultimately increases the profits.

6.5.2.1 APPLICATION AREAS

Hotel systems all over the world have traditionally been divided into the following two main areas:

1. Front Office Application Areas
2. Back Office Application Areas

Front Office Application Areas incorporate the following:

- (a) Reservations
- (b) Registration
- (c) Guest accounting
- (d) Night auditing
- (e) Communication operations (telephones, telex, fax)

Back Office Application Areas incorporate the following:

- (a) Financial management
- (b) Inventory control systems accounts
- (c) Profit/Loss Accounts
- (d) General ledger
- (e) Credit card verifications

Since the computer is used as a communication medium there is better coordination between various departments. Guest accounting systems have become more sophisticated and reliable. The computer automatically collects and calculates agents' receipts and payments and consolidates and verifies credit card payments and cash controls.

6.6 WRITTEN COMPLAINTS

Communication Tools in Written Complaints

Letters: Letters should be brief and cogent. The longer the letter, the less attention it receives. Letters have the advantage of making things clear. A person can read them over and over to draw preferences. Letters add a personal touch in handling complaints.

Fax: Fax is nothing but an acronym for facsimile. It is useful for sending letters faster. It also gives authenticity to the communications as it will bear the signature of the sender and is sent on his letter head. However it is necessary to take a photocopy of the message printed on such papers because the print on them fades out in course of time.

Email: Email is the most popular mode of communication all over the world today. It is also intensively used in putting and handling complaints.

6.7 SUMMARY

The travel professional must be aware of the importance of nonverbal communications in marketing the travel product. Communication failures are usually not planned and result from poor choice of words. At times a false message may be sent deliberately as in misleading advertising. Customer relations are an extension of communications that is vital to developing repeat sales. Handling problems and compensating for errors pleasantly and efficiently communicates concern and professionalism.

6.8 TERMINAL QUESTIONS

1. What do you mean by stage of writing?
2. Discuss the purpose of written communication in professional environment.

3. Write a note on the importance of information technology and communications in the travel industry.

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UNIT 7: TYPES OF WRITTEN COMMUNICATION, REPORT WRITING, PROPOSALS, CIRCULARS, MEMOS, NOTING, AGENDAS, MINUTES AND DRAFTING

Structure

- 7.1 Introduction
- 7.2 Objective
- 7.3 Types of Written Communication
- 7.4 Report Writing
 - 7.4.1 Categories of Reports
 - 7.4.2 Understanding the Sections of Your Report
- 7.5 Reviewing the Draft
- 7.6 Memos
 - 7.6.1 Memoranda: Important Purposes
 - 7.6.2 Format of a Memo
 - 7.6.3 Memos vis à vis E-mails
 - 7.6.4 Making the Memos readable
 - 7.6.5 Good Qualities
 - 7.6.6 Unwelcome Qualities
 - 7.6.7 Procter & Gamble: Memo
- 7.7 Note
- 7.8 Minutes
- 7.9 Proposal
- 7.10 Circulars
- 7.11 Agenda
- 7.12 Drafting
- 7.13 Summary
- 7.14 Terminal Questions

7.1 INTRODUCTION

In an organizational context, written media of communication, in their vigorous role, play a pivotal role in the solution of many management problems. The written media of communication provides permanent records to which receiver can make reference whenever he needs, to make sure that he understands what has been said. On the contrary spoken word stays for the time being only, and no longer thereafter. In this context, be it stated, that in case of instructions, directives, suggestions and solutions for problems which sometimes turn out to be lengthy it is absolutely essential to render in writing.

7.2 OBJECTIVES

Upon completion of this unit, participants will be able to:

- Write reports clearly, concisely, accurately, professionally.
- Organize their thoughts and material before writing.
- Adapt their writing to their audience.
- Overcome "hang-ups" that result in stilted, ambiguous writing.
- Identify what information your readers will need
- Take notes efficiently
- Decide what does and does not belong in the final draft
- Arrange material in an inviting format
- Word the final draft clearly and concisely
- Index notes for easy access to any subject

7.3 TYPES OF WRITTEN COMMUNICATION

Written Communication is most common form of communication being used in business. So, it is considered core among business skills. Memos, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, Internet Web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used.

7.4 REPORT WRITING

All organizations- universities, government and business need reports. They are written for a variety of purposes. Reports fall under the category of upward communication in an organization.

Reports could be written by an individual or a group of persons in an organization, after they have researched something or are finding solutions to problems. Sometimes consultants are also entrusted with a study to submit a report. They could be project reports, status reports, feasibility reports, survey reports etc.

Generally a report is prepared by experts in the field. Therefore, it is looked upon in high esteem. Essentials of a good report are as follows:

- It should be factual, supported by figures
- It should be cogent and clear
- It should be reader-oriented, because of the people who prepare the reports are specialists in a specific area and the readers may not be
- It should be accurate
- It should be coherent. The report should be divided into sections, one leading to the other. In the beginning there should be a brief summary (Executive Summary) for a quick glance, especially when the report is lengthy.
- No personal opinions should be given
- The recommendations should not be Utopian. In other words, they should be practicable.
- No digressions should be there i.e; the report should not deviate from the specified objective.

7.4.1 CATEGORIES OF REPORTS

Broadly, any report would fall into one of the following three major categories:

1. Information Oriented
2. Decision Oriented
3. Research Oriented

As these names suggest, it is the substance and focus of the content that determines the category. However, a report that you make may contain characteristics of more than just one category.

Information Reports: They are the first step to understanding the existing situation (for instance-business, economic, technological, labour market or research scenario) or what has been discussed or decided (minutes of a meeting). They, you should remember, form the foundation of subsequent decision reports and research reports. In describing any person, object, situation or concept, the following seven questions will help you to convey a comprehensive picture. Who? Whom? What? When? Where? How? Why? Therefore, you can check the comprehensiveness of an information or descriptive report by iteratively asking: Who Does What to Whom? When, Where, How and WHY?

Decision Reports: As you would well be able to make out from the name itself, decision reports adopt the problem solving approach. Such reports that you make have to follow the below mentioned steps:

- Identifying the problem: Problem is the beginning and the end of decision-making. If you start with a wrong problem, a wrong hypothesis or a wrong assumption, you will only end up solving a non-existing problem or might even create a new problem. Therefore you should carefully define the problem, keeping in mind each of the following elements:
 - What is the situation, and what should it be?
 - What are the symptoms and what are the causes?
 - What is the central issue and what are the subordinate issues?
 - What are the decision areas – short medium and long term?
- Constructing the Criteria: In order to achieve your end objective of bringing the existing situation to what it should be, you would require yardsticks to evaluate options. Criteria link the 'problem definition' with 'option generation and evaluation'. In constructing the criteria, your knowledge of SWOT analysis could be very useful.
- Generating and Evaluating the Options: In generating options it is your creativity that stands to test.
 - Sometimes the options may be obvious, but you should look beyond the obvious.
 - Once a set of options has been generated, you should shortlist them and rank them by priority or their probability of meeting your end objectives.
 - As the decision maker, you should then evaluate the same against the criteria and the possible implications in implementation. However, all this while, you should not lose track of the main objective of what the situation should be.
 - Your next job is to present the evaluation. Make sure that it is structured by criteria or options depending upon which structure is easy to understand.

- Making a Decision: Your recommendations would, but naturally, flow out of the evaluation of the options, provided that your thinking process so far has been logical. Make sure that the decision is an adequate response to the problem

- Drawing up an Action Plan: Action steps and their consequences should be visualized to avoid your being caught unaware. Be clear of WHO does WHAT, WHEN, WHERE and HOW for even the best analysis can go waste if attention is not paid to the action plan

- Working out a contingency plan: Managers thrive on optimism in getting things done. Yet, if something can go wrong, it is likely to go wrong. You should therefore be ready with parachutes to bail you out. Your contingency plan must emerge from the action plan you have already prepared. There is need to think of how to achieve the second best objective if the first one is not feasible.

- Conclusion: A good decision report should not only be structured sequentially but also reflect comprehensively your iterative thinking process as the decision maker. It is important to consider your audience before you begin and while you write your research report so that your report will adequately communicate your research and its significance to your readers. For instance, if you don't consider your readers' needs, you might use language that they don't understand or you might explain the background of your work in too much or too little detail.

It is important to consider your audience before you begin and while you write your report so that your report will adequately communicate your research and its significance to your readers. For instance, if you don't consider your readers' needs, you might use language that they don't understand or you might explain the background of your work in too much or too little detail.

It is also best to assume that your readers will be very busy people and will want information to be presented to them clearly and concisely. This does not mean that you don't need to be accurate or thorough, but it does suggest that you should put information where readers will expect to find it, and it places great emphasis on the abstract of your report. While readers from your own discipline and area of research might read your report closely and all the way through, many other readers will read only the title and abstract. This helps them to keep abreast of research but does not take up a great deal of their time.

Once you have an idea of who your audience is and why they might read your report, you can more easily imagine what their needs as readers are and how you might meet these needs. You should try to think about your research from the perspective of your audience, and ask what you would like to see in your report if you were reading about your particular research for the first time. Thinking about your audience before you write your report can help you to determine the level of detail you need to include in your report and how to organize information.

- The following prewriting activity can help you to think about your audience. Take out a piece of paper and write down the answers to these questions, or copy and paste them into a text editor.
- Describe your audience. What is their position? Why will they read your report?
- What does your audience already know about this topic?
- What information will be new to your reader?
- What is the most important thing for your reader to understand from your report?

- List terms and/or procedures that is important to your research but that your audience may not be familiar with. Include terms that you are using in a new or unique way.
- Thoroughly report analytical data supporting your conclusions.

You might return to the issue of your audience after your report is written to determine whether you have met your readers' basic needs. Considering the first draft of your report from your audience's perspective can reveal areas that need revision to you and can lead to your second draft. Some questions you can ask about your report after it is written to determine whether it has met your readers' basic needs are:

- Is my main point easy to identify early in the report?
- Have I carefully described the procedures used?
- Have I defined unfamiliar or technical terms and clearly explained new concepts?
- Have I provided a context for the research or is more background information needed?
- Have I used tables and figures to represent data? Are these easy to read?
- Have I summarized my findings?
- Have I written clearly?
- Have I stayed on topic throughout the report?

These are some of the basic needs and expectations that your readers will have. You may be able to think of others. What else do you expect when you read a report? What things do you hope would not be a part of a report you were reading? You can use these questions as the basis for revision of your research report after you have a first draft. The easiest way to understand what readers will expect is to become a reader yourself if you aren't already one. It will be helpful for you to read a variety of reports to determine the features you particularly like and don't like before writing your own report.

7.4.2 UNDERSTANDING THE SECTIONS OF YOUR REPORT

Reports are generally divided up into sections. Each section has a specific purpose, and often there are specific guidelines for formatting each section. This part of the hypertext offers some general guidelines for working on each section of a report. It's always best to consult a style manual for your discipline, to talk to other people in your discipline who have written reports, and to look at similar reports that have been published in order to more fully understand the expectations for reports in your field. Generally, a report will include the following sections:

- Title page
- Abstract
- Table of contents
- Introduction
- Body
- Recommendations
- References
- Appendices

Title Page

The title page of the research report normally contains four main pieces of information: the report title; the name of the person, company, or organization for

whom the report has been prepared; the name of the author and the company or university which originated the report; and the date the report was completed. You might also include other information on the title page such as contract number, a security classification such as CONFIDENTIAL, or a copy number depending on the nature of the report you are writing.

It is important to take your audience into account when developing a title for your research report. It is a good idea to develop a "working title" for your project as you draft your report initially, but be open to changing your title after you are finished writing to accurately reflect your project. Be sure that your title is accurate; it needs to reflect the major emphasis of your paper and prepare readers for the information you present. Also, develop a title that will be interesting to readers and that will make them want to read the rest of your report. Try to imagine what you would want to see in the title if you were searching for your paper by keyword; include keywords in the title when possible and when they are relevant.

There are four common approaches that writers often take to writing their titles. Notice how these approaches help to convey the nature of the research and introduce the topic.

- Include the name of the problem, hypothesis, or theory that was tested or is discussed. Example: Connectionism and Determinism in a Syntactic Parser
- Include the name of the phenomenon or subject investigated. Example: The Human Brain: Conservation of the Subcortical Auditory System
- Name the method used to investigate a phenomenon or method developed for application. Example: A Practical EMG-Based Human-Computer Interface for Users with Motor Disabilities.
- Provide a brief description of the results obtained. Example: The Drimolen Skull: The Most Complete Australopithecine Cranium and Mandible to Date
- Omit obvious words and phrases such as "A study on . . ." and "An investigation of . . ." whenever you can as well. These make your title unnecessarily wordy.
- Here is a sample title page. Note that this format may not be acceptable for your context; always consult your supervisor, instructor, or a style manual for your discipline to see how title pages should be formatted.

LINGUISTIC SURVEY OF HIMACHAL PRADESH

Submitted to:	Submitted by:
University Grants Commission Bahadur Shah Zafar Marg New Delhi: 110002	Institute of Integrated Himalayan Studies, Himachal Pradesh University, Shimla- 171005

Abstract

Notice how the abstract clearly summarizes information from each of the report's major sections:

Introduction	Construction sites are major contributors to non point source (NPS) pollution. However, a lack of personnel to enforce erosion control regulations and limited voluntary compliance means that few developers apply effective erosion control.
Research Problem	New approaches are needed to increase erosion control on construction sites if this source of NPS pollution is to be significantly reduced.
Body	This study tests whether an economic advantage exists for developers who use vegetative cover for erosion control, independent of advantages gained in addressing environmental or regulatory concerns. Improving residential lot appearance from muddy brown to green grass may increase the appeal of the lot to buyers.
Results	A market survey shows that homebuyers and realtors perceive vegetated lots to be worth more than unvegetated lots, and this increased value exceeds the cost of seeding.
Conclusion	Thus, developers can now be encouraged to invest in vegetative cover because of the potentially high return on the investment.

Table of Contents

Most reports will contain a Table of Contents that lists the report's contents and demonstrates how the report has been organized. You should list each major section in your Table of Contents. Sometimes you may want to use additional descriptive headings throughout your report and for your Table of Contents. Using descriptive headings can help readers to see how your report is organized if the section headings are not clear enough. This is likely to be true especially if most of your report is contained in one long section called Body or Discussion that includes everything from the materials and methods you used to the results you found and the conclusions you draw. In this case, it might be best to include additional headings to indicate where readers can look specifically to read about your materials and methods or conclusions.

Consider the two examples below. Which would be more helpful in finding information within the report?

Contents	I
Abstract	ii
Introduction	1

Materials and Methods	3
Results and Discussion	5
Conclusion	9
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Introduction

The introduction prepares readers for the discussion that follows by introducing the purpose, scope, and background of the research. The audience for your report largely determines the length of the introduction and the amount of detail included in it. You should include enough detail so that someone knowledgeable in your field can understand the subject and your research. You should begin your introduction at the top of a new page, preceded on the page only by the report's full title. The title is followed by the word Introduction, which can be either a center or side heading. Most introductions contain three parts to provide context for the research: need, scope, and background information. These parts often overlap one another, and sometimes one of them may be omitted simply because there is no reason for it to be included.

It is very important to consider the **need** of your research and your report in the introduction. If you do not completely understand what the purpose is, there is little chance that the reader will understand your purpose either. The following questions will help you to think about the purpose of your research and your reason for writing a report:

- What did your research discover or prove?
- What kind of problem did you work on?
- Why did you work on this problem? If the problem was assigned, try to imagine why the instructor assigned this particular problem; what were you supposed to learn from working on it?
 - Why are you writing this report?
 - What should the reader know or understand when they are finished reading the report?

Scope refers to the ground covered by the report and will outline the method of investigation used in the project. Considering the scope of your project in the introduction will help readers to understand the parameters of your research and your report. It will also help you to identify limiting factors on your research and acknowledge these early in the report. For example, “if 18 methods for improving packaging are investigated in a project but only 4 are discussed in the report, the scope indicates what factors (such as cost, delivery time, and availability of space) limited the selection” (Blicq and Moretto 165). Scope may also include defining important terms.

These questions will help you to think about the scope of your report:

- How did you work on the research problem?
- Why did you work on the problem the way you did?
- Were there other obvious approaches you could have taken to this problem? What were the limitations you faced that prevented your trying other approaches?
- What factors contributed to the way you worked on this problem? What factor was most important in deciding how to approach the problem?

Background Information includes facts that the reader must know in order to understand the discussion that follows. These facts may include descriptions of conditions or events that caused the project to be authorized or assigned and details of previous work and reports on the problem or closely related problems. You might also want to review theories that have a bearing on the project and references to other documents although if you need to include a lengthy review of other theories or documents, these should be placed in an appendix.

Ask yourself:

- What facts does the reader need to know in order to understand the discussion that follows?
- Why was the project authorized or assigned?
- Who has done previous work on this problem?
- What theory or model informed your project?
- What facts are already known that support or don't fit the theory?
- What will the reader know about the subject already and what will you need to tell them so they can understand the significance of your work?

Introductions serve as a place for you to catch your reader's attention, and they also help to place your project in its context (whether that context is background

information or your purpose in writing is up to you). As a result, it is important to consider the approach you will take to begin your introduction. Consider the following examples- they represent two extremes that writers can take in beginning their introductions.

What is the problem with this sentence as an opening to an introduction?

The universe has been expanding from the very moment that it was born.

This sentence is very broad; the writer tries to establish a broad context and relevance for their work but begins with too wide a field of vision, seeming to account for the entire universe since its birth. The introduction should not try to orient the reader with respect to all of human history or the universe, but only the fundamentals of the immediate problem. One of the ways that the sentence above might be rewritten is:

Recent studies suggest that the universe will continue expanding forever and may pick up speed over time.

The rewritten sentence establishes the report's context within "recent studies" concerning a specific theory related to universe expansion. This context is much more specific than that of the original sentence.

A good way to begin an introduction is to think of your audience and consider how you might best orient them to your topic. State the problem as specifically as possible and contextualize the project for them. Consider placing either the purpose of your project or the background information first, and then moving on to consider scope after your topic has been introduced.

Theories, Models, and Hypotheses

You may or may not need to include a section in which you discuss the theories and models upon which your research project is based. This section can be very important, especially for research articles, formal reports, or scientific papers, but sometimes it will not be required for lab reports and other homework assignments. If you do not have to include a section on theories and models, it will usually be because you are not positing an original hypothesis. This is likely to happen in a course for which you write lab reports. You may be required to conduct research to practice applying the theories and models you are learning about, but you will probably be given your hypothesis and won't need to explain in your lab report where and how the hypothesis was developed since you did not actually develop it yourself. Regardless of whether you include a section on theories and models, your research will be informed by models and theories that other researchers have developed.

If you do need to include a section on theories, models, and your hypothesis, this section does not necessarily need to come before the methodology section of the report's body. Placing this discussion early in the paper does help to frame the experiment and the data you will discuss later on, but some writers prefer to save this information until the results section of the report. Other writers prefer to include their discussion of theories and models in the introduction. If you decide to introduce theories and models in an early section of your paper, you can return to

them later on in the report. Theories attempt to explain how nature works; they are accepted if they work and because they help to explain most of the evidence that is available. Theories are not scientific laws; there is no absolute confirmation that they are true. Any project you undertake will certainly be founded upon a theory or set of theories. Models generally grow out of theories. They are “precise, mechanical construction[s] of how phenomena will behave” (Porush 100). Some models evolve even though there is no theory to explain them. In either case, models provide an important guide for future research and can help you set a program of study. However, it is important to understand that models are not necessarily the phenomena that you are interested in researching. In most cases, you will need to include information about the theories and models that inform your research because these theories and models will directly affect the hypothesis that you propose and on which you base your research. When you develop hypotheses, you predict what you will find after you conduct your research. This prediction is based on existing theories, models, evidence, and logic.

Methodology

The methodology section is similar to an instruction manual. It will outline what sequence of events you followed as you handled the subjects/materials or as you recorded data. This section should be clearly and specifically written; another person should be able to exactly duplicate the research you performed by following the procedures outlined in this section. However, since some procedures, materials, and methods are standard to your field, you do not necessarily need to describe ones which a researcher in your field would already understand or which are common knowledge for your field.

Results: Presenting data

In the results section of your report, you will finally get to talk about what you discovered, invented, or confirmed through your research, and you will present your experimental data, observations, and outcome. Because this section focuses on your specific project, the results section is the most straightforward of the sections to write, and it may be the simplest and most enjoyable section you will write. Regardless of what other sections you need to include, you will always write a section in which you present results, although it might be called discussion rather than “results”. All preceding sections of the report (Introduction, Materials and Methods, etc.) lead in to the Results section of the report and all subsequent sections will consider what the results mean (conclusion, recommendations, etc.). Focus on the facts of your research in the Results section and present them in a straightforward way. Consider how best to organize your results section in the clearest and most logical way. The most common way to organize information in a research report is chronologically. This method of organization allows you to present information in the sequence that events occurred. Organizing information chronologically can be very simple and will not require much preplanning. Blicq and Moretto provide the following exercise to demonstrate this tendency of chronological organization. Can you identify what is most important from the list of events from an astronaut’s day?

Astronauts were wakened at 7:15; breakfasted at 7:55, sighted the second stage of the rocket at 9:23, carried out metabolism tests from 9:40 to 10:50, extinguished

cabin fire at 11:02, passed directly over Houston at 11:43 . . . (taken from Blicq and Moretto 168).

Another good way to help organize information so that readers will understand what is most important is in a figure or table.

How should I incorporate figures and tables into my report?

Most scientific reports will use some type of figure and/or table to convey information to readers. Figures visually represent data and include graphs, charts, photographs, and illustrations. Tables organize data into groups. You will most likely use figures and tables in your report to represent numerical data from measurements taken during your experiment. Figures and tables should help to simplify information, so you should consider using them when words are not able to convey information as efficiently as a visual aid would be able to. For instance, if you have to subject numerical data to computer analysis, it will be easier and more concise to represent this visually than it would be through words. Consider using figures and tables when you need to decipher information or the analysis of information, when you need to describe relationships among data that are not apparent otherwise, and when you need to communicate purely visual aspects of a phenomenon or apparatus.

It is important to choose the correct way to represent your data; if you understand what your audience expects from each one, you will be prepared to choose the best way to represent data.

- Tables or lists are simple ways to organize the precise data points themselves in one-on-one relationships.
- A graph is best at showing the trend or relationship between two dimensions, or the distribution of data points in a certain dimension (i.e., time, space, across studies, statistically).
- A pie chart is best at showing the relative areas, volumes, or amounts into which a whole (100%) has been divided.
- Flow charts show the organization or relationships between discrete parts of a system. For that reason they are often used in computer programming.
- Photographs are not very good at calling attention to a particular part within a larger structure. They are best at presenting overall shapes, shades, and relative positionings, or when a 'real-life' picture is necessary, as in the picture of a medical condition or an electron micrograph of a particular microscopic structure.
- Illustrations are best when they are simple, unshaded line drawings. Remove all but the essential details in order to keep your line drawing as uncluttered as possible. They suit most purposes for representing real objects or the relationship of parts in a larger object.

The most important general rule is that tables and figures should supplement rather than simply repeat information in the report. You should never include a table or figure simply to include them. This is redundant and wastes your reader's time. Additionally, all tables and figures should:

- be self-contained—they should make complete sense on their own without reference to the text
- be cited in the text—it will be very confusing to your audience to suddenly come upon a table or figure that is not introduced somewhere in the text.

They will not have a context for understanding its relevance to your report.

- Include a number such as Table 1 or Figure 10—this will help you to distinguish multiple tables and figures from each other.
- include a concise title—it is a good idea to make the most important feature of the data the title of the figure
- include clear and proportionate labels so that readers will understand your table or figure

Conclusions

The Conclusion of a report is usually a very short section that introduces no new ideas. You may ask, then, why include conclusions? The conclusion is important because it is your last chance to convey the significance and meaning of your research to your reader by concisely summarizing your findings and generalizing their importance. It is also a place to raise questions that remain unanswered and to discuss ambiguous data. The conclusions you draw are opinions, based on the evidence presented in the body of your report, but because they are opinions you should not tell the reader what to do or what action they should take. Save discussion of future action for your section on Recommendations.

The Conclusion follows naturally from the interpretation of data, so, in some cases, you will not need to title a new section “Conclusions,” but can simply end your discussion with conclusions. It is helpful to consider the conclusion a separate section even if you do not title it as such, though, so that you are sure to accomplish the purpose of the conclusion in your report. The most important thing to remember in writing your conclusion is to state your conclusions clearly. Do not be ambiguous about them or leave doubt in your readers’ minds as to what your conclusions are.

Once you have stated your conclusions clearly, you can move on to discuss the implications of your conclusions. Be sure that you use language that distinguishes conclusions from inferences. Use phrases like “This research demonstrates . . .” to present your conclusions and phrases like “This research suggests . . .” or “This research implies . . .” to discuss implications. Make sure that readers can tell your conclusions from the implications of those conclusions, and do not claim too much for your research in discussing implications. You can use phrases such as “Under the following circumstances,” “In most instances,” or “In these specific cases” to warn readers that they should not generalize your conclusions.

You might also raise unanswered questions and discuss ambiguous data in your conclusion. Raising questions or discussing ambiguous data does not mean that your own work is incomplete or faulty; rather, it connects your research to the larger work of science and parallels the introduction in which you also raised questions. The following is an example taken from a text that evaluated the hearing and speech development following the implantation of a cochlear implant. The

authors of "Beginning To Talk At 20 Months: Early Vocal Development In a Young Cochlear Implant Recipient," published in *Journal of Speech, Language, and Hearing Research*, titled their conclusion "Summary and Caution." Using this title calls readers' attention to the limitations of their research.

Bibliography

It would follow the appendices and make sure that it is listed as a major section in your table of contents. It should contain the source of every reference cited in the footnote and any other relevant work that you had consulted. This would give the reader an idea of the literature available on the subject and that has influenced or aided your study. If you try to look up the bibliographical section of any book or report, you would see that the following information is given for each reference:

- Name of the Author
- Title of his work
- Place of publication
- Name of the Publisher
- Date of publication
- Number of pages

While the above mentioned are essential components and characteristics of reports, the following sections are/can also be included

Foreword: This is not numbered but counted among the introductory pages. It would be written by someone other than you, usually an authority on the subject or the sponsor of the research or the book. At the end of the foreword, your name as the writer would appear on the right side. On the left come address, place of writing and date, which are put in italics.

Preface: It has to be written by you to indicate how the subject was chosen, its importance and need and the focus of the book's/research paper's content, purpose and audience. Your name will appear at the end of the preface on the right side. On the left would be your address, place of writing and date, which you should put in italics.

Acknowledgement: As a courtesy, you should give due credit to anyone else whose efforts were instrumental in your writing the report. Such recognition will form the acknowledgement. If it is short, it can be treated as a part of the preface, if not you may put it in a separate section. At the end of the acknowledgement obviously only your name would appear on the right side and in italics.

Letter of Authorization: For some highly official reports, a copy of the authorization letter received from a government or a corporate office is included in the report as a separate sheet to authenticate the report. Also it helps everyone know the terms of reference or the scope of the commission. This is not required for internal reports or routine reports.

Appendices: They will help you, as the author of the report, to authenticate the thesis and help your reader to check the data. Let us now try to list out the material that you would usually put in the appendices

- Original data
- Long tables
- Long quotations
- Supportive legal decisions, laws, documents
- Illustrative material
- Extensive Computations
- Questionnaires and Letters
- Schedules or forms that you might have used in collecting data
- Case studies
- Transcripts of interviews

Glossary

Finally we come to a short dictionary giving definitions and examples of terms and phrases, which are technical, used by you in a special connotation, unfamiliar to the reader, or foreign to the language in which the book is written. I hope you know that even this is listed as a major section in the table of content I hope you enjoyed today's session. It was something very general and away from the usual theory. However it was necessary to formally list down the steps of report writing because as we mentioned, these reports are very critical in decision-making-whether in academics (for performance review), research (as base for further reference) or an organization (to decide the future course of action.)

7.5 REVIEWING THE DRAFT

To err is human. Therefore after you have prepared your draft report, it should be thoroughly reviewed and edited before the final report is submitted. Let us now try to make a checklist that will help you in reviewing the draft.

Your purpose as the author: The lack of clarity and explicitness in the communication process leads to two major problems

- Confusion in determining the mix of content, language and tone
- Misinterpretation of the message

Therefore try to use a simple, easy to read style and presentation that will help your reader to understand the content easily.

Reader's profile: Readership may consist of one or more person(s) / group(s). You would therefore need to check whether all of them have the same wavelength. If not, common interest areas will need to be segregated from the special interest areas. Then you will need to decide on the types and parts of the report that can satisfy the various reader groups. The major discriminating features of the readers profile are culture, religion, ideologies, age, education and economic background.

Content: Please pay attention to the content's focus, its organization, and accuracy of facts and logic of arguments.

- You should clarify the focus right in the first few paragraphs to attract the reader's attention and hold it.
- If any material is added or deleted in the text, recheck the focus to see whether you need to make any changes in the foundation
- Keep in mind that you may lose credibility if you fail to check for the accuracy of the facts, for a reader can easily test internal consistency of the report by comparing information across pages and sections
- Not all the data that is required to make the report may be available. Sometimes you may need to make assumptions to fill the gaps
- What is good in one situation may not hold for another. Therefore please list and arrange the elements and the actors of a situation to understand its dynamics.

Language and tone: Since the purpose of communication is to make the reader understand the message, use vocabulary and sentence structure which the reader understands. Abstract phrases are difficult to comprehend while concrete phrases are easy to understand. Finally, the tone of the language also matters. It can make the reader receive, ignore or reject the message.

Length: This is a matter that needs to be judged by you as the author keeping in mind the purpose, subject and the reader's interest. Usually, shorter the content, the more attractive it is to the reader. However it should not be so brief as to miss the essential points and linkages in the flow of arguments and force the reader to ask for more information.

Let us now try to work on a few tips to save words:

- Cut out repetitions, unless they are needed to sharpen the message
- Take out redundancies
- Use active voice
- Use shorter and direct verbs
- Eliminate weighty expressions
- Make concrete adjectives
- Use abbreviations which are more familiar than their expanded form.

Appearance: This therefore also holds true for your report. The novelty of presentation is as important as the originality of ideas. Both are products of creativity. Presentation attracts readers and content holds their attention. Hence pay complete attention to both the product and its packaging.

Proof Reading: If you or another person proofreading your report is good, he should have the accuracy to pin point all the mistakes. To catch as many errors as possible read it over and over again.

Always remember that proofs are meant to be corrected not edited.

7.6 MEMOS

Memo is a short form for memorandum. It is derived from a Latin word *memorare* which is later changed to *memorandus* which literally means to provide information. It is used for internal and intra-departmental communication. It provides information by a person or a committee to other people. It is normally used for making communication with one or two persons. Memo is less formal than a letter. The style, tone and format vary from that of the letter. Also when a memo is sent to peers and juniors, it is more informal in style. When a memo is sent to seniors the tone varies and the style tends to be slightly more formal. With the advent of intranet system in organizations, internal communication is made via networking. The advantage is it is instantaneous. Memos are useful for brief notes which need to be put n record. The conversational tone makes it more communicative and interactive, which is a welcome relief from the rigid and formal style of writing. Correspondence between sections/departments in government offices continues to be through formal notes which invariably end with “Submitted for orders,” or “Compliance should be ensured.”

Though memos are official, the tone and style depends upon the relationship between the sender and the receiver. Conspicuously the pronouns ‘I’ and ‘You’ will be used. The obligatory components of a letter – salutation and complimentary close will not be used in a memo. Most of the companies have their own printed formats for memos. Even on a network, there will be standard formats. It will be easier to jot down a few lines on such printed forms and to send across. When compared with letters the format of a memo can have minor variations.

Normally the obligatory component will be the subject. Captions such as “urgent” or “immediate” could be added to indicate the nature of the memo. Memos could be used for passing on instructions, information or for making proposals. In government offices, they are used for conveying orders or calling for explanation. Government offices still use colonial style of writing. They are always in third person and passive voice. “It is submitted” It has come to the notice of the undersigned” “It has been decided” “He should therefore explain as to why disciplinary action should not be taken against him” etc are the usual expressions.

7.6.1 MEMORANDA: IMPORTANT PURPOSES THEY SERVE

The purposes, memoranda serve include:

- (a) As a means of transmission of information
- (b) As a means of conveying company’s policies, rules and procedures
- (c) As a means of conveying orders, instructions, directives, etc.
- (d) As a means of departmental exchange of information etc
- (e) As a means of reporting
- (f) As a means of conveying confirmations
- (g) As a means of conveying recommendations
- (h) As a means of commending good work, and communicating reprimands
- (i) Use of memoranda may also be made in special conditions and situations

7.6.2 FORMAT OF A MEMO

A memo should have the name/designation of the Sender and Receiver. It should also contain the date and the subject. If it is important, reference number could also be added. It is the subject which alerts the receiver to perceive the priority. Following are some examples of memos:

7.6.3 MEMOS VIS À VIS E-MAILS

Make a distinction between memos and e-mails. Earlier business letters were for external correspondence and memos are for internal communication. However, with the onset of e-mail, there is a tendency to mix up use of e-mails and memos. The blurring would be problematic if people do not realize that e-mails are not for internal consumption, though they are less formal than letters. They are for outsiders. Hence they are automatically confidential or protected documents. They are functional business letters, once an e-mail is sent it is no longer under our control. As a result, good care has to be taken all through the process, in pre-writing, editing, post-writing, format, style, tone etc. It has to go through high standard in all phases of its life cycle-from creation to distribution.

7.6.4 MAKING THE MEMOS READABLE

The very purpose of any writing is getting it read. Memos are no exception. In addition, they are meant to be acted upon. What makes them to achieve this readability? What makes them to be ignored? Below are some commonly felt opinions:

7.6.5 GOOD QUALITIES

Short memos with clarity and focus

- Memos that have a good subject line or give the content in the first one or two sentences
- Memos that are concisely phrased, are well written and have easy points and sequenced facts
- Memos that have nice font and are not jammed in a page
- Memos that use neat bullets and sub-headings
- Memos that have a personal tone
- Memos wherein the proposals or recommendations are put in the beginning

7.6.6 UNWELCOME QUALITIES

- ❖ Memos that are long and hard to skim
- ❖ Memos that have an unprofessional appearance
- ❖ Memos that have no subject line
- ❖ Poorly written and lacking cogency
- ❖ Memos lacking supporting data or documents
- ❖ Memos that give excessive detail

7.6.7 PROCTER & GAMBLE: MEMO

At P & G the language of action- the language of the systems- is the fabled one page memorandum. We recently had breakfast with a P& G brand manager and asked if the one-page memorandum legend was true. "It waxes and wanes," he said, "but I just submitted a set of recommendations to make a few changes to my brand's strategy. It ran a page and a quarter and got kicked back. It was too long." The tradition goes back to Richard Deupree, past president:

..... Deupree strongly disliked any memorandum more than one typewritten page in length. He often would return a long memo with an injunction: "Boil it down to something I can grasp." If the memo involved a complex situation, he sometimes would add, "I don't understand complicated problems. I only understand simple ones." When an interviewer once queried him about this, he explained, "Part of my job is to train people to break down an involved question into a series of simple matters. Then we can all act intelligently." Ed Harness, P& G's recently retired chairman, echoes the tradition: A brief written presentation that winnows fact from opinion is the basis for decision making around here."

The proliferation of MIS and forecasting models, the endless battles between numerous staffs – and the attendant "politicalization" of the problem-solving process – are among the reasons for growing unreliability. A one-page memo helps a lot. In the first place, there are simply fewer numbers to debate, and the ability to cross-check and validate twenty on one page, say is easier than twenty times a hundred. It focuses the mind. Moreover, one stands on display. You can't reasonably hold someone responsible for getting a number wrong. If however there are only twenty numbers, accountability goes up automatically – and breeds reliability. Sloppiness is simply inconsistent with the one-page memo.

While one-page memos, honest numbers, and focused objectives are the system traits of the excellent companies, the context is equally important. The trouble is that the context can be observed only as the sum of scores of seemingly mundane traits. Plenty of companies have tried all the traits and the systems – brief communications, fact-based decision making, and management by objectives. They try, don't succeed initially, and then give up; another gimmick down the drain. Few persist with systems design until they've gotten the trade-off between simplicity and complexity right.

7.7 NOTE

A note is an official communication within an office. Normally a note is submitted to superior officers for orders, or a note is sent to a subordinate officer with some instructions. This is more or less like a memo in business communication. However a note is more formal than a memorandum. Those who read meeting notes complain that minutes hide nuggets of action and decision inside pages full of wordy, often useless text. Meeting hours need to be condensed to minutes - minutes that meet the needs of today's reader-in-a-rush. The sequence is as follows:

- preparing to take notes
- gathering and organizing the raw material

- writing clearly and concisely
 - formatting the final draft
 - Indexing minutes for quick recovery.
-

7.8 MINUTES

Minutes, also known as protocols or, informally, notes are the instant written record of a meeting or hearing. They typically describe the events of the meeting, starting with a list of attendees, a statement of the issues considered by the participants, and related responses or decisions for the issues. For private organizations, it is usually important for the minutes to be terse and only include a summary of discussion and decisions. A verbatim report is typically not useful.

7.9 PROPOSAL

A business proposal is a written offer from a seller to a prospective buyer. Business proposals are often a key step in the complex sales process—i.e., whenever a buyer considers more than price in a purchase. A proposal puts the buyer's requirements in a context that favors the seller's products and services, and educates the buyer about the capabilities of the seller in satisfying their needs. A successful proposal results in a sale, where both parties get what they want, a win-win situation.

7.10 CIRCULARS

A circular is generally understood as a written communication addressed to a circle of persons and customers. A circular may cover a notice or advertisements, etc., reproduced for distribution. The process of sending circulars is referred to as circularizing. Circulars are a highly effective way to communicate with employees or customers. Many companies use circulars to enforce dress codes and policies or invite employees to meetings or luncheons. Circulars can also be used as an advertising tool. There are a number of benefits to using circulars, but a circular must include certain features to be most effective. Additionally, distribution is important for circulars in business communication.

7.11 AGENDA

An agenda is a list of meeting activities in the order in which they are to be taken up, by beginning with the call to order and ending with adjournment. It usually includes one or more specific items of business to be discussed. It may, but is not required to, include specific times for one or more activities. An agenda may also be called a docket.

7.12 DRAFTING

Drafting which is the present participle of the word draft means a version of a writing piece. It is a type of drawing, plan or sketch. It is the writing of a first printout of a document which is to be polished later.

7.13 SUMMARY

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via e-mail, report writing, proposals, circulars, letter, memos, noting, agendas, minutes and drafting etc.

7.14 TERMINAL QUESTIONS

1. Interview someone who works in the marketing research department of a major corporation. What is this person's opinion about career opportunities available in marketing research? Write a report of your interview.
2. Prepare a sample title / cover page.
3. Examine the appendices to any report. Are all of them essential for understanding the theme of the report? Can they be pruned?
4. What are the good and the unwelcome qualities of a memo?
5. How is a memo different from a letter?

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UNIT 8: WRITING LETTERS, BUSINESS LETTER FORMATS, TYPES OF LETTERS, TELEX MESSAGES, E-MAIL COMMUNICATION, COMMUNICATION THROUGH INTERNET

Structure

- 8.1 Introduction
- 8.2 Objective
- 8.3 Management Information Systems
- 8.4 Other Applications Software
- 8.5 Writing Letters
- 8.6 Business Letter Formats
- 8.7 Types of Letters
- 8.8 Telex Messages
- 8.9 What is Email?
 - 8.6.1 Important Characteristics of the Email
 - 8.6.2 Getting Started
 - 8.6.3 Terms to Know Before You Use Email
 - 8.6.4 To Compose a Message
 - 8.6.5 Emoticons and Online Shorthand
 - 8.6.6 Forwarding Mail to Someone Else
 - 8.6.7 Checking your Spelling
 - 8.6.8 Deleting Mail
 - 8.6.9 Filing Your Messages
 - 8.6.10 Managing an Address Book
 - 8.6.11 Signing Out of Your Account
- 8.10 Using Proper Email Netiquette
- 8.11 An Important Note on Email Safety
- 8.12 What is the Internet?
- 8.13 Benefits of the Internet:
- 8.14 Communicating through Email or Discussion Groups
- 8.15 The Difference between the Web and the Internet
- 8.16 Cruising the Net at Work
- 8.17 Cruising the Net at Home
- 8.18 The Anatomy of an Internet Address
- 8.19 SUMMARY
- 8.20 Terminal Questions

8.1 INTRODUCTION

With the advancement Information Technology (IT), corporate bodies have geared themselves to new facilities and challenges. In his book “Unlimited Power”, Anthony Robins (1988) says that in the olden days power was concentrated in the hands of the rich and the royal. However in the current age information and communication strength implies power. A sea change has taken place in our communication methods. The emphasis has shifted from print media to electronic media, with computers and satellites gaining importance. This in turn has a wide ranging impact on business communication. Technology has made its impact felt on the Public Relations and the communication industry in two broad respects:

- I. In the speed of communication, resulting in faster decision making at the corporate, industry and government levels.
- ii. The vast data being channelized with the aid of technology and being scanned and analyzed in depth.

The business community has realized the changing need and begun using technology at all levels. As a result, the resources of business community have gone up and the process of linking technology and creativity has commenced. Acceptance of technology has been further boosted because of:

- ❖ The ability it brings about to cheaply translate all audio and video communications into compatible digital format.
- ❖ The ability to transmit large volumes of digital signals.
- ❖ New compression and mass data storage methods.

A computer accepts data as its raw material and under control of a set of instructions written by a human programmer converts this data into information. The fact that a computer can be used to produce information makes the computer a very valuable machine. Data processing essentially involves, manipulating and restructuring the data using such techniques and activities as calculating, selecting, sorting and summarizing. The Internet is a global communication network which enables computers and people to share information and interact together. Pictures, movies, text and voice can be easily be transmitted across the Internet via a range of services such as email or the World Wide Web. There is no central home for the Internet as it has been designed to operate from many geographically different locations.

8.2 OBJECTIVES

Upon completion of this unit, students should be able to:

- Explain what the internet is and how it works
- Understand how the web and the internet are related
- Check for and read email messages
- Write tactful messages and observe internet etiquette (netiquette)
- Send your message to more than one person
- Forward mail to others and create a chain of replies
- File your messages

- Polish your messages with spell checking and special formatting

8.3 MANAGEMENT INFORMATION SYSTEMS

In many firms, particularly the large and complex ones, organizational information resources are housed in the computer. This allows management to have an easy access to this vast storehouse of information whenever required and for whatever purpose. On a typical management information system, the entire data of an organization is collected and integrated as a single entity called a data base, characterized as special software called data based management system (DBMS) software. Database management systems packages (DBMS) developed long before micro-computer to handle the problems of maintaining and integrating large volumes of data on large machines as also on personal computers. Database Management Systems perform three basic functions: storing data, manipulating data and printing data.

8.4 OTHER APPLICATIONS SOFTWARE

Word Processing Software

Word processing software is designed to enable the user to prepare typed documents. Word processing includes the composing and editing of narrative documents as letters, memos and reports. In contrast to data processing where the focus is generally on numerical data, in word processing the main concern is with text. In order to prepare a document using a word processing package (such as MS Word), it has initially to be typed into the computer's memory from the keyboard. The document so produced, can be sent at electronic speeds over a local or long-distance network to other computers easily because it is in computer readable form. Thus word processing provides a ready interface to electronic mail.

Spread Sheets Software

Spread sheets are simply electronic ledgers for "what-if" analysis. A spread sheet is simply a sheet of paper with rows and columns in which one can enter data in the form of numbers and text. A balance sheet is a spread sheet, a price list is a spread sheet and in fact most managerial reports are spread sheets. The most important aspect of a spread sheet is that it offers a straight forward, rapid and unobtrusive sensitivity analysis. Once a spread sheet has been set up, it is very easy to find answers. For ex., if one has a spread sheet reflecting all the cash flows and other aspects of an investment we can rapidly compute the errors in sales prediction. MS Excel is the most popular spread sheet software package today.

Business Graphics Software

While spread sheets and database packages are very useful in doing analysis, the output of such analysis is generally tables of numbers. The human brain is much more adept at picking up patterns from pictorial representations. If it is true as the old adage says, that a picture is worth a thousand words, it is equally true that it is worth a thousand numbers. Typical business graphics software enables data to be

plotted as: line charts, bar charts and pie charts. Sophisticated business graphics software provides for three dimensional display and maps.

Hence at the heart of this phenomenal change lie three technological developments – digitalization, development of microchips and optical fibre. Unlike the traditional copper wires, one strand of optical fibre can carry about 150,000 times more information than the kind of copper wire used earlier. With this all information can be converted into digits and transmitted in perfect reproducible form with the speed of light. It is also possible to store large data in websites/servers which can be shared by interested people. Thus one can travel electronically even while remaining static. Internet has conducted the world through its invisible roads. One can get information on and from anything in any part of the world sitting in the comfort of one's home. The rates of shares can be known online, the results of can be seen on interactive websites and news updates can be obtained. Information on any item – sports, tours, science, social sciences can be obtained through powerful engines like Yahoo and Google search. Credit worthiness of a client can be known through online facility. Several of the EOUs (Export Oriented Units) in India have been able to do 'back office work' for their international clients because of internet facility. The raw data is scanned and sent as images. The analysis or abstracting or transcription is done in India and sent the same day back to US. Despite the difference in time frame the task has become more convenient for both the customer and the client. Thus a doctor who dictates the case files into a Dictaphone at the end of the day will have the voice files set to India the same evening and get them transcribed in print and have them ready on his table by the time he comes back to work the next day. In the absence of internet such work is unthinkable.

8.5 WRITING LETTERS

A **business letter** is usually used when writing from one company to another, or for correspondence between such organizations and their customers, clients and other external parties. The overall style of letter depends on the relationship between the parties concerned. Reasons to write a business letter include: to request direct information or action from another party, to order supplies from a supplier, to identify a mistake that was committed, to reply directly to a request, to apologize for a wrong, or to convey goodwill. A business letter is useful because it produces a permanent written record, is confidential, and formal.

The basics of good writing letters are easy to learn. The following guide provides the phrases that are usually found in any standard business letter. This basic of business letters are important because certain formulas are recognized and handled accordingly. Think of a basic business letter in three steps:

1. **Introduction** - *The reason for writing*

The introduction helps the reader understand in which context the letter should be considered. Possibilities include job interview inquires, business opportunity requests, complaints, and more. Of course, Each type of business letter has its own standard phrases.

2. **Details** - *What you would like to accomplish*

The detail section of a business letter is extremely important. This is where you achieve your goals in writing a business letter.

3. **Conclusion / Next Steps** - *What you would like to happen in the future*

Provide a call for future action. This can be a chance to talk in person, a follow-up letter or more. It's important and expected to make it clear what you would like for the next step from the person reading your business letter.

The phrases presented in this guide provide a frame and introduction to the content of business letters. At the end of this guide, you will find links to sites that give tips on the difficult part of writing successful business letters - arguing your business objective. By using these standard phrases, you can give a professional tone to your English business letters.

8.6 Business Letter Formats

E-mail may be the quick and convenient way to relay daily business messages, but the printed business letter is still the preferred way to convey important information. A carefully crafted letter presented on attractive letterhead can be a powerful communication tool. To make sure you are writing the most professional and effective letter possible, use the business letter format and template below and follow these basic business letter-writing.

➤ **Select a professional letterhead design:** Your business letter is a representation of your company, so you want it to look distinctive and immediately communicate "high quality." For a convenient and economical alternative to using traditional preprinted letterhead, try using our contemporary letterhead and envelope design templates. Simply create a letter within a predesigned color letterhead template and then print.

➤ **Use a standard business letter format and template:** The most widely used format for business letters is "block style," where the text of the entire letter is justified left. The text is single spaced, except for double spaces between paragraphs. Typically margins are about 1 inch (25.4 mm) on all sides of the document, which the default is setting for most word-processing programs. Business letter format illustrates the specific parts of a business letter:

➤ **Business Letter Template Fields:**

- **Date:** Use month, day, year format, e.g., December 3, 2013 or 3 December 2013
- **Sender's Address:** It is a good idea to include sender's email and url, if available. Don't include this information if it's already incorporated into the letterhead design. This will allow customers to find your small business more quickly.
- **Inside Address:** Use full name. Mr./ Ms. is optional
- **Salutation:** Be sure to use a colon at the end of the name, not a comma as in personal letters
- **Body Text:** State why you are writing. Establish any connection/mutual relationship up front. Outline the solution, providing proof in the way of examples and expert opinions. Group related information into paragraphs
- **Closing "Call to Action":** State what the reader needs to do and what you will do to follow up
- **Signature Block:** Sign your letter in blue or black ink
- **Enclosures:** Use if you have an enclosure

- **Carbon Copy:** Use if you are sending a copy to additional person(s)
- **Use a professional tone:** Save casual, chatty language for email - your printed business letter should be friendly but more professional. As Scott Ober suggests in his book *Contemporary Business Communication*, "The business writer should strive for an overall tone that is confident, courteous, and sincere; that uses emphasis and subordination appropriately; that contains nondiscriminatory language; that stresses the "you" attitude; and that is written at an appropriate level of difficulty." That said, be sure to sound like yourself - you don't want your letter to read as if a machine wrote it.
- **Write clearly:** State your point early in your letter. To avoid any miscommunications, use straightforward, concise language. Skip the industry jargon and instead choose lively, active words to hold your reader's attention.
- **Organize your information logically:** Group related information into separate paragraphs. In a long, information-packed letter, consider organizing information into sections with subheads. You may want to highlight key words to make them "pop" - this technique is possible with most word-processing programs.
- **Use bold or Color Font to Emphasize Words in Text:** It's easy to put a few words in bold or color to draw attention to them.
- **Be persuasive:**
 - Establish a positive relationship with your reader right away. If you have a connection to the reader - you've met before or have a mutual colleague, for example - mention it in your introductory paragraph. Whether you think your reader will agree with the point of your letter or not, it is important to find common ground and build your case from there.
 - Understand your reader well enough to anticipate how he or she will react when reading your letter. Address his or her needs or wishes, or a specific problem, and then outline your solution. Provide proof in the way of examples and/or expert opinions to back up your point. Make sure to maintain a friendly tone.
 - Conclude your letter with a "call to action." State clearly what your reader needs to do or believe to achieve the desired solution and then state what you, the writer, intend to do next to follow up.
- **Proofread your letter:** All your careful crafting and printing can't cover up spelling or punctuation errors, which leave a lasting negative impression.

8.7 Types of Business Letters

Letter writing is a prized skill in the world of work. The higher you advance in your career, the more you will need to write letters. Letters are more formal and official than other types of business communication. They offer personal, verifiable authorization. Unlike e-mail, letters often must be routed through channels before they are sent out. Letters are the expected medium through which important documents such as contracts and proposals are sent to readers. There are four basic types of business letters: inquiry letters, special request letters, sales letters, and customer relations letters. Business letters can be further classified as positive, neutral, or negative. Inquiry and special request letters are neutral, sales letters are positive, and customer relations letters can be positive or negative.

1. Inquiry Letters: An inquiry letter asks for information about a product, service, or procedure. Businesses frequently exchange inquiry letters, and customers frequently send them to businesses. Three basic rules for an effective inquiry letter are to state exactly what information you want, indicate clearly why you must have this information, and specify exactly when you must have it.

2. Special Request Letters: Special request letters make a special demand, not a routine inquiry. The way you present your request is crucial, since your reader is not obliged to give you anything. When asking for information in a special request letter, state that you are, why you are writing, precisely what information you need, and exactly when you need the information (allow sufficient time). If you are asking for information to include in a report or other document, offer to forward a copy of the finished document as a courtesy. State that you will keep the information confidential, if that is appropriate. Finally, thank the recipient for helping you.

3. Sales Letters: A sales letter is written to persuade the reader to buy a product, try a service, support a cause, or participate in an activity. No matter what profession you are in, writing sales letters is a valuable skill. To write an effective sales letter, follow these guidelines: (1) Identify and limit your audience. (2) Use reader psychology. Appeal to readers' emotions, pocketbook, comfort, and so on by focusing on the right issues. (3) Don't boast or be a bore. Don't gush about your company or make elaborate explanations about a product. (4) Use words that appeal to readers' senses. (5) Be ethical. The "four A's" of sales letters are attention, appeal, application, and action. First, get the reader's attention. Next, highlight your product's appeal. Then, show the reader the product's application. Finally, end with a specific request for action.

In the first part of your sales letter, get the reader's attention by asking a question, using a "how to" statement, complimenting the reader, offering a free gift, introducing a comparison, or announcing a change. In the second part, highlight your product's allure by appealing to the reader's intellect, emotions, or both. Don't lose the momentum you have gained with your introduction by boring the reader with petty details, flat descriptions, elaborate inventories, or trivial boasts. In the third part of your sales letter, supply evidence of the value of what you are selling. Focus on the prospective customer, not on your company. Mention the cost of your product or service, if necessary, by relating it to the benefits to the customer. In the final section, tell readers exactly what you want them to do, and by what time. "Respond and be rewarded" is the basic message of the last section of a sales letter.

4. Customer Relations Letters: These deals with establishing and maintaining good working relationships. They deliver good news or bad news, acceptances or refusals. If you are writing an acceptance letter, use the direct approach-tell readers the good news up front. If you are writing a refusal letter, do not open the letter with your bad news; be indirect.

- **Follow-up Letters:** A follow-up letter is sent to thank a customer for buying a product or service and to encourage the customer to buy more in the future. As such it is a combination thank-you note and sales letter. Begin with a brief expression of gratitude. Next, discuss the benefits already known to the customer,

and stress the company's dedication to its customers. Then extend this discussion into a new or continuing sales area, and end with a specific request for future business.

- **Complaint Letters:** These require delicacy. The right tone will increase your chances of getting what you want. Adopt the "you" attitude. Begin with a detailed description of the product or service you are complaining about. Include the model and serial numbers, size, quantity, and color. Next, state exactly what is wrong with the product or service. Briefly describe the inconvenience you have experienced. Indicate precisely what you want done (you want your money back, you want a new model, you want an apology, and so on). Finally, ask for prompt handling of your claim.
- **Adjustment Letters:** Adjustment letters respond to complaint letters. For an adjustment letter that tells the customer "Yes," start with your good news. Admit immediately that the complaint was justified. State precisely what you are going to do to correct the problem. Offer an explanation for the inconvenience the customer suffered. End on a friendly, positive note. For adjustment letters that deny a claim, avoid blaming or scolding the customer. Thank the customer for writing. Stress that you understand the complaint. Provide a factual explanation to show customers they're being treated fairly. Give your decision without hedging or apologizing. (Indecision will infuriate customers who believe they have presented a convincing case.) Leave the door open for better and continued business in the future.
- **Refusal of Credit Letters:** Begin on a positive note. Express gratitude for the applicant for wanting to do business with you. Cite appropriate reasons for refusing to grant the customer credit: lack of business experience or prior credit, current unfavorable or unstable financial conditions, and so on. End on a positive note. Encourage the reader to reapply later when his or her circumstances have changed.

8.8 TELEX MESSAGE

The **telex** network is a switched network of teleprinters similar to a telephone network, for the purposes of sending text-based messages. This network provided the first common medium for international record communications using standard signalling techniques and operating criteria as specified by the International Telecommunication Union.

8.9 WHAT IS EMAIL?

Email, or electronic mail, is the system that allows people to send and receive messages with their computers. The system might be on a large network like the Internet or over a company's own office network. More people use email on any given day than use any other Internet service. Tens of millions of messages fly across the wires each day. Amazing!

8.9.1 Important Characteristics of the Email

- Email is a shortened version of the two words 'electronic' and 'mail' and can be considered the electronic version of the letter.

- Email is one of the most used and popular services on the Internet. Email enables messages to be transferred from an individual to another individual or from an individual to a group of people.
- Documents (audio, video, pictures etc.) can be attached to email messages and sent with the message.
- Email can be sent and viewed in various ways - the most common through a computer program, such as 'Outlook'.
- Email can be sent to anywhere in the world and viewed whenever the recipient logs onto the Internet and checks their 'mailbox' where emails are stored.

8.9.2 Getting Started

What is free web-based email and how do I get an account? In this class, we will be using Yahoo Mail. Yahoo Mail is a free web-based email service. The service is free because advertisers pay Yahoo money to have their ads displayed on the Yahoo screen. The service is web-based, meaning that it exists on the Internet and is accessible from any computer that has Internet access anywhere in the world. Yahoo mail is not a service provided by the library. We simply provide the Internet access for the web-based email service.

8.9.3 Terms to Know Before You Use Email

Address or Email Address: Your email address is similar to your home address. It identifies you as a unique user on the Internet and allows other people to send you messages. The email address is composed of three parts.

Example: Jane1967@yahoo.com

username "at" symbol domain name

Username: Your username or account name is the first part of your email address. It is unique to you and allows other people to send you mail. It is also used to gain access to your account.

Password: Your password is a word or combination of letters and numbers that only you know. It will allow you to gain access to your email account. Your password also protects against others gaining access to your account.

Compose: To compose an email is simply to write an email.

Inbox: Your Inbox is like the mailbox at your home. This is where new email messages arrive and stay until you open your Inbox to read them.

Send: The Send command on email allows you to "mail" a message to another person from your email account to theirs.

Setting up Your Yahoo Mail Account

1. Go to the webpage www.yahoo.com
2. Click on the "Mail" icon at the top right of your screen.
3. Your screen will look like this:

*Note: You will use this same method to access your account after it is set up.

The Yahoo Form

The following is a reproduction of the form we will be filling out to set up your Yahoo Mail account. We will go through it step by step in class.

Yahoo! - Help

Already have an ID or a Yahoo! Mail address? Sign In.

Fields marked with an asterisk * are required.

Create Your Yahoo! ID

* First name:

* Last name:

More info

* Gender:

* Yahoo! ID: @yahoo.com

ID may consist of a-z, 0-9, underscores, and a single dot (.)

* Password:

Six characters or more; capitalization matters!

* Re-type password:

If You Forget Your Password...

* Security question:

* Your answer:

Four characters or more. Make sure your answer is memorable for you but hard for others to guess!

* Birthday: mm dd yyyy

* ZIP/Postal code:

Alternate Email:

Customizing Yahoo!

Industry: [Select Industry]

Title:

Specialization: [Select a Specialization]

Verify Your Registration

* Enter the code shown:

More info

This helps Yahoo! prevent automated registrations.

Terms of Service

Please review the following terms and indicate your agreement below.

Printable Version

ACCEPTANCE OF TERMS Yahoo! Inc. ("Yahoo!") welcomes you. Yahoo! provides its service to you subject to the following Terms of Service

By clicking "I Agree" you agree and consent to (a) the Yahoo! Terms of Service and Privacy Policy, and (b) receive required notices from Yahoo! electronically.

I Agree

Copyright © 2005 Yahoo! Inc. All rights reserved. Copyright/IP Policy Terms of Service

NOTICE: We collect personal information on this site.

To learn more about how we use your information, see our Privacy Policy

8.9.4 To Compose a Message

In order to compose a message (send an e-mail to a friend), you will need to click on the “Compose” button.

The following is an explanation of some of the things you will see when you compose a new e-mail message.

To: This line is for the address of the person you are mailing to.

Subject: This line is a sort of message title -- a few words summarizing the contents.

Cc: You can enter an address here to send a copy to someone other than the person whose address you placed in the to line.

Bcc: This means “blind copy.” As with the Cc line, a copy of the message will be sent to the address you place in the Bcc line, however, the recipient of the original message won’t be able to tell that the Bcc address received a copy.

Attachments: This option is for sending computer files along with the message.

The big blank area: This is where you type your message.

8.9.5 Emoticons and Online Shorthand

Now that you have entered into the exciting world of email, you may want to familiarize yourself with some of the common abbreviations and symbols.

Emoticons -- The electronic emotions

:-) Smile

:-(Sadness, disappointment

;-) A wink

:-O A look of shock

Online Shorthand

BTW By the way

FYI For your information

IMO In my opinion

LOL Laughing out loud

8.9.6 Forwarding Mail to Someone Else

Here’s how to forward email messages:

1. Open your email program and either highlight or open the message you want to forward.

2. Click the Forward command in the toolbar of your email programs. A new message window will appear with the forwarded message included in the text area.
3. Type the recipient's email address in the To line and then Tab your way down to the message area.
4. Edit the message if you want, or add your own note to the beginning, perhaps explaining why you are forwarding the message.
5. Then send the message as usual.

8.9.7 Checking your Spelling

Most email programs now offer spell-checking so the traditional excuses for sloppily edited email messages are vanishing fast, but the specific techniques vary from program to program.

8.9.8 Deleting Mail

If you have read a piece of mail and you're positive that you have no need to save it, you should delete it so it doesn't clutter up your inbox and waste precious hard disk storage space. To delete a message, you typically highlight it and press the Delete key on the keyboard. In most programs, this moves the message to the Deleted Mail or Trash mailbox until you empty the trash or quit the program. If you change your mind, open the Trash mailbox (or Deleted mail mailbox) and then look for a command that allows you to transfer mail from one mailbox to another.

8.9.9 Filing Your Messages

Even after you have deleted all the messages you have replied to or that you no longer need to leave lying around in your Inbox, your undeleted messages can start to pile up. When your Inbox gets too full, its time to create new mailboxes to store these other messages. Different programs offer different commands for creating mailboxes and transferring messages into them. Don't create a new mailbox when an existing mailbox will suffice, but do file away as many messages as you can even if you have to create a new mailbox to keep the number of messages in your Inbox manageable.

8.9.10 Managing an Address Book

Once you start using email regularly, you will probably find yourself writing to a few people over and over, fumbling to remember some long and confusing addresses. Fortunately most email programs enable you to create aliases (nicknames) for these people. Aliases are shorter words that you type instead of the actual address. These lists of addresses and aliases are usually grouped together in something called an **address book**. Some email and groupware programs share a single address box with the other applications on your computer, so your contact information is available to various programs.

8.9.11 Signing Out of Your Account

After you are finished using your Yahoo Mail account, it is important that you sign out. To do this, click on the blue "Sign Out" link.

8.10 USING PROPER EMAIL NETIQUETTE

Like any social system, the internet has evolved to the point where its users observe a variety of informal rules for interacting politely. Collectively, these rules are known as netiquette, and most of them can be inferred through the application of some common sense to various social institutions. Think of email as a kind of online conversation. If people send you messages containing sensitive material, don't forward it to others without the author's permission. If you retain only part of the original text of messages in your replies, to keep the replies from being too long, be sure it is not misleadingly taken out of its full context and likely to be interspersed. Don't intersperse your own comments with the retained pieces of other people's messages so that its not clear to the recipients who wrote what.

Keep Your Messages Brief and Tactful

When you write messages to business associates and colleagues, stick to the point and be informative. Break up large blocks of text into smaller paragraphs. Re read your messages and run a spell check before sending them – this will give you a chance to minimize mistakes, fix poorly organized sentences and reconsider bad word choices.

8.11 AN IMPORTANT NOTE ON EMAIL SAFETY

Email is not a secure mode of communication. It is possible for others to read the information sent from you or to you through email. Even if you are sending an email to someone you know well, that email can be intercepted by someone you don't know. As a general rule, never send any personal information such as credit card numbers or social security numbers via email. Also, it is a good idea to not send your home address and phone number. Always be aware of who sent you an email. Do not open an email message from someone you don't know. Email viruses are often spread through the opening of unfamiliar mail. Simply delete the message before opening it if you do not know the sender. Finally, be sure to always log out of your email account. This will prevent others from gaining access to your account. Logging out is especially important when you are using public computers such as those at the library.

8.12 WHAT IS THE INTERNET?

In addition to being a network of interconnected computers, the Internet is also a collection of different tools and devices for communicating and storing information in a retrievable form. No organization or individual owns the Internet but countries can regulate certain aspects of it. To connect to the Internet you will need a reasonably modern computer (or other Internet enabled device), a communications device called a modem and an account with an Internet Service Provider (ISP). Once you have opened an account with an ISP, you connect to them through your computer and modem. In turn, their computers connect you to the Internet.

When selecting an ISP consider the following:

- **Costs** – Some ISPs charge a setup fee when you first sign up for an account.

Make sure you are aware of these charges as well as the various costs (including phone rates) for the different accounts they offer.

- **Range of Accounts** - Make sure they have an account that suits your needs.
- **Family Friendly** - Determine whether the ISP is family friendly by offering you internet filtering solutions and advice.
- **Support and Reputation** - Make sure the ISP offers the levels of support you think you may need. Also determine whether they are members of the Internet Industry Association.

When selecting a type of account consider:

- **Connection Type** - You can connect to the Internet either with a slow speed dial up, or a high speed broadband connection. Broadband lets you use the computer and the phone at the same time.
- **Download Limits** – There may be a limit on the amount of information you can extract from the Internet. If a limit exists you should make yourself aware of the excess charges which apply.
- **Time Limits** – Broadband connections do not have any time limits associated with them - they are permanently connected. Dial up connections, however, may have time limits that you need to be aware of. Once you have selected your ISP and set up your account, you will need some programs on your computer to use the services on the Internet.
- **Web Browsers** - are used to explore the World Wide Web. Internet Explorer is the most popular web browser and is installed free with modern computers.
- **Email Readers** - are used to create, send and receive email across the Internet. A popular email program that comes with modern computers is Outlook Express.

You can install programs for other tasks such as sharing files or sending instant messages to your friends.

8.13 BENEFITS OF THE INTERNET:

- ❖ One can use the net to uncover fun facts and interesting websites. Individuals and groups all over the world have got together on the internet to explore mutual interests. Environmental, cultural and political causes, sports, leisure activities, the arts, the social sciences and the sciences are just some of the popular topics continually updated on the internet.
- ❖ The internet has become a source of career information. Companies frequently list jobs and freelance opportunities online. One can search companies on the internet and train oneself on a variety of topics that might come up in an interview.
- ❖ One can find business contacts and develop new ones through internet email, conferencing and forums on particular subjects.

- ❖ Another aspect of the internet that one will especially like is the ability to download files from a vast selection of sample applications, digital art and music and many other offerings. Entertainment conglomerates supply sound and video files for movies, bands and video games.

- ❖ Some organizations just collect information relevant to their interests, such as schedules of upcoming activities, databases of similar organizations and the like.

8.14 COMMUNICATING THROUGH EMAIL OR DISCUSSION GROUPS

In addition to being a network of interconnected computers, the internet is also a collection of different tools and devices for communicating and storing information in a retrievable form. Take email for example. If you work in an office with a local area network, then chances are you have an email account and can communicate with the people in your office by sending them messages through the company's internal system. However office email is not the internet.

Similarly if you have an account at VSNL and you send a message to someone else at VSNL, you're still not using the internet. But if your office network has a *gateway* to the internet and you send email to someone who does not work at your office, then you are sending mail over the internet. Likewise, if you send a message from your VSNL account to someone at satyam online or elsewhere, then again you are sending messages over the internet. A gateway is a computer or the program running on it that transfers files for email messages, or commands from one network to another.

8.15 THE DIFFERENCE BETWEEN THE WEB AND THE INTERNET

The hype about the internet is focused on the World Wide Web. It has been the fastest growing and the most popular part of the Net for the last 15 years. What is the web (also called www or w3) and is it the same thing as the internet? Technically, the web is just part of the internet –or more properly, a way of getting around part of the internet. A lot of the internet that's not strictly speaking part of the web can still be reached with a web browser. So the web is an interface. It wraps up most of the different features of the internet into a single interface used by web applications. It allows you to see pictures and even hear sounds or watch movies, if your computer can handle it, along with helpings of text.

8.16 CRUISING THE NET AT WORK

More and more companies these days as well as Universities and other organizations are installing internal networks and relying on email to share information. Email messages are starting to replace interoffice memos at least for some types of announcements, questions and scheduling purposes. Also most of these organizations have now connected their internal network to the internet

through a gateway. Your ability to find information your company needs on the internet is a highly prized career asset.

8.17 CRUISING THE NET AT HOME

You'll need your own personal account to really explore the internet in your own time. Your best bet is to sign up for an account from a commercial online service or a direct-access internet service provider. An online service such as satyam online, mantra online and VSNL is first and foremost a private, proprietary network offering its own content and access to other network members generally combined with internet access. An internet service provider (also called an ISP) just offers access to the internet such as the Icenet.

8.18 THE ANATOMY OF AN INTERNET ADDRESS

One of the confusing things to Internet newbies is that the word "address" is used to mean atleast three different things on the internet. The most basic meaning- but the one used least often- is the name of a computer also called a host or site, on the internet in the form something.something.something (to really use the lingo properly you have to pronounce the periods as "dot". For example we publish a newsletter on the internet called IIHS newsletter. It is stored on a machine in New Delhi that is part of a collective. The address of that collective is **himalayanstudies.com**

Reading from right to left, you first have the domain, com, which stands for a non profit organization. Next you have a subdomain, himalayanstudies. Finally you have a host name (often and in this case as well –www).

Another type of address is an email address. A email address consists of a username (also called a login, a log-on name, a user ID, an account name and so on), followed by "at sign" (@) and then an internet address of the type just described. So if you want to send me an email in my capacity as editor of the IIHS newsletter, you can address that email message to a special username created for that job:

richa123@himalayanstudies.com

The third type of address is the kind you see everywhere these days on TV commercials, I the newspaper and so on- a Web address, also called a URL (Uniform Resource Locator). The web address of the above mentioned newsletter for instance is:

<http://himalayanstudies.com/newsletter>

8.19 SUMMARY

The milestones in Information technology are development in telecommunications, digitalization and networking, optic fibre and development of micro chips. The advantages are ability to cheaply translate all audio and video communications into compatible digital format, the ability to transmit large volumes of data in the form of digital signals and new compression techniques and mass storage methods. The significant implications of email and internet on business are automation everywhere, instant messaging across time zones, better coordination

between various units or departments, online services, anywhere banking, easy credit facility and online trading in stock exchange and update information.

8.20 TERMINAL QUESTIONS

1. “Like the PC, the internet is a tidal wave, which will drown those who do not learn to swim in its waves.” How far do you agree with this statement?
2. What is Email?
3. What is the Internet Address?

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ANNEXURE

- **Vocabulary for the Internet and the Web:** The Internet is a vast cyberspace where you can gather, disseminate, and exchange all types of information. The World Wide Web was conceived so that computer users could have a single, unified means of accessing hypermedia documents from anywhere on the Internet. However, the Web is a complex place, and accessing documents on the Web was quite difficult until the development of NCSA Mosaic, a WWW browser (a program that allows you to view documents on the Web and follow links from documents to documents).
- **Internet and Web:** Due in large part to the tremendous media attention that the Internet and the Web have received recently, many people mistakenly assume that the Web and the Internet are synonymous. This is not true. The Web is a collection of protocols and standards for accessing information on the Internet, and the Internet is the physical medium used to transport the data. Unlike other internet standards and protocols (such as FTP and Gopher), Web standards and protocols (including HTTP and

HTML) allow related information to be hyperlinked. Hyperlinking means that a document has pointers to related documents. This is one of the features that distinguish the Web from other means of accessing information on the Internet.

Web is a medium for “distributed hypermedia”. “Distributed” describes the large number of computers all over the world that use Internet as their mode of transit. When you traverse the Web, you are likely to be pointing and clicking your way around the entire globe. When you click on a link, you don’t know whether the information you’re receiving is coming from Sweden, Bangkok, or New Delhi. You may think you know as the Web page on your screen most likely has some type of identification but the information you retrieve by clicking on links from that page may be coming from somewhere else. The Web consists of information found throughout the world. The following is a small sample of sites accessible on the Web.

The Web supports hypermedia and multimedia. Hypermedia is a combination of “hypertext” and “multimedia”, where hypertext refers to the linking of related information and multimedia refers to using different types of data to represent information. For example, a data file that includes text, graphic image (drawings, photographs, etc.), audio (WAV and MIDI data), video and animation, as well as computer code or binary files, is a multimedia file. Multimedia also refers to one type of medium inside another. For example, a text document with an inline graphic is a multimedia document. It is not for the in-line graphic, you would have to use text to indicate where the graphic goes in the document and create a link from that text to an external file that contained the graphic image.

The Web supports multimedia, since it allows users to download all sorts of files – video clips, audio files, images, etc. – and view or play them on their computers. The Web supports hypermedia too, because all data types, including images and even portions of images, can be linked to other pieces of information.

While learning and using Internet and the Web, you will come across a plethora of new words, phrases and terms which at first may not make sense. However, these terms have become intrinsic part of the Internet vocabulary and therefore you must learn these to understand, appreciate and avail of the advantages which Internet and the Web offer. The following pages give a comprehensive list of all terms, words and phrases and their descriptions you can go through and pick up as many of these as you can. The earlier you become familiar with these the quicker will be your learning.

- **Agent/Specialized Agent:** Sort of like James Bond, but different. A program that processes or seeks information on behalf of a user. For example, mail agents are generally used to automatically filter incoming mail for a user.
- **Bandwidth:** The capability of a medium to transmit a signal.
- **Browser/ Web Browser:** Software programs that allow you to retrieve document on the Web and follow links from document to document.
- **CERN:** Conseil European pour la Recherche Nucleaire (European laboratory for Particle Physics), the birthplace of the Web. Tim Berners-Le worked at CERN when he came up with the original proposals for the Web,

and CERN was the testing ground for many of the original Web protocols. In addition CERN wrote one of the major HTTP services – the CERN http.

- **DNS (Domain Name Service):** The Internet application that translates verbal Internet system addresses into numeric address for routing data across the Internet.
- **Document:** An object of a specific type as identified by the server so the client will know how to handle/display it.
- **Firewall:** A security measure used to protect computers on a local network from outside accesses. This is achieved by making a single gateway between the network and the outside world through which all the packets have to travel. This gateway is configured to allow only certain types of accesses. For example, it is possible to configure a firewall to allow only outside accesses on ports 21 (FTP) and 23 (telnet) and refuse all other connections. It is also possible to forbid accesses from certain outside IP addresses; however, this really isn't that secure since it is always possible to spoof your IP address.
- **Gateway:** A special-purpose dedicated computer that attaches to two or more networks and routes packets from one network to the other. In particular, an Internet gateway routes IP datagrams among the networks it connects. Gateways route packets to other gateways until they can be delivered to the final destination directly across one physical network.
- **Host:** A machine on a network. Also the person who greets you at a party.
- **HTML (Hyper Markup Language):** The principal language used to define documents on the World Wide Web. HTML is a markup language which allows for the creation of hypertext links between related documents or objects.
- **HTTP (Hypertext Transfer Protocol):** The principal protocol used to transfer data on the Web. HTTP provides certain advantages over previous protocols, like FTP because it allows more meta-information to be translated with the data being sent.
- **IETF (Internet Engineering Task Force):** The organization principally responsible for the definition of most standards on the Internet.
- **Internet:** The global network of networks that has become infamous as the "Information Superhighway". It's sort of like a bowl of soup and a car, but different.
- **IP (Internet Protocol):** The standard protocol used to transfer data from machine to machine on the Internet. IP provides for a certain amount of reliability that other standards don't provide, although this comes at the cost of a greater overhead (i.e., slower speed).
- **IP Address:** The numeric address that identifies a particular computer on the Internet. IP addresses consist of four octets that uniquely identify a computer. Just like a phone number is used to determine how to route a phone call, a computer's IP address is used to route packets to its.
- **ISP (Internet Service Provider):** A company that provides customers connections to the Internet. Generally ISPs offer connections at speeds anywhere between 14.4 kbps to full T1 connections.
- **Multihosting:** A way of cludging your computer to accept packets addressed to multiple IP addresses. By detecting which IP address the

packet was intended for, it is possible to simulate multiple servers on a single machine.

- **Multitasking:** Working on multiple jobs at once. Sort of walking and chewing gum at the same time.
- **Sendmail:** A standard UNIX program that handles email. It is notorious for being confusing to setup and therefore has been the cause of many security concerns. In fact, the internet worm exploited a common configuration error in send mail to gain access to remote machines.
- **SERVER LOAD:** A measure of how many accesses a web server is receiving. Commonly measured in bites per second.
- **SITE:** A service offered by a single HTTP server listening to a single port. The meaning of a site is probably best described as a coherent/unified set of internally interlinked pages and objects.
- **URL (Uniform Resource Name):** A pointer to information to the WWW. Can include pointers to other types of resources such as ftp servers and gopher servers in addition to WWW servers.
- **URN (Uniform Resource Name):** A naming scheme for resources on the Internet that can be used to map a particular name to one or more resources (much like a hostname can map to one or more IP addresses).
- **World Wide Web (WWW):** The distributed multimedia network of hypertext documents designed by Tim Berners-Lee of CERN.

BLOCK 3
VERBAL COMMUNICATION

UNIT 9: LISTENING: DEFINITION, TYPES AND LEVELS OF LISTENING; KEYS TO EFFECTIVE LISTENING

Structure

- 9.1 Introduction
 - 9.1.1 Definition
 - 9.1.2 Comparison of Communication Activities
- 9.2 Unit Objectives
- 9.3 Types of Listening
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 - 9.3.2 Relationship Listening
 - 9.3.3 Appreciative Listening
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 - 9.3.5 Discriminative Listening
- 9.4 Levels of Listening
 - 9.4.1 Level 1 or 'Internal listening'
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- 9.7 Summary
- 9.8 Glossary
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- 9.10 References
- 9.11 Suggested Readings
- 9.12 Terminal and Model Questions

9.1 INTRODUCTION

Listening does not mean simply maintaining a polite silence nor does listening mean waiting alertly for the flaws in the other fellow's argument so that later you can mow him down.

Listening means trying to see the problem the way the speaker sees it-- which means not sympathy, which is a feeling for him, but empathy, which is experiencing with him. Listening requires entering actively and imaginatively into the other fellow's situation and trying to understand a frame of reference different from your own. This is not always an easy task.

Because people are not generally taught how to listen, they are simply told to listen, for most it develops into an unconscious skill. You may direct your ears to listen to the words, but effective listening is about far more than just hearing the words that echo in your ears. Listening is an integral part of the whole communication cycle. Your listening habits come from many sources, starting from your childhood to any training you received in school or in the college and values developed through life

experience. In addition, your natural strengths and deep-seated traits have an impact on how you listen now. When you are taught to listen, you learn such things as:

- don't interrupt
- make eye contact
- put your attention on the speaker
- give feedback in the form of acknowledgement
- ask questions to encourage the speaker to continue
- ask questions to clarify understanding

But effective listening is far more than just the technical, observable actions described above. Different situations require different types of listening. We may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation. "There are four elements of good listening:

1. Attention--the focused perception of both visual and verbal stimuli
2. Hearing--the physiological act of 'opening the gates to your ears'
3. Understanding--assigning meaning to the messages received
4. Remembering--the storing of meaningful information

9.1.1 DEFINITION

According to Frank Tyger "Hearing is one of the body's five senses, but listening is an art."

"Listening is the process of making sense out of what we hear. Listening is an active process of receiving, processing, and interpreting the hearing stimuli". The International Listening Association defines "Listening as the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages."

Listening can also be defined as "Receiving message in a thoughtful manner and understanding meaning in the message."

9.1.2 COMPARISON OF COMMUNICATION ACTIVITIES

Communication is a process by which information is transmitted between individuals and/or organization so that an understanding response results. It is an exchange of facts, ideas, opinions, attitudes, judgments or emotions.

"The most important thing in communication is to hear what isn't being said"
- Peter F. Drucker.

	LISTENING	SPEAKING	READING	WRITING
LEARNED	First	Second	Third	Fourth
USED	Most	Next to most	Next to least	Least
TAUGHT	Least	Next to least	Next to most	Most

Used

Listening 45%

Speaking 30%

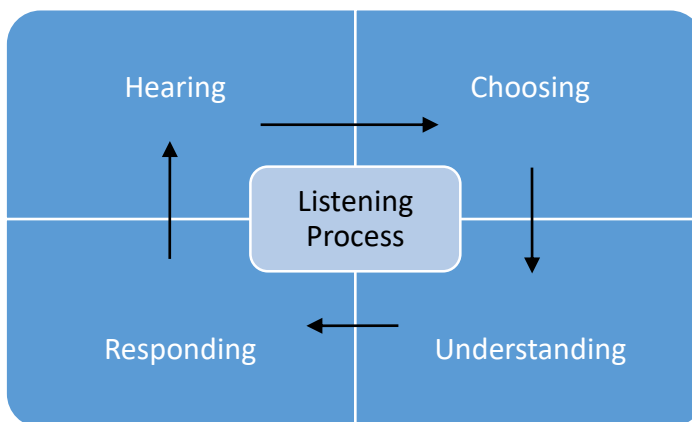
Reading 16%

Writing 9%

9.1.3 WHAT KIND OF LISTENER ARE YOU?

- ▶ Active listener – The listener participates fully in the communication process. You listen attentively, provide feedback, and strive to understand and remember messages.
- ▶ Passive listener – The listener does not actively participate in interactions. They think they can absorb information even when they do not contribute to the interaction. They place the responsibility for successful communication on the speaker.
- ▶ Impatient listener – Short bursts of active listening are interrupted by noise and other distractions. They intend to pay attention, but allow their minds to wander.

9.1.4 LISTENING PROCESS



Hearing - It refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).

Choosing - Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening; strong stimuli like bright lights, sudden noise...are attention getters; attention to more commonplace or less striking stimuli requires special effort.

Understanding- To understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur; for successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

Responding - This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

LISTENING

**HOW YOU SPEND YOUR DAY:
STUDENTS SPEND ...
9% OF THEIR TIME WRITING
16% OF THEIR TIME READING
30 % OF THEIR TIME SPEAKING AND
45% OF THEIR TIME LISTENING!!!**





9.2 UNIT OBJECTIVES

In this unit you will learn and understand:

- What is listening
- Types of listening
- Levels of listening
- Key to effective listening
- Benefits of improved listening

9.3 TYPES OF LISTENING

Different situations require different types of listening. We may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation. While certain skills are basic and necessary for all types of listening (receiving, attending, and understanding), each type requires some special skills.

9.3.1 INFORMATIVE LISTENING

Informative listening is a type of listening where the listener's primary concern is to understand the message. Listeners are successful insofar as the meaning they assign to messages is as close as possible to that which the sender intended.

Informative listening, or listening to understand, is found in all areas of our lives. Much of our learning comes from informative listening. For example, we listen to lectures or instructions from teachers—and what we learn depends on how well we listen. In the workplace, we listen to; understand new practices or procedures—and how well we perform depends on how well we listen. We listen to instructions, briefings, reports, and speeches; if we listen poorly, we aren't equipped with the information we need.

There are three **key variables** related to informative listening. Knowing these variables can help you begin to improve your informative listening skills; that is, you will become increasingly successful in understanding what the speaker means.

1. Vocabulary: The precise relationship between vocabulary and listening has never been determined, but it is clear that increasing your vocabulary will increase your potential for better understanding. And it's never too late to improve your vocabulary. Having a genuine interest in words and language, making a conscious effort to learn new words, breaking down unfamiliar words into their component parts—all these things will help you improve your vocabulary.

Another good way to improve your vocabulary is to be sensitive to the context in which words are used. Sometimes, unfamiliar words appear with synonyms: Her attractive, *winsome* personality won us over. At other times, a contrast is drawn: He is usually quite energetic, but today he seemed *lethargic*. Occasionally, an unfamiliar word is used to summarize a situation or quality: He passed for over 200 yards, ran for 50 more, and his three punts averaged over 45 yards; he turned in a *stellar* performance.

Look for these and other contextual clues to help you learn new words and improve your vocabulary.

2. Concentration: Concentration is difficult. You can remember times when another person was not concentrating on what you were saying—and you probably can remember times when you were not concentrating on something that someone was saying to you.

Some years ago my friend, Monica, interrupted my reading of the newspaper to ask, "Is it OK if I take your car over to my aunt's house to spend the night? I'll be home before you go to work in the morning." Without concentrating on what she was asking, I said, "Sure, go ahead." Several minutes later, I realized what she had said. She was not coming home that night, and I had to leave the house earlier than usual the next morning. I had to drive from North Campus to Gurgaon, where I was to give a speech—and all my notes and visual aids were in my automobile. Fortunately for me, Monica had left the telephone number of her aunt, and I was able to retrieve my automobile.

There are many reasons people don't concentrate when listening. Sometimes listeners try to divide their attention between two competing stimuli. At other times, listeners are preoccupied with something other than the speaker of the moment. Sometimes listeners are too ego-involved, or too concerned with their own needs to concentrate on the message being delivered. Or perhaps they lack curiosity, energy, or interest. Many people simply have not learned to concentrate while listening. Others just refuse to discipline themselves, lacking the motivation to accept responsibility for good listening. Concentration requires discipline, motivation, and acceptance of responsibility.

3. Memory. Memory is an especially crucial variable to informative listening; you cannot process information without bringing memory into play. More specifically, memory helps your informative listening in three ways.

- a. It allows you to recall experiences and information necessary to function in the world around you. In other words, without memory you would have no knowledge bank.
- b. It establishes expectations concerning what you will encounter. You would be unable to drive in heavy traffic, react to new situations, or make common decisions in life without memory of your past experiences.

c. It allows you to understand what others say. Without simple memory of the meaning of words, you could not communicate with anyone else. Without memory of concepts and ideas, you could not understand the meaning of messages.

Activity: Sharing Experiences

Ask the students to think of a time when they felt that someone really listened to them in this (empathic) way. How did it make them feel? Discuss in pairs.

Now ask them to think of a time when they felt that a person was not listening to them when they had something important or significant to tell.

9.3.2 RELATIONSHIP LISTENING

The purpose of relationship listening is either to help an individual or to improve the relationship between people. Counselors, medical personnel, or other professionals allow a troubled person to talk through a problem. But it can also be used when you listen to friends or acquaintances and allow them to “get things off their chests.” Although relationship listening requires you to listen for information, the emphasis is on understanding the other person. Three behaviors are key to effective relationship listening: attending, supporting, and empathizing.

1. Attending. Much has been said about the importance of “paying attention,” or “attending” behavior. In relationship listening, attending behaviors indicate that the listener is focusing on the speaker. Nonverbal cues are crucial in relationship listening; that is, your nonverbal behavior indicates that you are attending to the speaker— or that you aren’t!

Eye contact is one of the most important attending behaviors. Looking appropriately and comfortably at the speaker sends a message that is different from that sent by a frequent shift of gaze, staring, or looking around the room. Body positioning communicates acceptance or lack of it. Leaning forward, toward the speaker, demonstrates interest; leaning away communicates lack of interest. Head nods, smiles, frowns, and vocalized cues such as “uh huh,” “I see,” or “yes”—all are positive attending behaviors. A pleasant tone of voice, gentle touching, and concern for the other person’s comfort are other attending behaviors.

2. Supporting. Many responses have a negative or no supportive effect; for example, interrupting the speaker, changing the subject, turning the conversation toward yourself, and demonstrating a lack of concern for the other person. Giving advice, attempting to manipulate the conversation, or indicating that you consider yourself superior are other behaviors that will have an adverse effect on the relationship.

Sometimes the best response is silence. The speaker may need a “sounding board,” not a “resounding board.” Wise relationship listeners know when to talk and when to just listen—and they generally listen more than they talk.

Three characteristics describe supportive listeners: (1) discretion—being careful about what they say and do; (2) belief—expressing confidence in the ability of the

other person; and (3) patience—being willing to give others the time they need to express themselves adequately.

3. Empathizing. What is empathy? It is not sympathy, which is a feeling for or about another. Nor is it apathy, which is a lack of feeling. Empathy is feeling and thinking *with* another person. The caring, empathic listener is able to go into the world of another—to see as the other sees, hear as the other hears, and feel as the other feels. Obviously, the person who has had more experience and lived longer stands a better chance of being an effective empathic listener. The person who has never been divorced, lost a child to death, been bankrupt, or lost a job may have a more difficult time relating to people with these problems than one who has experienced such things.

Risk is involved with being an empathic relationship listener. You cannot be an effective empathic listener without becoming involved, which sometimes means learning more than you really want to know. But commanders can't command effectively, bosses can't supervise skillfully, and individuals can't relate interpersonally without empathy. Abraham Lincoln is reported to have said, "I feel sorry for the man who cannot feel the stripes upon the back of another." Truly, those who cannot feel *with* another person are at a disadvantage in understanding that person.

Empathic behavior can be learned. First, you must learn as much as you can about the other person. Second, you must accept the other person—even if you can't accept some aspects of that person's behavior. Third, you must have the desire to be an empathic listener. And you must remember that empathy is crucial to effective relationship listening.

9.3.3 APPRECIATIVE LISTENING

Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message that defines appreciative listening. For example, hard rock music is not a source of appreciative listening for me. I would rather listen to gospel, country, jazz, or the "golden oldies." The quality of appreciative listening depends in large part on three factors: presentation, perception, and previous experience.

1. Presentation

Presentation encompasses many factors: the medium, the setting, the style and personality of the presenter, to name just a few. Sometimes it is our perception of the presentation, rather than the actual presentation, that most influences our listening pleasure or displeasure. Perception is an important factor in appreciative listening.

For Example - I enjoy hearing good speakers, speakers whom I admire, and speakers who have expertise like Barkha Datt for NDTV.

2. Perception

For years, I did not care to listen to jazz music. I had always believed that people like me wouldn't like jazz. Then I started to work for a new boss—a training manager who enjoyed jazz. I admired her very much. My mind was now open to listen to jazz. My perception was changing, and I began to enjoy jazz music.

Perceptions influence all areas of our lives. Certainly, they are crucial determinants as to whether or not we enjoy or appreciate the things we listen to. Obviously, perceptions also determine what we listen to in the first place. As we said earlier, listening is selective.

3. Previous experience.

The discussion of perception makes it clear that previous experience influences whether we enjoy listening to something. In some cases, we enjoy listening to things because we are experts in the area. Sometimes, however, expertise or previous experience prevents us from enjoying a presentation because we are too sensitive to imperfections. Previous experience plays a large role in appreciative listening.

Many people enjoy the sounds of large-city traffic. Perhaps their growing up in a large city was a happy experience for them. The blare of horns honking, the sound of roaring engines accelerating, even the shrill shriek of sirens piercing the air—all these things may remind them of pleasant times in their lives. They appreciate hearing these sounds.

Others, having grown up on a farm or in a small town, have learned to enjoy the sounds of nature. For them, a walk in the country produces sounds of enjoyment: the rustle of leaves in the breeze.

9.3.4 CRITICAL LISTENING

On the job, in the community, at service clubs, in places of worship, in the family—there is practically no place you can go where critical listening is unimportant. Politicians, the media, salesmen, advocates of policies and procedures, and our own financial, emotional, intellectual, physical, and spiritual needs require us to place a premium on critical listening and the thinking that accompanies it. But there are three things to keep in mind: *ethos*, or speaker credibility; *logos*, or logical arguments; and *pathos*, or psychological appeals.

1. Ethos.

When listening to a message that requires a critical judgment or response, ask yourself, “Is the speaker a credible source, one who is both an expert on the subject and one who can be trusted to be honest, unbiased, and straightforward?” Remember that a person may have personality or charisma. But these do not take the place of credibility. A person may even be highly competent and an expert in one area and simply not be informed in another.

2. Logos.

Even speakers with high ethos often make errors in logic, not by intention, but by accident, carelessness, inattention to detail, or lack of analysis. When evaluating arguments, listeners should ask several questions about the proposition or statements made:

- a. Are the statements true?
- b. Are the data the best that can be obtained?
- c. Are the sources of the data known to the listeners? In other words do listeners know where the information came from?
- d. Is the data accurately portrayed?
- e. Is the data representative?

3. Pathos

The psychological or emotional element of communication is often misunderstood and misused. There are several questions critical listeners should ask themselves when assessing the pathos element:

- a. Is the speaker attempting to manipulate rather than persuade me?
- b. What is the speaker's intent?

9.3.5 Discriminative Listening

By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuance of difference in meaning.

Critical Thinking

Monitor yourself over the next few hours. How much of your listening is *competitive listening* rather than *active listening*?

1. What are the four steps to effective interpersonal communications and how do you distinguish among them?
2. In what way is listening a critical communication skill?
3. What are three techniques for active listening?

9.4 LEVELS OF LISTENING

A number of writers talk about different levels of listening with differing numbers of levels defined and variously described. Here I have described 3 levels of listening which are useful to consider in the context of coaching.

9.4.1 LEVEL 1 OR 'INTERNAL LISTENING'

Here as the listener your focus in on yourself and your own thoughts rather than the speaker. As the speaker is talking you interpret what you hear in terms of what it means to you. This is normal everyday conversation where it is natural as the listener to gather information to help you form opinions and make decisions.

Generally, as a good coach you will not be listening at this level, after all a coaching session isn't about you, it is about your client and their needs. However, there are times when it may be appropriate for example when you want to establish from your client a convenient time for their next coaching session. In this instance you need to take into account your own availability and make a judgment in order to agree a mutually convenient time.

9.4.2 LEVEL 2 OR 'LISTENING TO UNDERSTAND'

As a listener operating at level 2 you are focusing totally on the speaker, listening to their words, tone of voice and body language and are not distracted by your own thoughts and feelings. As a good coach you will be using this level of listening in your coaching sessions where the purpose of gathering information is solely for the benefit of your client rather than you. By listening at level 2 you can get a real understanding of where the coachee is 'coming from', the client will feel understood and the coach's own thoughts will not influence the coaching session.

9.4.3 LEVEL 3 OR 'GLOBAL LISTENING'

This involves the listener focusing on the speaker and picking up more than what is being said. When coaching, you will be listening to everything available using intuition, picking up emotion and sensing signals from your coacher's body language. You can gauge the energy of your coacher and their emotions as well as picking up what they are not saying. You will understand what they are thinking and feeling and trusting your own senses can be extremely responsive to the needs of your coacher, knowing what question to ask next

9.5 KEYS TO EFFECTIVE LISTENING

Listening is a much neglected communication skill. Many students feel that because they can hear, they are listening. Allowing words to pour into your ear is not listening. Yet, listening is the most used method of learning.

To help you become a better listener, you should consider a set of rules called LISAN. The letters of this mnemonic device stand for the key words in five rules for effective listening:

- Lead, don't follow--anticipate what's going to be said
- Ideas--find them
- Signals--watch for them
- Active, not passive involvement
- Notes--take them, organize them

The first letter in LISAN reminds you to lead rather than follow. Leading involves two steps:

1. Read outside assignments before you come to class. If you read before you hear the lecture you will be more alert to important words, names, or ideas. You will anticipate them.
2. Set up questions to keep yourself in the lead. These are not questions that you ask your instructor, but ones around which you plan your listening.

The I in LISAN tells you to look for the important ideas. Most lecturers will introduce a few new ideas and provide explanation, examples, or other support for them. Your job is to identify the main ideas. The instructor may come back to the same few ideas again and again. Be alert to them.

The S in LISAN reminds you to listen for the signal words. A good speaker uses signals to telegraph what he is going to say. Common signals are:

- To introduce an example: "for example" "There are three reasons why...."
- To signal support material: "For instance...." "Similarly...." "In contrast...." "On the other hand..."
- To signal a conclusion or summary: "Therefore..." "In conclusion...." "Finally...." "As a result...."
- To signal importance: "Now this is very important...." "Remember that...."

The A in LISAN reminds you to be an active listener. Listening is not just soaking up sound. To be an effective listener, you must be active, not passive. This can be done in several ways:

1. Use the class situation for active listening. Sit close enough (front 1/3 of the room, near center) to see and hear the instructor and to be seen and heard by him. Remember, the further away you are from the instructor, the greater the chance of sound distortion. An empty room is easy to hear sounds in, but when that room is filled with bodies, sound tends to get "eaten up" and lost the further it travels from its source. Couple that with normal classroom noises, hall noises,

overhead projector fans, heating blowers, etc., and the chances of hearing the entire lecture correctly diminishes.

2. Maintain eye contact. The eyes truly tell all. An instructor can tell whether you're "getting it" or not simply by looking at you, specifically, your eyes. Furthermore, it is almost impossible to fall asleep when looking someone directly in the eyes, so your ability to concentrate will improve!

3. Respond to the instructor. This can be anything from asking and answering questions to nodding in understanding or smiling appropriately at your instructor's attempts at humor.

4. Ask questions for active listening.

5. Resist distractions. Keep reminding yourself that you are listening to someone else. Keep your mind on what is being said and fill in what you think they mean.

6. Use thought speed. Your mind works many times faster than the speaker can talk; some studies report findings that the rate of the brain is almost 4 times that of normal speech, which often explains why daydreaming during a lecture occurs so frequently. Anticipate and summarize what has been said. Try to see where the instructor is going with the lecture.

7. Resist distractions. If necessary, sit apart from friends or other classmates that may disturb you. Do not sit at the back of the room or near the door; hallway noises and noises from other classrooms are more prevalent at these points.

The N is LISAN reminds you to take notes. In ordinary conversation we mentally interpret, classify, and summarize what is said. In classroom learning, we do this more effectively by keeping written notes. Note taking helps us to listen by providing a logical organization to what we hear. It is very difficult to listen to and remember disorganized, unrelated bits of information.

1. If you heard someone spell out "nd, tckl, grd, cntr, hlf bk, fl bk, qrtr bk" you would find it difficult to listen and remember.

2. Organization is the key to effective listening and remembering. The above letters are the names of player positions on a football team, with the vowel omitted.

3. Note taking is the way you find the organization. Good note taking means finding the underlying structure of what is heard, discovering the skeleton of ideas on which the instructor has built his lecture.

4. Good note taking is 80% listening and 20% writing, so don't ever worry about writing getting in the way of listening.

Tips to Better Listening

- Ask Good Questions
- Paraphrase
- Empathize
- Stop Talking
- Eliminate Distractions
- Don't give advice until asked
- Show interest in the speaker and the conversation
- Prompt the speaker
- Attend to non-verbal cues
- Give Feedback

9.6 THE BENEFITS OF IMPROVED LISTENING

Here are some of the amazing things that others have experienced by improving their listening skills:

- People are more open to new ideas
- Sometimes as a manager all you have to do is listen and the employee does work through their own problems without the manager having to give a bit of advice.
- Fewer conflicts and less stress in the workplace
- Team members are more engaged and more willing to go the extra mile
- Sometimes a customer who has been resistant to being audited finally agrees, and then thanks the auditor for the valuable input. It takes an hour or so of 'listening' and rapport building in the initial phone call to gain a reluctant agreement to meet.
- Communication is successful more often, with less confusion and wasted time.

You'll have your own reasons for wanting to improve your listening skills, with specific benefits you want to gain, and problems you want to leave behind.

9.7 SUMMARY

In this chapter you have learnt how listening can play a major role in your day to day life. The importance of listening is this. When you are not listening you are not learning. When you are not listening you are preventing opportunity. The fact that you do not listen reveals the reality that your mind is closed. When you are not listening you are preventing intelligence. When you are not listening there is nothing new, there are only your reactions.

Listening on the job is not only frequent, it is very important as well. In fact, most managers agree that "active listening" is the most crucial skill for becoming a successful manager. Listening can improve work quality and boost productivity. Poor listening leads to innumerable mistakes because of which letters have to be retyped, meetings rescheduled. All this affects productivity and profits. Apart from the obvious benefits, good listening helps employees to update and revise their collection of facts, skills and attitudes. Good listening also helps them to improve their speaking. If you wish to live life to its fullest, then listening is vital.

9.8 GLOSSARY

Listening - It is the process of making sense out of what we hear. Listening is an active process of receiving, processing, and interpreting the hearing stimuli.

Informative Listening - Informative listening is a type of listening where the listener's primary concern is to understand the message.

Relationship Listening - The purpose of relationship listening is either to help an individual or to improve the relationship between people.

Appreciative Listening - It is the response of the listener, not the source of the message that defines appreciative listening.

Internal Listening - Here as the listener your focus in on yourself and your own thoughts rather than the speaker.

Global Listening - This involves the listener focusing on the speaker and picking up more than what is being said.

9.9 ANSWERS TO CHECK YOUR PROGRESS

- 1) Listening - "Listening is the process of making sense out of what we hear. Listening is an active process of receiving, processing, and interpreting the hearing stimuli".
- 2) Types of Listening
 - Informative Listening
 - Relationship Listening
 - Appreciative Listening
 - Critical Listening
 - Discriminative Listening
- 2) Levels of Listening
 - Level 1 or 'Internal listening'
 - Level 2 or 'Listening to understand'
 - Level 3 or 'Global Listening'

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9.17 TERMINAL AND MODEL QUESTIONS

- 1) Explain listening. Also give the definition.
- 2) What are the various types of listening? Explain in detail with relative examples.
- 3) Describe in detail the different levels of listening.
- 4) What are the benefits of improved listening?
- 5) As a manager why is listening important for you?
- 6) What are the several tips for improved listening?

UNIT 10: EFFECTIVE SPEAKING: ESSENTIAL QUALITIES OF A GOOD SPEAKER, APPEARANCE AND BODILY ACTIONS, USE OF VOICE, USE OF VISUAL AIDS

Structure

10.1 Introduction

10.2 Unit Objectives

10.3 Essential Qualities of a Good Speaker

10.4 Appearance and Bodily Actions

10.4.1. Rid Yourself of Distracting Mannerisms

10.4.2. Build Self-confidence by Being Yourself

10.4.3. Let your Body Mirror Your Feelings

10.4.4. Build Self-confidence through Preparation

10.4.5. Use Your Everyday Speaking Situations

10.5 Use of Voice

10.5.1 Be energetic when you speak

10.5.2 Add color and excitement with pitch inflection

10.5.3 Vary your rhythm and pace

10.5.4 Use the power of silence

10.5.5 Vocal quality creates a richer audience experience

10.6 Use of Visual Aids

10.6.1 Using Visual Aids

10.6.2 Types of Visual Aids

10.7 Summary

10.8 Answers to check your progress

10.9 References

10.10 Suggested Readings

10.11 Terminal and Model Questions

10.1 INTRODUCTION

We are all aware of the importance of public speaking in our professional as well as personal and social life. Often we mistakenly equate Public speaking with some kind of performance. But it is altogether a wrong orientation; public speaking is all about sharing your mind with a group of individuals. The success of a public speaker lies in his ability to communicate his point of view with the members of the audience. You often find instances where the speaker has finished his speech amidst a standing ovation and the audience being enthralled even long after the seminar is over. This is because; the speaker was able to extend his passion in the minds of the people who listened to his speech. And this is the essence of public speaking: get the audience agree with what you have tried to accomplish and make them think about it over and over again.

However, not all of us are equally gifted so far as speaking in public is concerned. Some speakers are better than the other in getting across their messages, while the others are not that convincing in their oral communication. But according to experts we all can acquire the qualities of a good public speaker with learning and practice. But before that we have to know what essential qualities churn out an outstanding public speaker.

10.2 UNIT OBJECTIVES

After this unit you should be able to understand the essence of good and quality speaking through factors like:

- What are the qualities required for being a good speaker
- How should you have a control on your body actions when you are conversing with someone
- How should you use your voice and visual aids while communicating your message to the other person

10.3 ESSENTIAL QUALITIES OF A GOOD SPEAKER

Don't just say the words. Think of the meaning you want to share when you speak them. To do this you have to go through this cycle.

- A. Feel it in your heart
- B. Think it in your head
- C. See it in your mind's eye
- D. Then say it

You will go through the steps in a flash – but you must go through them. Add to this the fact that the English language is a language of stress. Not the 'stress' that makes you feel nervous. The stress you put on the word you emphasize. It changes the meaning or intent of what you are saying.

For example: (thoughts behind the word emphasized are in brackets)

HE was there. [Not the other people]

He **WAS** there. [Don't tell me he wasn't!]

He was **THERE**. [Not somewhere else.]

Even if you think you're not a good speaker, when you read the list below you'll find that you already exhibit one or more of these essential qualities when you speak to groups.

The 7 skills make the acronym C.R.I.S.P.E.R:

1. **Clear**
2. **Relevant**
3. **Insightful**
4. **Succinct (To the point)**
5. **Practiced**
6. **Energetic**
7. **Respectful**

Let's very briefly look at each one in turn:

Clear – If you're even slightly vague in your own mind about your core message, or you don't deliver your message in a logical order, with clear transitions from one point to the next – your audience will be confused. It does take time to work all this through, but it's really important. Content is usually the reason why you and your audience are in the same room and thinking it through well enough beforehand makes *all* the difference to your reception as a speaker.

Relevant – You need to know your audience, in as much detail as possible. Audiences are sophisticated, and don't appreciate generalities. Tailor what you're going to say by doing as much research you need to beforehand.

- You cannot motivate, inspire, inform, or expect your listeners to 'buy in' to your ideas:
 - A. Unless you talk their language.
 - B. If you don't speak at their level of understanding on the subject.
 - C. If you use jargon and words unfamiliar to them.

Insightful – dictionary.reference.com defines the word 'insightful' as "the ability to perceive clearly or deeply; penetration". And Scott Berkun in his great book *Confessions of a Public Speaker* (O'Reilly 2010) goes so far as to say this: "The problem with most bad presentations I see is not the speaking, the slides, the visuals, or any of the things people obsess about. Instead, it's the lack of thinking."

Succinct – When you're listening to a speaker, no matter how interesting, isn't it true that when they say the magic words "to sum up" or "finally", you wake up? It just seems to be human nature, and one of the best ways to respect your audience is to be as brief as possible!

Practice – This is absolutely crucial. And it must be done out loud, at least part of the time. Yes, this is tedious, and most people don't do it, which is why it's a characteristic of good speakers.

Energy - Your audience follows your cue: every group who doesn't know you will be cool to start with, we're all metaphorically taking a step back and assessing, in the early moments of hearing a new speaker. But if you show some energy, some life-force, the audience will follow you. You need to set the tone. You can also gain energy from your audience (a topic for another day!).

Respect – Every member of your audience wants to feel respected by you as the speaker. And this applies even more as a speaker if an audience member is rude or difficult. No matter how much you want to retaliate, remember that an audience will feel "as one" to some extent, and if you get tetchy with one person, they will potentially all be offended. So even if someone hits your hottest button, continue to be pleasant. That way, you'll gain the respect of the group, and potentially avoid crashing in flames, too!

10.4 APPEARANCE AND BODILY ACTIONS

Dr. Ralph C. Smeadly, the founder of Toastmasters International, wrote, "The speaker who stands and talks at ease is the one who can be heard without tiredness. If his posture and gestures are so graceful and unobtrusive, that no one notices them, he may be counted as truly successful."

Below are 5 ways you can rid yourself of your distracting mannerisms.

10.4.1. RID YOURSELF OF DISTRACTING MANNERISMS

Some common faults of inexperienced or in-effective speakers are:

- Gripping or leaning on the table
- Finger tapping
- Lip biting or licking
- Playing with coins or jewelry
- Frowning
- Adjusting hair or clothing
- Head wagging

These have two things in common:

- They are physical symptoms of simple nervousness.
- They are performed unconsciously.

When you make a verbal mistake, you can easily correct it, because you can hear your own words, but you can't see yourself, so most distracting mannerisms go uncorrected. You can't eliminate them unless you know they exist. For this videotape yourself.

Check your: posture, gestures, body movements, facial expressions and eye contact.

Review your tape the first time without looking for mannerisms. Just listen to the presentation as if you were hearing it for the first time and evaluate the overall impact you experience from watching the tape.

Secondly review your tape a second time (with the volume turned down) and look for visual distractions. Take notes on what you observe.

During the third review, have the picture turned off and listen only to your voice. Many people have never even heard a taping of their own voice before. Become accustomed to listening to your voice. Get to know it as others hear it. Note what you like and what you don't like. Pay attention to the speed, the volume, and the tone of your voice.

Once you have completed these reviews, go over the list of all the distracting mannerisms you saw and heard. The next time you are having a conversation with someone you know well, try to notice whether you use any of these distracting mannerisms even in casual circumstances. Tackle each of your negative points one at a time.

10.4.2. BUILD SELF-CONFIDENCE BY BEING YOURSELF

The most important rule for making your body communicate effectively is to be yourself. The emphasis should be on the sharing of ideas, not on the performance. Strive to be as genuine and natural as you are when you speak to family members and friends.

Many people say, "I'm okay in a small group, but when I get in front of a larger group I freeze." The only difference between speaking to a small informal group and to a sizable audience is the number of listeners. To compensate for this, you need only to amplify your natural behavior. Be authentically yourself, but amplify your movements and expressions just enough so that the audience can see them.

10.4.3. LET YOUR BODY MIRROR YOUR FEELINGS

If you are interested in your subject, truly believe what you are saying, and want to share your message with others, your physical movements will come from within you and will be appropriate to what you are saying.

By involving yourself in your message, you'll be natural and spontaneous without having to consciously think about what you are doing or saying. For many of us, this isn't as easy as it sounds because it requires us to drop the mask that shields the "real self" in public.

To become an effective speaker, it is essential that you get rid of your mask and share your true feelings with your audience. Your audience wants to know how you feel about your subject. If you want to convince others, you must convey your convictions.

10.4.4. BUILD SELF-CONFIDENCE THROUGH PREPARATION

Nothing influences a speaker's mental attitude more than the knowledge that he or she is thoroughly prepared. This knowledge leads to self-confidence, which is a vital ingredient of effective public speaking.

How many of us have ever experienced a situation in which we had not prepared well for a presentation? How did we come across? On the other hand, think of those presentations that did go well. These are the ones that we had properly prepared for.

10.4.5. USE YOUR EVERYDAY SPEAKING SITUATIONS

Whenever you speak to people, make an extra effort to notice how you speak. Observe, too, whether the facial expressions of your listeners indicate they do or do not understand what you are saying. Before calling to request something on the phone, plan and practice what you are going to say. Even this is essentially a short presentation. Another exercise is to prepare a 90-second presentation about you. Describe who you are and what you do. Record your presentation and review it using the four steps described above. Since you are talking about yourself, you don't need to research the topic; however, you do need to prepare what you are going to say and how you are going to say it. Plan everything including your gestures and walking patterns.

a) Facial Expressions

A speaker realizes that appropriate facial expressions are an important part of effective communication. In fact, facial expressions are often the key determinant of the meaning behind the message. People watch a speaker's face during a presentation. When you speak, your face more clearly than any other part of your body communicates to others your attitudes, feelings, and emotions.

Remove expressions that don't belong on your face.

Inappropriate expressions include distracting mannerisms or unconscious expressions not rooted in your feelings, attitudes and emotions. In much the same way that some speakers perform random, distracting gestures and body movements, nervous speakers often release excess energy and tension by unconsciously moving their facial muscles (e.g., licking lips, tightening the jaw).

One type of unconscious facial movement which is less apt to be read clearly by an audience is involuntary frowning. This type of frowning occurs when a speaker attempts to deliver a memorized speech.

b) Eye Contact

Eye contact is the cement that binds together speakers and their audiences. When you speak, your eyes involve your listeners in your presentation. There is no surer way to break a communication bond between you and the audience than by failing to look at your listeners. No matter how large your audience may be, each listener wants to feel that you are talking to him or her.

The adage, "The eyes are the mirror of the soul," underlines the need for you to convince people with your eyes, as well as your words. Only by looking at your listeners as individuals can you convince them that you are sincere and are interested in them, and that you care whether they accept your message. When you speak, your eyes also function as a control device you can use to assure your listeners' attentiveness and concentration.

By looking at your audience, you can determine how they are reacting. When you develop the ability to gauge the audience's reactions and adjust your presentation accordingly, you will be a much more effective speaker.

How to Use Your Eyes Effectively:

1. Know your material. Know it so well that you don't have to devote your mental energy to the task of remembering the sequence of ideas and words. Even many experienced speakers use notes. Often, they take advantage of such natural pauses as audience laughter or the consequences of an important point to glance briefly at their notes. To make this technique work, keep your notes brief. (See Chapter 6 for more on this topic.)

2. Establish a personal bond with listeners. How do you do this? Begin by selecting one person and talking to him or her personally. Maintain eye contact with that person long enough to establish a visual bond (about 5 to 10 seconds). This is usually the equivalent of a sentence or a thought. Then shift your gaze to another person.

In a small group, this is relatively easy to do. But, if you're addressing hundreds or thousands of people, it's impossible. What you can do is pick out one or two individuals in each section of the room and establish personal bonds with them. Then each listener will get the impression you're talking directly to him or her.

3. Monitor visual feedback. While you are talking, your listeners are responding with their own non-verbal messages. Use your eyes to actively seek out this valuable feedback. If individuals aren't looking at you, they may not be listening either. Their reasons may include one or more of these factors:

They may not be able to hear you.

Solution: If you are not using a microphone, speak louder and note if that works.

They may be bored.

Solution: Use some humor, increase your vocal variety or add powerful gestures or body movements.

They may be puzzled.

Solution: Repeat and/or rephrase what you have just said.

They seem to be fidgeting nervously.

Solution: You may be using distracting mannerisms. Maybe you have food on your clothes (or worse, maybe your blouse is unbuttoned or your fly isn't closed). Make sure you are aware of these embarrassing possibilities before and during your speech. If necessary, try to correct them without bringing more attention to them. On the other hand, if your listeners' faces indicate pleasure, interest and close attention, don't change a thing. You're doing a great job!

c) Your Appearance

If your listeners are wearing suits and dresses, wear your best suit or dress - the outfit that brings you the most compliments. Make sure that every item of clothing is clean and well tailored.

Don't wear jewelry that might glitter or jingle when you move or gesture. This might divert attention from your speech. For the same reason, empty your pockets of bulky items and anything that makes noise when you move.

Part of the first impression you give occurs even before you are introduced to deliver your speech. As the audience arrives, your preparation should be concluded. You shouldn't have to study your speech. Instead, mingle with the audience, and project that same friendly, confident attitude that will make your speech a success.

When you speak- especially if you aren't well known to the audience-the most crucial part of your presentation is the first few minutes. During that initial segment, the audience will be making critical judgments about you. Your listeners will decide whether you are confident, sincere, friendly, eager to address them and worthy of their attention. In large measure, they will base this decision on what they see.

After your introduction, walk purposefully and confidently to the speaking position.

Moving forces people to focus and follow you. The way you walk from your seat to the speaker's position is very important. When you are introduced, you should appear eager to speak.

Walk confidently from your seat to the dais. Pause there for a few seconds, and then move out from behind the lectern. As discussed before, it is wise to use the lectern as a point of departure, and not a barrier to hide behind.

Smile before you say your first words. Be careful not to stand too close to, nor move beyond, the people in the front row. Be careful not to walk too much. Doing so will work against you. Continuous pacing is distracting. Walking can be an effective way to stress an important idea. It is essential that your walk be purposeful and intentional, not just a random shift of position. Taking about three steps, moving at a shallow angle, usually works best.

When you practice your speaking, make sure you also practice your walking patterns. Try walking to and from your three positions. These positions should be planned just as your hand gestures are.

When standing still, remember to maintain good posture. Stand up straight.

Remember it's not what you say it's how you say it and your body does speak very loudly. Only when you marry your verbal message and your nonverbal message do you begin to command presence as a speaker.

10.5 USE OF VOICE

'It is not enough to know what to say – one must also know how to say it' - Aristotle, 2000 BC

Speech delivery is one of among the many factors that should be considered by a promising speaker. There are some important features of the voice that are considered as essential in an effective speech delivery. These are some features of voice quality that needs to be developed by aspiring speakers.

Effective public speaking begins with **Five Essential Vocal Tools**. These speaking techniques keep your audience attentive, engaged, and thoroughly informed and persuaded. The primary vocal tools for public speaking are:

- Energy and emphasis
- Pitch inflection
- Rhythm and pacing
- Pauses and silence
- Vocal quality

10.5.1 BE ENERGETIC WHEN YOU SPEAK

Emphasis is simply the force or stress you place on important ideas, concepts for feelings. It's the simplest of the tools for effective public speaking. Make sure you use enough energy to reach across space to your listeners, "bringing your voice to them." Nothing turns off audiences more than straining to hear, or being aware of the distance between them and the speaker.

10.5.2 ADD COLOR AND EXCITEMENT WITH PITCH INFLECTION

Another important technique when speaking to audiences is pitch inflection. A pitch that doesn't vary is a "mono-tone." And of course, from that word comes the term "monotonous." Pitch inflection, on the other hand--raising your pitch in terms of the musical scale--helps you avoid monotony and convey meaning. It also adds color, excitement, and emphasis to your speech. An easy speaking style that includes pitch inflection tells audiences that the speaker is relaxed and confident.

10.5.3 VARY YOUR RHYTHM AND PACE

Don't forget rhythm and pace when you speak. To keep audiences attentive, you need to vary your pace. Variations in rhythm and pace aren't to be added artificially, however. They should emerge naturally from changes in ideas, meaning, and the emotions embodied in what you are saying.

10.5.4 USE THE POWER OF SILENCE

Pauses and silence are two of the most neglected tools in public speaking. Pauses help you achieve impact; add emphasis; build suspense; bridge ideas; and create anticipation concerning what you're about to say. And of course it's necessary to pause after you say something important to allow your listeners to absorb the information.

10.5.5 VOCAL QUALITY CREATES A RICHER AUDIENCE EXPERIENCE

Vocal quality concerns the tone, richness, pleasantness, and emotional connection that you achieve when you speak. If the concept isn't clear to you, think about people you know who have soft voices that you love listening to, versus harsh and

abrasive tones that you can hardly stand for more than a few minutes. Similarly, your audience wants a voice that reaches listeners effectively and enjoyably.

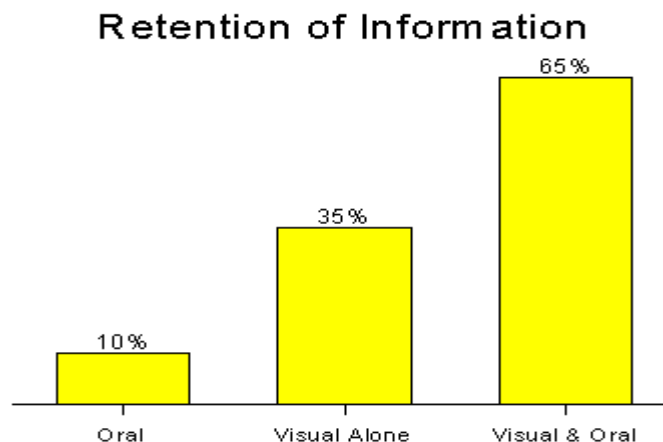
10.6 USE OF VISUAL AIDS

10.6.1 USING VISUAL AIDS

Visual aids help your presentation make things happen. Visual aids help you reach your objectives by providing emphasis to whatever is being said. Clear pictures multiply the audience's level of understanding of the material presented, and they should be used to reinforce your message, clarify points, and create excitement.

Visual aids involve your audience and require a change from one activity to another: from hearing to seeing. When you use visual aids, their use tends to encourage gestures and movement on your part. This extra movement reinforces the control that you, the speaker, need over the presentation. The uses of visual aids, then, are mutually beneficial to the audience and you.

Visual aids add impact and interest to a presentation. They enable you to appeal to more than one sense at the same time, thereby increasing the audience's understanding and retention level. With pictures, the concepts or ideas you present are no longer simply words - but words plus images. The chart below cites the effectiveness of visual aids on audience retention.



In our image-rich world, people have become visual learners, so it's important to use effective visual aids in a speech or presentation. Whether you're giving a speech in your public speaking class (and therefore are worried about a grade) or for another occasion, you need to make sure you choose visual aids that truly enhance your presentation. Here are some tips to keep in mind when selecting a visual aid of any kind, including PowerPoint.

1. **Visual aids should be easy to see.** This may seem obvious, but it's so obvious that many speakers don't consider this when selecting a visual aid. Think about it from the perspective of the audience. Have you used colors and text in a way that will be easy to read? Is the visual aid large enough? Will everyone in the room be able to see the visual aid?
2. **Visual aids should be easy to understand.** People should be able to look quickly at your visual aid and get the point. They can't pay close attention

to you and close attention to the visual aid, so make things easy for them. Each visual aid should only make one point. If you're using a graph or table of some sort, keep it as simple as you can. And if you're using a visual aid with text, use as little text as possible or you will distract the audience.

3. **Visual aids should look professional.** A sloppy visual aid will kill your credibility. Remember, professional doesn't necessarily mean fancy, but it does mean neat and organized. And always make sure everything is spelled correctly!
4. **Visual aids should demonstrate something.** A good visual aid doesn't just list information: it makes a point. Let's say you're giving a speech about the environmental damage done by cruise ships. You could list the different types of damage caused by cruise ships on a slide. But that doesn't demonstrate anything. A better visual aid would be a photograph of a shoreline that has been damaged because of pollution by cruise ships. Or you could show a graph that shows the increase of a chemical in the water over a period of time when cruise travel has increased in that area.
5. **Visual aids should be explained clearly.** Make sure the audience understands what your visual aid is supposed to illustrate. Don't assume they'll figure it out. In your speech about cruise ship pollution, don't show the audience a bunch of dirty water and assume they'll know what it is. Instead, explain that this is a photograph of the ocean taken twenty minutes after a cruise ship came by.
6. **Visual aids should not be distracting.** Your visual aid should blend into your speech. As a rule of thumb, you should *not* pass a visual aid around the room for people to look at while you speak. They'll be looking at the visual aid instead of listening to you, and the audience will be distracted by having to pass something to other people.
7. **Choose visual aids that have relevance to your audience.** If you're giving a speech about hate crimes on campus, don't show them a photo of the aftermath of a hate crime on another campus. Use a photo from *your* campus-- or at least from a campus in your area.
8. **Visual aids should be appropriate.** Use common sense. If you're giving a speech about the importance of wearing a condom, there are ways to illustrate this that won't gross anybody out, and there are ways to illustrate this that will. Err on the side of being conservative here, especially if you don't know everyone in your audience.

10.6.2 TYPES OF VISUAL AIDS

There are many different types of visual aids you can use to enhance your presentation. Do not be afraid to use your creativity to come up with the best visual aid for your presentation. However, it is important to select visual aids that add to the message of your presentation. If you create a stunning visual aid with no visible connection to your topic, it will only detract from your overall message.

Many public speaking events involve presenting numerical data to the audience. If your speech includes many statistics, graphs can make these numbers easier to comprehend. Pie charts compare different parts of the same whole and are an effective way to display percentages. Line graphs comparing two variables are an

excellent way to allow audience members to make predictions about the future of each variable. Bar graphs can be used to show trends in data. Scatter plots show the correlation between two variables.

If you are planning a presentation that includes no numerical data, it can be more difficult to determine which visual aids will capture your audience's attention. If your presentation involves the description of a place or person, a photo of your subject makes an effective visual aid. You may also want to consider adding a memorable quote from your introduction or an unusual fact to your visual aid.

While posters, slides, flip charts, and overhead transparencies are the most popular types of visual aids for public speaking, props are an innovative way to capture your audience's attention. If you are using Aesop's fable of the tortoise and the hare to illustrate the power of perseverance, you can use small stuffed animals to add interest and humor to your presentation. If your speech involves several different types of information, it may be appropriate to have different types of visual aids. However, it is a good idea to keep your number of visual aids to a minimum. You do not want to spend your entire presentation flipping through posters or slides. The purpose of visual aids is to simply reinforce the message of your presentation.

The question of what to use and how to choose is an excellent one. The next several pages will help you answer this question by identifying the advantages and limitations of each type of visual, as well as the development techniques required in preparing each. By looking at these pros and cons, you can more easily decide what will work best for your presentation.

a) Flip Charts

Flip charts are quick, inexpensive visual aids for briefing small groups. The charts, felt-tip markers and graphic materials are readily available, and with a modest ability at lettering, the presenters can compose the desired visual aid in-house.

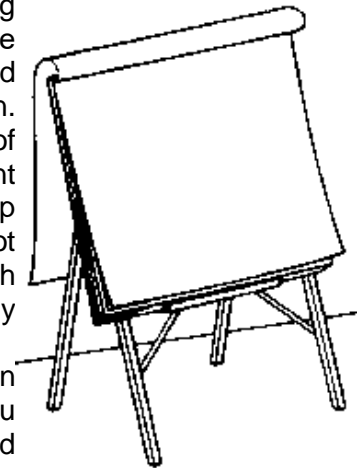
Flip Charts:

- Help the speaker proceed through the material
- Convey information
- Provide the audience with something to look at in addition to the speaker
- Can be prepared prior to, as well as during, the presentation
- Demonstrate that the speaker has given thought to his or her remarks
- Can be used to record audience questions and comments
- Can be converted to slides

Limitations:

- May require the use of graphics talent
- Are not suitable for use in a large audience setting
- May be difficult to transport

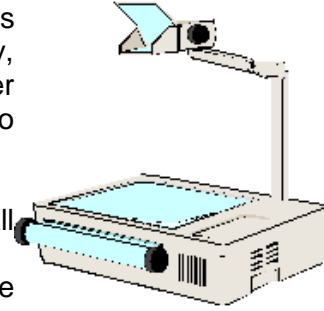
b) Overhead Transparencies



Overhead transparencies are useful for audience settings of 20 to 50 people and can be produced quickly, easily, and inexpensively. Any camera-ready artwork, whether word charts, illustrations, or diagrams can be made into transparencies using standard office paper copiers.

Limitations:

- The projected image size is sometimes too small to be seen from the back of a large room.
- Often, the image does not sit square on the screen, as the head of the projector is tilted to increase the size of the image.
- It is difficult to write on the transparency while it is on the projector.
- Sometimes the projector head gets in the audience's way.
- Some speakers feel captive to the machine, because they must change each transparency by hand.



c) Posters

Posters are prepared graphic devices that can be made of a variety of materials and media - photographs, diagrams, graphs, word messages, or a combination of these. Posters work best in smaller audience sizes.

- Posters are permanent and portable.
- Posters can be simple or very elaborate.
- Posters can be used alone or in a series to tell a story.

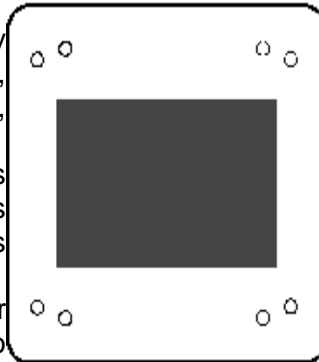
Limitations:

- Posters tend to contain too much detail.
- Transporting them can be difficult.
- The more elaborate posters require extensive preparation and can be quite costly.

d) 35 Millimeter Slides

35 mm slides make livelier a presentation for virtually any size audience. They can project a professional image, are relatively inexpensive to produce, and if necessary, can be produced quickly.

- Slides have high credibility with audiences because viewers looking at photographic slides taken in the field often feel that seeing is believing.
- The only hardware required is a slide projector and a screen. Slide programs are easy to package in slide trays.
- Changes in slides or in their sequencing can be done rapidly to meet changing conditions or audiences.



Limitations:

- Slides cannot be made using a photocopying machine. Therefore, they require more time and money to produce than overhead transparencies.
- The lights must be dimmed more for slides than for overhead transparencies.
- Slides require a great deal of preparation and rehearsal.

e) Electronic Visual Aid

DVDs electronically carries both a picture and a sound track. Its features of sound, movement, vivid image, color, and variety hold an audience's attention the way film does. DVD can be used to program an entire presentation, or to support a speaker's remarks by highlighting certain topics.



Limitations:

- DVD productions can be expensive to create and require experienced production teams.
- In large meetings, the audience may not be able to see the monitor. (If resources permit, video projectors are available.)

10.7 SUMMARY

In this chapter you have studied about effective speaking and how it impacts your personal, social as well as professional life. There are plenty of benefits that come with standing in front of a crowd and sharing what you know. It's great for self-promotion. It adds credibility to your business. Good public speaking is simply the art of good conversation carried a step or two beyond the usual. It is largely through the spoken word that we communicate with each other, develop understanding, exchange knowledge and find mutually acceptable goals. Through effective public speaking we can encourage, teach, entertain and inspire others.

No one likes public speaking the first time. Just like everything else, it takes practice before it starts to feel comfortable. Seek out opportunities and when they come your way, find a way to make it happen. Build relationships with professors and organizations to allow yourself a platform outside of your typical client presentations and see where that takes you. And be sure to have fun with it.

More than half of your impact as a speaker depends upon your body language. You probably have control over the words you speak, but are you sure that you have control over what you are saying with your body language? Body language comprises gesture, stance, and facial expression. These are all the more important when all eyes of an audience are upon you. When you are presenting, strong, positive body language becomes an essential tool in helping you build credibility, express your emotions, and connect with your listeners. It also helps your listeners focus more intently on you and what you're saying.

10.8 ANSWERS TO CHECK YOUR PROGRESS

a) The qualities of a good speaker are:

1. Clear
2. Relevant
3. Insightful
4. Succinct (To the point)
5. Practiced
6. Energetic
7. Respectful

b) What are the points to be considered while talking to someone?

1. Be energetic when you speak
2. Add color and excitement with pitch inflection
3. Vary your rhythm and pace
4. Use the power of silence
5. Vocal quality creates a richer audience experience

10.9 REFERENCES

- Visual Aids for Public Speaking: How to Use Visuals in Your Informative and Persuasive Speeches
- <http://suite101.com/article/visual-aids-for-public-speaking-a27254#ixzz1zAR0QnvS>
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- <http://expertscolumn.com/content/qualities-effective-speaking-voice>
- <http://www.publicspeakinginternational.com/public-speaking-tips-voice/>
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10.10 SUGGESTED READINGS

- Kumar, Sanjay and Lata, Pushp: *Communication Skills*, 1st Edition, Oxford University Press.
- Chhabra, T.N.: *Business Communication*, 6th Edition, Sun India Publishing, New Delhi
- Sinha, K.K.: *Business Communication*, Galgotia Publishing Company, New Delhi
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10.11 TERMINAL AND MODEL QUESTIONS

- 1) What is the importance of effective public speaking?
- 2) What are the essential qualities required by a good speaker?
- 3) Explain in detail the importance of voice while addressing a crowd?

UNIT 11: TELEPHONE HANDLING: NEED FOR FAVORABLE VOICE QUALITY, LISTENING VS. HEARING, HANDLING VERBAL COMPLAINTS

Structure

- 11.1 Introduction
- 11.2 Unit Objectives
- 11.3 Techniques for Call Handling
 - 11.3.1 Identify yourself
 - 11.3.2 Speak Clearly
 - 11.3.3 Listen to the other person.
 - 11.3.4 Make Notes
 - 11.3.5 Remain professional
- 11.4 Suggestive Phraseologies for Telephone Handling
- 11.5 Activity – Role Play
- 11.6 Need for favorable voice quality
 - 11.6.1 Tips or guidance for telephone handling
 - 11.6.2 Activity Time
- 11.7 Hearing vs. Listening
 - 11.7.1 Activity
 - 11.7.2 Barriers to Effective Classroom Listening
- 11.8 Handling Verbal Complaint
 - 11.8.1 Setting up a Complaint-Handling Process
- 11.9 Summary
- 11.10 Glossary
- 11.11 Answers to check your progress
- 11.12 References
- 11.13 Suggested Readings
- 11.14 Terminal and Model Questions
- 11.15 Appendix I

11.1 INTRODUCTION

Presenting a professional image, both in person and on the telephone, is very important in any profession. Taking care of your customers over the telephone and making them feel well informed and appreciated is essential.

It is very necessary to have good telephone mannerisms and etiquette. Communication by way of telephone is one of the most important ways to connect with people whether the conversation is for business or for leisure. Building proper relationships and positive long standing relationships are a direct result of good communication and the telephone is an important medium for accomplishing this. This comes second only to a direct face to face conversation. A person can learn about another individual by the way they speak on the telephone, along with their tone of voice, and pitch. Enthusiasm or lack thereof can easily be determined just by listening to the person on the other end of the phone. You get a stronger sense of the person and you can tell whether this person has a positive attitude or negative attitude. Having great telephone conversation is essential for growth in any business or personal relationship.

11.2 UNIT OBJECTIVES

On completion of this unit you should be able to:

- 1) Understand the importance of Telephone handling
- 2) Techniques for call handling
- 3) Need for favorable voice quality
- 4) Listening vs. Hearing
- 5) Handling Verbal Complaints

11.3 TECHNIQUES FOR CALL HANDLING

11.3.1 CALL HANDLING TECHNIQUE 1: IDENTIFY YOURSELF.

People need to know who they're speaking to. It sounds obvious, but you'd be surprised how many people think it's acceptable to answer an inbound call with just "Service Department" or worse "Hello?" The latter is often true of business mobile phones, but the same call handling techniques apply to answering your business mobile as your landline.

If you are handling an inbound call, make sure you greet the caller with your business name when you answer the phone. Knowing they have reached the correct business will avoid unnecessary confusion and instill confidence in the caller from the outset. This call handling technique also reinforces branding and provides a sense of unity, so even if staff are used to answering their direct dials or mobiles with just their name, using your business name first creates a better impression.

For outbound call handling it is just as important to identify yourself properly. You have an opportunity to give a good impression of your business, so train all staff to provide their name and business name when making outbound calls. This will again increase brand awareness, create an impression of professionalism and efficiency, avoid any confusion with the person answering and ensure that they do

not have to prompt you for basic information to connect you to the person you wish to speak to. Compare the below transcripts, it's obvious which caller gives the best impression:

Receptionist: "Good Morning, ABC Media, how may I help?"

You: "Hi, is John available please?"

Receptionist: "Certainly. May I ask who is calling please?"

You: "Steve."

Receptionist: "May I take your surname please Steve?"

You: "Smith."

Receptionist: "Thank you. And may I take your business name?"

You: "XYZ Advertising."

Receptionist: "Thank you. If you would like to hold the line I will put you through."

Vs

Receptionist: "Good Morning, ABC Media, how may I help?"

You: "Hello, this is Steve Smith from XYZ Advertising; may I speak to John please?"

Receptionist: "Certainly. If you would like to hold the line I will put you through."

11.3.2 CALL HANDLING TECHNIQUE 2: SPEAK CLEARLY.

All too often we need to repeat the same information over the telephone and with our own familiarity comes laziness. We deteriorate into mumbling, jargon or rattling information off at top speed.

Inbound call handling staff should be trained to deliver information slowly and clearly, while taking time to spell any product names, websites or industry specific jargon. The phonetic alphabet is a very useful call handling tool; even if the person at the other end does not know it well enough to use it themselves, they can usually understand it if their information is repeated back to them using that technique.

When making an outbound call, using the above call handling transcript as a good example, make sure you identify yourself slowly and clearly. Allow the person you are calling enough time to digest and remember your name before launching into the purpose of your call.

11.3.3 CALL HANDLING TECHNIQUE 3: LISTEN TO THE OTHER PERSON.

This is a crucial call handling technique aimed at facilitating the swiftest resolution to the enquiry. At school it is drummed into us that we must answer the question asked. When we enter the world of employment, if we do not answer the question asked it leads to irate callers, repetition of work and wasted resources.

An inbound call handling operative who pays proper attention will make the caller feel valued, resolve the enquiry fully and in the most expedient manner, consequently representing your business in the best possible light.

An outbound call handling operative who focuses on this technique will gain valuable information, allowing him or her to work more efficiently and effectively towards the conclusion of the call. Particularly in areas such as technical support or telesales the person at the other end of the telephone line may mention a key detail in passing, but an effective call handling operator who understands the value of listening carefully will identify the point and use it to resolve the support query or close the sale.

11.3.4 CALL HANDLING TECHNIQUE 4: MAKE NOTES.

Chances are that if you execute call handling technique number 3 well, then you will automatically advance to this one.

Making notes during outbound and inbound call handling ensures you:

- follow what the caller is saying
- capture key details first time
- make the caller feel valued by giving the impression you are focused
- make them confident in your capabilities if you can easily recall everything they say
- have a log after the conversation, if need be.

The best tip is, wherever possible, to provide staff access to a computer system integrated with your customer database to facilitate making of notes against a central record.

11.3.5 CALL HANDLING TECHNIQUE 5: REMAIN PROFESSIONAL.

No matter how well you know someone, or how they behave towards you, where business call handling is concerned the best technique is to favor professionalism over familiarity and always remember that you are being paid to do a job.

If a customer makes a joke you may of course laugh politely, but remember that senses of humor vary greatly, and avoid making any comment yourself. Additionally, if a caller becomes irate, remain calm and keep your tone of voice even. As an inbound call handling operator on a complaints line you may find callers become abusive, so it is important to remember they are not annoyed with you personally, just the situation, and draw on your call handling techniques to conduct your job without taking their comments personally.

11.4 SUGGESTIVE PHRASEOLOGIES FOR TELEPHONE HANDLING:

11.4.1 RECEIVING A CALL

Reception, Good Morning/ Afternoon/ Evening, Arun speaking, how may I assist you?

11.4.2 GETTING BACK TO THE GUEST

- Do not say “Hello” when you get back
- Say, “Sorry to have kept you waiting Sir/Madam”

11.4.3 CALLING A GUEST BACK

- Introduce yourself

“ Good Morning, Mr Singh. This is Rahul from reception, you asked for”

11.4.4 WHEN CONVERSATION IS NOT CLEARLY UNDERSTOOD

“I beg your pardon, sir/madam, would you kindly repeat that.

11.4.5 IF THE GUEST ASKS FOR SOMETHING FOR WHICH YOU DO NOT KNOW THE ANSWER

“Allow me to check on that Sir/Madam. Would you please hold on for a moment?”

11.4.6 IF A GUEST ASKS FOR SOMETHING THAT NEEDS TO COME FROM ANOTHER DEPARTMENT

Certainly Sir/Madam, I will ask Room Service to bring it up to you

11.4.7 IN CASE OF A GUEST WISHING TO SPEAK TO A DEPARTMENT, WHICH IS CLOSED

“I am sorry Sir/Madam the finance department is closed at the moment, may I take a message”

11.4.8 TRANSFERRING A CALL

Certainly Sir/Madam, allow me to transfer your call

11.4.9 IF THE EXTENSION IS ENGAGED

•“I am sorry Sir/Madam, but the extension is engaged. Would you like to be on hold?”

11.4.10 WHEN THE LINE BECOMES FREE

•Thank you for holding Sir/Madam, allow me to connect you now

11.4.11 IF THERE IS NO ANSWER FROM THE EXTENSION

I am sorry Sir/Madam, but there is no answer from the extension. May I take a message for you?

11.4.12 IF THE LINE IS BAD OR NOT CLEAR

“I am sorry Sir/Madam, the line is not clear. Would you kindly speak more loudly please?”

11.4.13 WHEN ENDING A CALL

“Thank you for calling XYZ, New Delhi. Have a pleasant day”

11.5 ACTIVITY: TIME FOR ROLE PLAY

Exercise 1:

Use the guidelines above to role play the following scenario with your partner. Choose one person to play each of the characters, making sure to follow the instructions for your character. Remember to switch roles so each of you places and answers a call.

Scenario 1: Rahul Agarwal of Singh’s Breadstore calls Abhishek Malik at Gupta’s Flour Factory to order 250 lbs. of flour. Your individual directions are below:

Rahul Agarwal (places call)

You will call Gupta's Flour Factory, and explain that you would like to place an order for some flour... 500 lbs. of flour to be exact! You will ask the price of the order as well as when the order will arrive.

Abhishek Malik (answers call)

You will answer the phone and take Mr. Agarwal's order. You will tell him that 500 lbs. of flour will cost Rs.175 and it will be delivered by next Friday.

Exercise 2:

Scenario 1: Rahul Singh from XYZ Sound Productions calls Gupta's Electronics to speak with Ashika Singhal, the store manager. Ms. Singhal is not currently available

Rahul Singh (leaves message)

You will leave a message for Ashika Singhal to let her know that you have a new line of stereo speakers available. You would like to know if Ms. Singhal would be interested in selling them at Gupta's Electronics. Leave your number.

Ritesh Gupta (takes message)

You will let the caller know that Ms. Singhal will be out of the office until tomorrow morning. You will have her call back then.

11.6 NEED FOR FAVORABLE VOICE QUALITY

Your listener judges you from the moment you start speaking on the telephone. If you are dressed well and are neat and clean, their initial impression of you will be positive. However, if your voice is squeaky, your words unintelligible, or your voice too loud, their positive impression quickly will become negative. If you want to communicate effectively and positively influence your listeners, you must pay special attention to your speaking voice.

When you speak your voice reflects your psychological and emotional state of mind. You cannot hope to persuade or influence others if your tone is harsh and not friendly. A good controlled voice can help in gaining promotions, making sales, winning the respect of others and improving your social opportunities. The quality of friendliness is a requirement for a good speaking voice.

One of your goals as a speaker should be to develop a voice that is:

- Pleasant, conveying a sense of warmth
- Dynamic, giving the impression of force and strength
- Natural, reflecting your true personality and sincerity
- Expressive, never sounding monotonous
- Lower, mellow pitch, easily heard

11.6.1 YOUR VOICE ON YOUR TELEPHONE CAN SAY A LOT ABOUT YOU AND YOUR COMPANY SO HERE ARE SOME TIPS OR GUIDANCE FOR TELEPHONE HANDLING:

- Variety & Volume - A variety in the pace should be used or else it will be boring and monotonous for the listener. For example, when expressing important points please slow down. Volume can become a problem for listeners, don't scream or don't be so soft, be in between and make sure that other in the room are not disturbed.
- Be optimistic about the caller and their concerns, requirements and their company. Be very polite.
- Impact & Interest - Think about the words you use and how they can add impact - which words create pictures in the caller's mind? This adds interest which should be audible - expressing your sincere interest in them.
- Clarity & Confidence - Pronounce words clearly avoid voice drop at end of sentences and be confident of what you say, no "ers" & "umms"
- Follow the track of the caller, emphasis on important words which are important. Don't pause in between sentences. Be enthusiastic while greeting and closing the call.
- Answer the call as quickly as possible
- Keep all promises made - never let the caller chase you
- Have the tools of trade near you - should be prepared always
- Try to speak the same language the caller speaks
- Show full interest and attention to the caller at all time
- If you cannot give the information your caller requires, take the details and offer to call them back rather they hold on for an indefinite length of time.
- If you have to transfer the call pass the details of the caller to that person before passing the caller through. Don't make the caller repeat why he/she call every time when the call is passed.
- Show charm, warmth, friendliness and courtesy
- Place the phone receiver back softly otherwise it can bring a bad impression to customers
- Always remember that the customers who telephone are not nuisances - they are your company's livelihood.
- You have to let go the tendency to evaluate, make judgments, set conditions, accept or reject any proposal or statement, the very first time and rather learn the art of being good listeners with proper understanding of the matter. If you can listen then you can communicate effectively.

11.6.2 ACTIVITY TIME

If you are fast speaker (over 150 words per minute) take a full two seconds to say each of the following words:

Droopy	roar	lovely	glimmer
Rustle	lonely	crash	grumble
Snowflake	sluggish	stroll	fluffy
Gloomy	luscious	merry	passion
Hush	happy	sputter	murmur
Stretch	moan	lover	delicious

If you are a slow speaker (less than 120 words per minute), say each of the following words rapidly:

Flick	glib	tip	snap
Clip	nit	flip	chip
Snit	pip	blip	fib
Flit	dip	glint	bit

Write a one page composition describing your daily activity. Then read it aloud. If you are a slow speaker, read it as rapidly as you can. If you are a fast speaker, lengthen the time you spend saying each word.

11.7 Hearing vs. Listening

Listening and hearing are not the same. Hearing is the first stage of listening. Hearing is simply the act of perceiving sound by the ear. If you are not hearing you may be impaired, hearing simply happens.

Listening, however, is something you consciously choose to do. Listening is a communication process and is an active process. In other words, you must be an active participant in this communication process. In active listening, meaning and evaluation of a message must take place before a listener can respond to a speaker. Listening requires concentration so that your brain processes meaning from words and sentences. Listening leads to learning.

Most people tend to be "hard of listening" rather than "hard of hearing."

11.7.1 ACTIVITY

Let's test ourselves!

- Pair up with a partner:
 - How well do you LISTEN to directions?

Choose who will be A and who will be B

A: will give direction

B: will draw!

What is Listening?

Good listening is built on three basic skills: attitude, attention, and adjustment. These skills are known collectively as triple-A listening.

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication.

Listening is a very important skill, especially for tutors. Many tutors tend to talk too much during a tutorial session. This defeats the purpose of tutoring, which is to allow students to learn by discussion. Rather than turning the session into a mini-lecture, tutors must actively listen and encourage their students to become active learners. Giving a student your full attention is sometimes difficult because you start to run out of time, or you find yourself thinking about your next question; however, the time you spend actively listening to your student will result in a quality tutoring session.

Poor Listening Habits and Good Listening Habits

Poor Listening Habits	Poor Listeners...	Good Listeners...
Criticizing a speaker	Criticize the speaker's voice, clothes, or looks. Therefore, they decide that the speaker won't say anything important.	Realize that a lecture is not a popularity contest. Good listeners look for the ideas being presented, not for things to criticize.
Finding fault with the speaker	Become so involved in disagreeing with something the speaker states that they stop listening to the remainder of the lecture	Listen with the mind, not the emotions. Good listeners jot down something they disagree with to ask the speaker later, then go on listening.
Allowing yourself to be distracted	Use little distractions -- someone coughing, a pencil dropping, the door opening and closing -- as an excuse to stop listening.	Filter out distractions and concentrate on what the speaker is saying.
Faking attention	Look at the speaker but don't listen. They expect to get the material from the textbook later.	Understand that speakers talk about what they think is most important. Good listeners know that a good lecture may not contain the same information as the textbook.
Forcing every lecture into one format	Outline the lecture in detail. The listener is so concerned with organization that he misses the content.	Adjust their style of note-taking to the speaker's topic and method of organization.
Listening only for facts	Only want the facts. They consider everything else to be only the speaker's opinion.	Want to see how the facts and examples support the speaker's ideas and arguments. Good listeners know that facts are important, because they support ideas.
Listening to only the easy material	Think it is too difficult to follow the speaker's complicated ideas and logic. A poor listener wants entertainment, not education.	Want to learn something new and try to understand the speaker's point. A good listener is not afraid of difficult, technical, or complicated ideas.
Calling a subject boring	Decide a lecture is going to be dull and "turn out" the speaker.	Listen closely for information that can be important and useful, even when a lecture is dull.

Overreacting to "push button" emotional words	Get upset at words which trigger certain emotions -- words such as communist, income tax, Hitler or abortion. Emotion begins and listening ends.	Hear these same words. When they do, they listen very carefully. A good listener tries to understand the speaker's point of view.
Wasting thought speed	Move along lazily with the speaker even though thinking is faster than speaking. A poor listener daydreams and falls behind.	Use any extra time or pauses in the lecture to reflect on the speaker's message. They think about what the speaker is saying, summarize the main points, and think about the next points.

11.7.2 BARRIERS TO EFFECTIVE CLASSROOM LISTENING

Sometimes we set up barriers within ourselves to counteract good listening habits. Check to see if you have any barriers

ACTIVITY I

After the lecture you hear, read each item on the list. Decide if the behavior is true of you. YES answers are a source for a change in your behavior to make yourself a better listener.

1. I usually think of this class as boring.	yes	no
2. I pretended to be paying attention.	yes	no
3. I didn't like the instructor's mannerisms (e.g. pacing, phrasing, cough).	yes	no
4. I tried to make notes on everything which was said in class.	yes	no
5. I tried to write my notes in complete sentences.	yes	no
6. The subject for this class was way too difficult for me.	yes	no
7. Some personal problems kept my mind busy during the lecture.	yes	no
8. I didn't waste paper in copying down information from the chalkboard or the overhead transparencies.	yes	no
9. I was really angry about something the instructor said in class.	yes	no
10. I definitely enjoyed distractions (e.g. late student, books falling) more than the lecture.	yes	no

11. I spent much of the lecture with a good daydream.	yes	no
12. I didn't really understand the lecture but asking questions is not my thing.	yes	no

ACTIVITY II

Listening Behaviors Survey

Read each statement and decide how that statement describes your behavior. Circle **YES** in the appropriate column. The interpretation for this survey is located below the survey. **BUT** don't peek. Be honest in your self-assessment.

STATEMENT	Always True of Me	Sometimes True of Me	Never True of Me
1. I stay awake during class.	yes	Yes	yes
2. I maintain eye contact with speaker.	yes	Yes	yes
3. I don't pretend interest in subject.	yes	Yes	Yes
4. I understand instructor's questions.	yes	Yes	Yes
5. I try to summarize the information.	yes	Yes	Yes
6. I look for organizational patterns (e.g. causes and effects, listing of items).	yes	Yes	Yes
7. I set a purpose for listening.	yes	Yes	Yes
8. I forego the temptation to daydream during class.	yes	Yes	Yes
9. I try to predict what will come next.	yes	Yes	Yes
10. I take notes regularly.	yes	Yes	Yes
11. I ignore external distractions such as loud noises, late arriving students.	yes	Yes	Yes
12. I try to determine the speaker's purpose.	yes	Yes	Yes
13. I recognize that the speaker may be biased about the subject.	yes	Yes	Yes
14. I write down questions the instructor poses during class.	yes	Yes	Yes
15. I copy down items from the chalkboard or overhead projector.	yes	Yes	Yes

Analysis of Results

Tally the three columns. Then refer to the interpretations below.

14-15 YES for “Always True of Me”

You're probably a fantastic listener, both in a classroom setting and among your friends. Keep up the good work.

12-13 YES for “Always True of Me”

You are a good listener but you need to fine tune a few of your listening skills. Choose behaviors to modify that you feel will easily improve your listening and classroom performance.

10-11 YES for “Always True of Me”

You need to change some behaviors so that you will get more out of classroom lectures. To improve your listening behaviors, you should start with any item that you marked as Never True. Then move to the Sometimes True column.

9 or Less YES for “Always True of Me” OR 7 or More YES for “Never True of Me”

At this point in your academic career, you need to master listening skills for academic success. It will be difficult to find a situation in which you will not need to use listening skills. College class formats include lecture, class discussion, or group work.

11.8 HANDLING VERBAL COMPLAINT

A complaint is an expression of dissatisfaction, however made, about the standard of service, actions or lack of action by the organization or its staff affecting an individual. A complaint may be made orally or in writing or electronically. Having an accessible and effective complaint-handling process is an important part of managing privacy risks within the organization because it helps to:

- address complaints in a timely manner;
- identify and address systemic or ongoing compliance problems;
- increase consumer confidence in your privacy procedures; and
- demonstrate your commitment to privacy and build a good reputation for your organization

REMEMBER...

The more accessible and responsive your organization's complaint-handling process is, the more effectively you can contain a potentially explosive situation and better preserve or restore customer or client confidence in your organization.

Verbal complaint

If a verbal complaint is made, a verbal complaint file note must be made (signed and dated) by the person taking the call.

The file note must include the following information: -

- 1) Date of the telephone call

2) Name, address and telephone number of client (and complainant, if different)

3) Name of adviser

4) Nature of complaint

The person taking the call must not acknowledge it but fax/email file note directly to Complaint handling committee and the committee will acknowledge it immediately.

Verbal complaints are normally about relatively minor matters. These should be resolved locally as they arise, or within two working days, and logged on a verbal complaint notification form.

FOR CONVENIENCE...

The company may wish to develop a complaint form (or adapt an existing form) to assist complainants in documenting their complaint. This approach may also make it easier for the organization to collect the information needed to investigate and respond to the complaint.

In order to facilitate local resolution, verbal complaints received centrally by the association will be passed to the appropriate Officer(s).

Officers will strive to resolve a verbal complaint by:

- Ascertaining the cause of the complaints.
- Responding sympathetically.
- Ensuring prompt and effective communication.
- Taking appropriate remedial action.
- Communicating the outcome of the complaint to the complainant, although it should be borne in mind that all written responses must come from the Chairman.
- Ensuring that the complainant is satisfied with the outcome.
- Keeping contemporary records of all verbal complaints.

If the Officers are unsure whether a complaint can be dealt with locally they should seek guidance from the Chairman, Vice Chairman or the Executive Secretary.

If the complainant is dissatisfied with the outcome of the offered resolution, the Officer will ensure that they are apprised of their right to further investigation via the written complaints procedure.

11.8.1 SETTING UP A COMPLAINT-HANDLING PROCESS

1. Decide who in the organization will be responsible for receiving and handling complaints.

Although different individuals within the organization may be called upon to help investigate complaints, it is a good idea to have one department or individual responsible for dealing with all complaints and ensuring that they receive a timely response. It is probably simplest for both customers and staff if the individual that

is responsible for ensuring the organization complies with the Act, is the same individual responsible for receiving and responding to complaints.

2. Develop and implement a complaint procedure that is easily accessible, understandable and simple to use.

3. The procedure on handling and responding to privacy complaints should be written and communicated to both staff (so they know what to do if they receive a complaint) and customers (so they know what to expect if they make a complaint).

4. Decide in what format the complaints will be accepted (e.g. verbal, in writing, by e-mail). If the company deals mainly with the customers in writing, they may wish to only accept complaints in writing.

On the other hand, if most of the interactions with the customers are verbal, the company may also wish to accept verbal complaints. Whatever the company decides, the procedures should be adaptable where appropriate (i.e. it may not be reasonable to expect someone who cannot write – due to language or other difficulties – to make a complaint in writing).

5. Staff, upon request, should be able to inform an individual of the procedure for making a complaint and who to contact within the organization about the complaint.

6. A record should be maintained of the date the complaint was received.

7. If the complaint was received verbally, the nature of the complaint (e.g. delays in responding to a request, incomplete or inaccurate responses, or improper collection, use, disclosure or retention) should be recorded.

8. Acknowledge receipt of the complaint promptly.

9. Contact the individual to clarify the complaint, if necessary.

10. Investigate all complaints received.

11. Ensure the complaint process is fair, impartial and confidential.

12. Give the investigator access to all relevant records, employees or others who handled the personal information or access request.

TO BE FAIR...

The investigation of a complaint should be assigned to a person with the skills necessary to conduct it fairly and impartially. Only in rare circumstances (e.g. sole proprietorship) should the complaint be investigated by the person who is the subject of the individual's complaint.

13. Give the investigator access to all relevant records, employees or others who handled the personal information or access request.

14. Where the complaint is justified, take appropriate measures to rectify the situation, including correcting information handling practices and policies where necessary and communicating those changes to relevant staff.

15. Notify individuals of the outcome of investigations clearly and promptly, informing them of any relevant steps taken.

16. Record all decisions to ensure consistency in applying the Act.

17. Follow up to verify that required changes to policies, procedures or practices have been undertaken.

11.9 SUMMARY

In this unit you have learnt about the importance of telephone handling and how it can have an influence in your personal as well as professional life. Also, you have studied that your greatest tool as a speaker is your voice. Every time you talk to people on the phone your mind, your body, your voice acts as partners in your effort to communicate with your listeners. When you speak your voice is the primary link between you and your listeners. It is the medium of your message.

This unit also puts light on how verbal complaints can be dealt with by explaining the entire procedure for verbal complaint handling. Complaints are a routine task in every industry or organization and must be dealt with full tact and diplomacy without affecting the sentiments of the complainant.

11.10 GLOSSARY

Complaint - A complaint is an expression of dissatisfaction, however made, about the standard of service, actions or lack of action by the organization or its staff affecting an individual.

Hearing - It is the first stage of listening. Hearing is simply the act of perceiving sound by the ear.

Listening - Listening, however, is something you consciously choose to do. Listening is a communication process and is an active process.

11.11 ANSWERS TO CHECK YOUR PROGRESS

1) Techniques for Call Handling are:

- Identify yourself
- Speak Clearly
- Listen to the other person.
- Make Notes
- Remain professional

2) One of your goals as a speaker should be to develop a voice that is:

- Pleasant, conveying a sense of warmth
- Dynamic, giving the impression of force and strength
- Natural, reflecting your true personality and sincerity
- Expressive, never sounding monotonous
- Lower, mellow pitch, easily heard

3) Listening -

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem.

4) Handling Verbal Complaint

Having an accessible and effective complaint-handling process is an important part of managing privacy risks within the organization because it helps to:

- address complaints in a timely manner;
- identify and address systemic or ongoing compliance problems;
- increase consumer confidence in your privacy procedures; and
- demonstrate your commitment to privacy and build a good reputation for your organization

11.12 REFERENCES

- Wells, S & Muir, M: “*Setting Up a Complaint-Handling Process*”, December 2004, Revised May 2010, Service Alberta
- <http://EzineArticles.com/417032>
- <http://www.csnotepad.co.uk/virtual-receptionist-blog/2011/02/call-handling-techniques-%E2%80%93-top-5-tips/>
- <http://www.toastmasters.org/199-YourSpeakingVoice>

11.13 SUGGESTED READINGS

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- Chhabra, T.N.: *Business Communication*, 6th Edition, Sun India Publishing, New Delhi
- Sinha, K.K.: *Business Communication*, Galgotia Publishing Company, New Delhi
- Nawal, Mallika: *Business Communication*, Cingage India Pvt. Ltd., New Delhi

11.14 TERMINAL AND MODEL QUESTIONS

- 1) Explain the various techniques of telephone handling?
- 2) Differentiate between good listening and bad listening.
- 3) What is a complaint? Explain the procedure for handling a verbal complaint.
- 4) What role does voice play while conversing with someone on the telephone?

11.15 APPENDIX I

Verbal Complaints Form (Staff)

Date

Name of Reporting Manager

Department/Service.....

Telephone Contact

Details of Verbal Complaint

Name of Complainant

Address

Post code: D: O: B:

Telephone Contact

Complaint regarding.....

Please state name of contractor or Department complaint about).

Outline of Complaint

.....

Action Taken

.....

UNIT 12: BARRIERS OF VERBAL COMMUNICATION

Structure

12.1 Introduction

12.2 Unit Objective

12.3 Process of Communication

12.3.1 Sender

12.3.2 Message

12.3.3 Medium

12.3.4 Receiver

12.3.5 Feedback

12.4 Barriers of Communication

12.4.1 Physical Barrier

12.4.2 Perceptual Barrier

12.4.3 Emotional Barrier

12.4.4 Cultural Barrier

12.4.5 Language Barrier

12.4.6 Gender Barrier

12.4.7 Interpersonal Barrier

12.4.8 Information Overload

12.4.9 Poor Retention

12.5 Effect of communication barriers in business communication

12.6 Overcoming communication barrier

12.7 Summary

12.8 Glossary

12.9 Answers to check your progress

12.10 References

12.11 Suggested Readings

12.12 Terminal and Model Questions

12.1 INTRODUCTION

Communication is the process of sharing our ideas, thoughts, and feelings with other people and having those ideas, thoughts, and feelings understood by the people we are talking with. When we communicate we speak, listen, and observe.

The way we communicate is a learned style. As children we learn from watching our parents and other adults communicate. As an adult we can learn to improve the way we communicate by observing others who communicate effectively, learning new skills, and practicing those skills.

12.2 UNIT OBJECTIVES

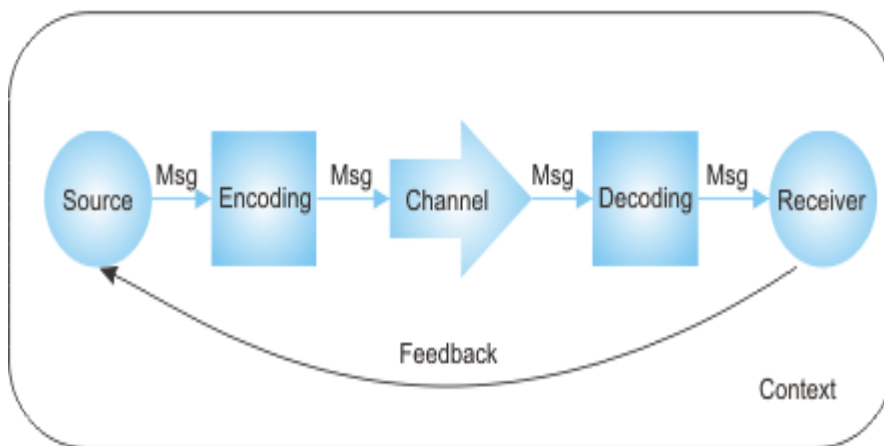
After this unit you will be able to understand:

- 1) Process of communication
- 2) Barriers of communication
- 3) Measures to overcome these barriers
- 4) What impact do these barriers have in the business environment

12.3 PROCESS OF COMMUNICATION

Communication is a process beginning with a sender who encodes the message and passes it through some channel to the receiver who decodes the message. It is a simple model that demonstrates all the factors that can affect communication. Communication is effective if the message that is received is the same one that is sent.

The Communications Process



12.3.1 SENDER

The communicator or sender is the person who is sending the message. There are two factors that will determine how effective the communicator will be. The first factor is the communicator's attitude. It must be positive. The second factor is the communicator's selection of meaningful symbols, or selecting the right symbols depending on your audience and the right environment.

One should also consider the possible barriers that may affect the message. This includes your experience, the terms you will use, and even your

feeling towards the subject or the students. External barriers such as noise must also be considered.

12.3.2 MESSAGE

Message is a key idea that the sender wants to communicate. It is a sign that elicits the response of recipient. Communication process begins with deciding about the message to be conveyed. It must be ensured that the main objective of the message is clear.

12.3.3 MEDIUM

Medium is a means used to exchange / transmit the message. The sender must choose an appropriate medium for transmitting the message else the message might not be conveyed to the desired recipients. The choice of appropriate medium of communication is essential for making the message effective and correctly interpreted by the recipient. This choice of communication medium varies depending upon the features of communication. For instance - Written medium is chosen when a message has to be conveyed to a small group of people, while an oral medium is chosen when spontaneous feedback is required from the recipient as misunderstandings are cleared then and there

12.3.4 RECEIVER

There are also four elements involved in receiving a message. The students (receivers) will first hear and/or see the message you sent. Second, the message is affected by external barriers, if any, and the students' own internal barriers. Possible internal barriers may include the students' experience level, their understanding of the terms used, their attitude toward the material, or the way they feel about you. Third, your students decode the message through the use of mental images. For instance, when you say the word circus, the receiver does not "see" the letters that form the word. Instead, a mental image of some sort appears. How many different mental images might arise among your students for this one word alone? A clown, animals, ring master etc.

12.3.5 FEEDBACK

Feedback is the main component of communication process as it permits the sender to analyze the efficacy of the message. It helps the sender in confirming the correct interpretation of message by the decoder. Feedback may be verbal (through words) or non-verbal (in form of smiles, sighs, etc.). It may take written form also in form of memos, reports, etc.

12.4 BARRIERS OF COMMUNICATION

There are several barriers that affect the flow of communication in an organization. These barriers interrupt the flow of communication from the sender to the receiver, thus making communication ineffective. If any kind of disturbance blocks any step of communication, the message will be destroyed. Due to such disturbances, managers in an organization face severe problems. It is essential for managers to

overcome these barriers. The main barriers of communication are summarized below.

12.4.1 PHYSICAL BARRIERS

These are easy to spot – doors that are closed, walls that are erected, and distance between people all work against the goal of effective communication. While most agree that people need their own personal areas in the workplace, setting up an office to remove physical barriers is the first step towards opening communication. Many professionals who work in industries that thrive on collaborative communication, such as architecture, purposefully design their workspaces around an “open office” plan. This layout eschews cubicles in favor of desks grouped around a central meeting space. While each individual has their own dedicated work space, there are no visible barriers to prevent collaboration with their co-workers. This encourages greater openness and frequently creates closer working bonds.



12.4.2 PERCEPTUAL BARRIERS

These barriers in contrast, are internal. If you go into a situation thinking that the person you are talking to isn't going to understand or be interested in what you have to say, you may end up subconsciously sabotaging your effort to make your point. You will employ language that is sarcastic, dismissive, or even obtuse, thereby alienating your conversational partner. Think of movie scenarios in which someone yells clipped phrases at a person they believe is deaf. The person yelling ends up looking ridiculous while failing to communicate anything of substance.

12.4.3 EMOTIONAL BARRIERS

We are often taught to fear the words coming out of our own mouths, as in the phrase “anything you say can and will be used against you.” Overcoming this fear is difficult, but necessary. The trick is to have full confidence in what you are saying and your qualifications in saying it. People often pick up on insecurity. By believing in yourself and what you have to say, you will be able to communicate clearly without becoming overly involved in your emotions.

12.4.4 CULTURAL BARRIERS

Different cultures, whether they be a societal culture of a race or simply the work culture of a company, can hinder developed communication if two different cultures clash. In these cases, it is important to find a common ground to work from. In work situations, identifying a problem and coming up with a highly efficient way to solve it can quickly topple any cultural or institutional barriers. Quite simply, people like results.

12.4.5 LANGUAGE BARRIERS

It may seem pretty self-inherent, but there are often hidden language barriers that we aren't always aware of. If you work in an industry that is heavy in jargon or technical language, care should be taken to avoid these words when speaking with someone from outside the industry. Without being patronizing, imagine explaining a situation in your industry to a child. How would you convey these concepts without relying on jargon?

12.4.6 GENDER BARRIERS

These barriers have become less of an issue in recent years, but there is still the possibility for a man to misconstrue the words of a woman, or vice versa. Men and women tend to form their thoughts differently, and this must be taken into account when communicating. This difference has to do with how the brain of each sex is formed during gestation. In general, men are better at spatial visualization and abstract concepts such as math, while women excel at language-based thinking and emotional identification. However, successful professionals in highly competitive fields tend to have similar thought processes regardless of their gender.

12.4.7 INTERPERSONAL BARRIERS

They are what ultimately keep us from reaching out to each other and opening ourselves up, not just to be heard, but to hear others. Oddly enough, this can be the most difficult area to change. Some people spend their entire lives attempting to overcome a poor self-image or a series of deeply rooted prejudices about their place in the world. They are unable to form genuine connections with people because they have too many false perceptions blocking the way. Luckily, the cure for this is more communication. By engaging with others, we learn what our actual strengths and weaknesses are. This allows us to put forth our ideas in a clear, straightforward manner.

12.4.8 INFORMATION OVERLOAD

Managers are surrounded with a pool of information. It is essential to control this information flow else the information is likely to be misinterpreted or forgotten or overlooked. As a result communication is less effective.

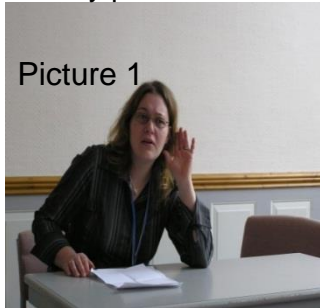
12.4.9 POOR RETENTION

Human memory cannot function beyond a limit. One can't always retain what is being told specially if he is not interested or not attentive. This leads to communication breakdown. Communication is not a one-way street. To have

others open up to you, you must be open yourself. By overcoming these barriers to communication, you can ensure that the statement you are making is not just heard, but also understood, by the person you are speaking with. In this way, you can be confident that your point has been expressed.

Activity Time

Identify potential barriers to communication



Picture 1



Picture 2



Picture 3

Picture 4

Picture 5

Picture 6



Picture 7



Picture 8



Picture 9



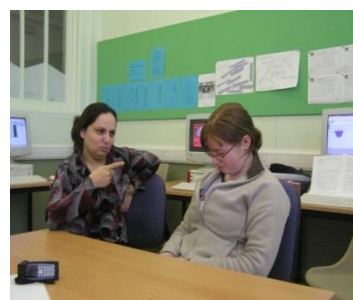
Picture 10



Picture 11



Picture 12



- ❖ When you have identified all the barriers in the photographs, compare and discuss your answers with your class members.
- ❖ Discuss ways that will assist break down communication barriers.
- ❖ Identify any other communication barriers that you have encountered and discuss your experiences with the other team members.

12.5 EFFECT OF COMMUNICATION BARRIERS IN BUSINESS COMMUNICATION

An organization is an individual's first home as one spends the maximum time here only. No organization runs for charity, it is really important that the organization achieve its goals. How does an organization become successful? How will an organization achieve its goals?

The employees are the assets for any organization and the profitability of any organization is directly proportional to the labor put by its employees. Putting labor does not mean getting involved in hard physical work or digging the gold mines, it actually refers to the smart work done by employees, transparency between the team members, free flow of information from the superior to the subordinates. How does free flow of information happen? How is the transparency between the team members achieved? - Through Communication and not only through communication but effective communication.

In organizations the barriers in communication go a long way in distortion of the message and the information does not reach in its desired form.

Imagine a situation where you want some report from your team members which needs to be forwarded to the managing director of the organization. What if your team misinterprets your information, screws up the project and fails to submit it within the deadline. The managing director will literally sit on your head and make your life miserable. The poor communication can actually cost you your job.

Let us now understand how barriers in communication effect business communication.

Noise acts as a devil in business communication. Any information downloaded at a noisy place is bound to get distorted and result in a complete mess.

Petty wanted to go through the complete budget of the sales, marketing and the operations team. She passed on this information to Joe at his workstation around which lots of other employees were shouting, the base phone was constantly ringing and the photocopier machine was making a terrible noise. At the end of the day, Joe submitted the report but the budget for the operations team was missing in the report. Joe actually had heard only about sales and marketing department and thus skipped the report of the operations team. Petty fired Joe and even stopped his appraisal. Unwanted distractions, noise, chit chats of the other employees etc played the culprit and poor Joe missed out on his promotion. Noise reduces the chances of the correct flow of information from the sender to the receiver. If the office is noisy, errors are bound to happen and thus increasing conflicts among the team members and decreasing the efficiency of the employees.

Unorganized and Haphazard thoughts also lead to ineffective communication in organizations. Business communications are bound to suffer

due to ineffective communication. If any individual wants something from his team members, he first must be himself very clear what actually he expects from his team. The boss must clearly mention his team member's key responsibility areas in clear words to avoid wastage of manpower, duplicacy of work, effective time management and more output from them.

Not cross checking among themselves or with the superiors also spoils the business communication to a large extent.

Misha was sharing her phone number with her client and she never bothered to verify with her client whether he has noted the correct number or not. One day, the client had a major query and he had to discuss with Misha on an urgent basis. He kept on trying the same number which Misha gave but someone else was responding. He then had to call the front desk lady to get connected with Misha and obviously he was furious. The client had wrongly noted Misha's number and thus wasted his precious time and lost his temper. While sharing any important contact number it is the responsibility of the speaker to cross check with the listener. Email ids must be spelled out properly to avoid wrong spellings and unnecessary wastage of time.

During any business meeting, presentation or seminar, the speaker has to be very careful about his pitch and tone.

It has been observed that during seminars or presentations only the front benchers are attentive, the last benchers are almost lost in their own sweet world. The person who chairs the meeting has to speak very clearly, has to be very confident and must maintain a tone audible to everyone, even to the individuals sitting on the last row. Information must pass to them also to expect the best out of them and increase their efficiency. Try to make the seminar or the meeting interactive. Don't just speak; also invite questions from the team. After any seminar or meeting, the superior or the in charge must send the minutes of the meeting through e mail to all the required recipients to avoid last minute confusions and discrepancies. The speaker must ensure whether everyone is clear or not?

In any organization, it is mandatory to understand which employee can do a particular assignment, and which employee is not fit for a particular role. Nisha was not keen for a branding profile but his boss could never understand her interest and always wondered why Nisha was not effectively performing? In any organization, before assigning responsibilities to the employees, it is a must to understand the employee and his area of specialization and interest. Communication will be for sure ineffective if a person from an accounting background is asked to deliver a presentation on sales techniques. He is bound to get nervous and the message will fail in creating the required impact. Don't just impose work on any employee, give him the work he enjoys doing the most.

Difference in thought process also results in a poor communication in business areas. A boss and the employee can never think on the same level. Let us try to understand the situation with the help of an example.

Jude to Harry - "Harry, I need the complete financial report by end of the day"

By financial report, Jude actually meant the complete financial analysis, which would include the complete details of how much the company spends in advertising, promotional activities, and other marketing activities, analyze the inflow and outflow of expenditure patterns and so on.

Harry could never understand Jude's thought process. He simply compiled the expenditure details and handed over to Jude. Jude was obviously not happy. He was expecting much more from Harry. Harry had to resubmit the project resulting in duplicacy of effort and wastage of time. Jude should have made it very clear from the very beginning what all he was expecting from Harry. He kept half of his things within himself and did not share with Harry. Poor Harry had to redo his work. Every individual has a different mindset, different level of understanding and thus it is important to share each and every detail with others and clarify the things from the very beginning.

One should remember that the listeners are also a part of the conversation. The listeners must give their feedback at the end of the conversation. If you are not clear what your boss is expecting out of you, or what you are actually supposed to do, please ASK. Don't hesitate, ask questions. Don't hide your queries, ask and clear your doubts then and there only. Your boss will only feel happy if you share your queries with him.

For the successful running of an organization, it is important that transparency is maintained among the employees at all levels. Communication barriers must be overcome in organizations to ensure the free flow of information between the sender and the recipient and for an effective communication among the employees. Effective communication reduces the error rate, reduces conflicts and misunderstandings and in turn increases the profitability of the organization. Every employee must try their level best to avoid the communication barriers in organizations for an effective business communication.

12.6 OVERCOMING COMMUNICATION BARRIERS

There is a lot of communication barriers faced these days by all. The message intended by the sender is not understood by the receiver in the same terms and sense and thus communication breakdown occurs. It is essential to deal and cope up with these communication barriers so as to ensure smooth and effective communication.

As, in the previous section we have discussed the major barriers of communication. Let's talk about how to overcome these barriers of communication.

12.6.1 ELIMINATING DIFFERENCES IN PERCEPTION:

The organization should ensure that it is recruiting right individuals on the job. It's the responsibility of the interviewer to ensure that the interviewee has command over the written and spoken language. There should be proper Induction program so that the policies of the company are clear to all the employees. There should be proper trainings conducted for required employees (for e.g.: Voice and Accent training).

12.6.2 USE OF SIMPLE LANGUAGE:

Use of simple and clear words should be emphasized. Use of ambiguous words and jargons should be avoided.

12.6.3 REDUCTION AND ELIMINATION OF NOISE LEVELS:

Noise is the main communication barrier which must be overcome on priority basis. It is essential to identify the source of noise and then eliminate that source.

12.6.4 ACTIVE LISTENING:

Listen attentively and carefully. There is a difference between “listening” and “hearing”. Active listening means hearing with proper understanding of the message that is heard. By asking questions the speaker can ensure whether his/her message is understood or not by the receiver in the same terms as intended by the speaker.

12.6.5 EMOTIONAL STATE:

During communication one should make effective use of body language. He/she should not show their emotions while communication as the receiver might misinterpret the message being delivered. For example, if the conveyer of the message is in a bad mood then the receiver might think that the information being delivered is not good.

12.6.6 SIMPLE ORGANIZATIONAL STRUCTURE:

The organizational structure should not be complex. The number of hierarchical levels should be optimum. There should be a ideal span of control within the organization. Simpler the organizational structure, more effective will be the communication.

12.6.7 AVOID INFORMATION OVERLOAD:

The managers should know how to prioritize their work. They should not overload themselves with the work. They should spend quality time with their subordinates and should listen to their problems and feedbacks actively.

12.6.8 GIVE CONSTRUCTIVE FEEDBACK:

Avoid giving negative feedback. The contents of the feedback might be negative, but it should be delivered constructively. Constructive feedback will lead to effective communication between the superior and subordinate.

12.6.9 PROPER MEDIA SELECTION:

The managers should properly select the medium of communication. Simple messages should be conveyed orally, like: face to face interaction or meetings. Use of written means of communication should be encouraged for delivering complex messages. For significant messages reminders can be given by using written means of communication such as: Memos, Notices etc.

12.6.10 FLEXIBILITY IN MEETING THE TARGETS:

For effective communication in an organization the managers should ensure that the individuals are meeting their targets timely without skipping the formal channels of communication. There should not be much pressure on employees to meet their targets.

12.7 SUMMARY

Communication is a process beginning with a sender who encodes the message and passes it through some channel to the receiver who decodes the message. Communication is fruitful if and only if the messages sent by the sender are interpreted with same meaning by the receiver. If any kind of disturbance blocks any step of communication, the message will be destroyed. Due to such disturbances, managers in an organization face severe problems. Thus the managers must locate such barriers and take steps to get rid of them.

Also, there are several barriers that affect the flow of communication in an organization. These barriers interrupt the flow of communication from the sender to the receiver, thus making communication ineffective. It is essential for managers to overcome these barriers.

12.8 GLOSSARY

- **Physical Barrier** - Physical *Barriers* consist of any sound that prevents a person from being heard.
- **Interpersonal Barrier** - Interpersonal barriers occur due to the inappropriate transaction of words between two or more people.
- **Information Overload Barrier** – Managers are surrounded with a pool of information. It is essential to control this information flow else the information is likely to be misinterpreted or forgotten or overlooked.
- **Poor Retention Barrier** – Human memory cannot function beyond a limit. One can't always retain what is being told specially if he is not interested or not attentive. This leads to communication breakdown.

12.9 ANSWERS TO CHECK YOUR PROGRESS

- 1) Process of Communication includes:
 - Sender
 - Message
 - Medium
 - Receiver
 - Feedback

- 2) Barriers of Communication are:
 - Physical Barrier
 - Perceptual Barrier
 - Emotional Barrier
 - Cultural Barrier
 - Language Barrier
 - Gender Barrier
 - Interpersonal Barrier
 - Information Overload
 - Poor Retention

12.10 REFERENCES

- The case studies have been taken from:
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12.11 SUGGESTED READINGS

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12.12 TERMINAL AND MODEL QUESTIONS

- 1) Explain the process of communication in detail.
- 2) What are the various barriers of communication? Explain with examples.
- 3) What are the steps that one can take to overcome these barriers?
- 4) How does poor communication impact the business environment?

CASE STUDY I: BARRIERS TO EFFECTIVE COMMUNICATION

Leigh Randell is supervisor of in-flight services at the Atlanta base of Omega Airlines, a successful regional air carrier with routes throughout the South and Southwest. In addition to Atlanta, it has bases in six major cities.

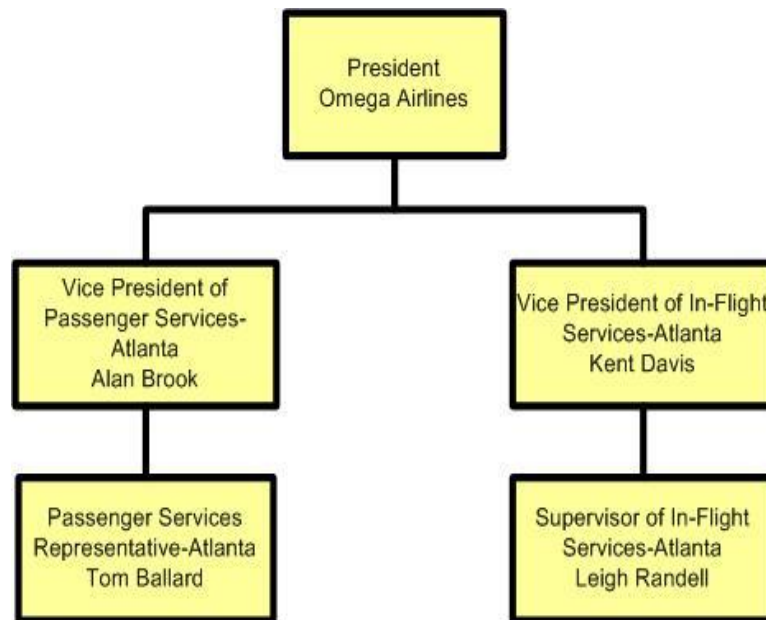
Randell's job involves supervision of all in-flight services and personnel at the Atlanta base. She has been with the airline for seven years and in her present job for two years. While preferring flying to a permanent ground position, she decided to try the management position. In her job, she reports directly to Kent Davis, vice president of in-flight services.

During the past year, Randell has observed what she believes is a great deal of duplication of effort between flight attendants and passenger service personnel in the terminal with respect to paperwork procedures for boarding passengers. This, she believes, has resulted in unnecessary delays in departures of many flights—especially through flights (those that don't originate or terminate in Atlanta). Since most Omega through flights stop in Atlanta, Randell believes that such delayed

departures are probably not a major problem at Omega's other bases or at smaller airports. Thus, she has decided to try to coordinate the efforts of flight attendances and passenger service personnel with a simpler, more efficient boarding procedure, thereby reducing ground time and increasing passenger satisfaction through closer adherence to departure times.

In this respect, she has, on three occasions during the past two months, written memo to Tom Ballard, Omega's passenger services representative at the Atlanta base. Each time, Randell has requested information regarding specific procedures, time, and costs for boarding passengers on through flights; she has received no reply from Tom Ballard. His job involves supervision of all passenger service personnel. He has been with Omega for five years, having joined its management training program immediately after graduating from college. He reports directly to Alan Brock, vice president of passenger services at the Atlanta base.

Exhibit 1 presents the organization structure for the Omega, Atlanta base.



Last week, Leigh wrote a memo to Kent Davis:

For several months, I have been trying to develop a new method for facilitating the boarding of passengers on through flights by more closely coordinating efforts of In-Flight Services and Passenger Services. The results would be a reduction in clerical work, cost and ground time and closer adherence to departure times for through flights: "Unfortunately, I have received no cooperation at all in my efforts from the passenger service representative. I have made three written requests for information, each of which has been ignored. Needless to say, this has been frustrating to me. While I realize that my beliefs may not always be correct, in this

instance I am only trying to initiate something that will be beneficial for everyone involved: Passenger Services, In-Flight Services, and, most important, Omega Airlines. I would like to meet with you to discuss this matter and the possibility of my transferring back to flight duty.

Kent Davis summoned Alan Brock and Tom Ballard to a hastily called conference. Tom Ballard was mildly asked why he had not furnished the information that Randell has requested.

“Too busy”, he said. “Her questions were out of sight. There was no time for me to answer this sort of request. I’ve got a job to do. Besides, I don’t report to her”.

“But Tom, you don’t understand,” Kent Davis said. “All Leigh Randell is trying to do is improve the president system of boarding passengers on through flights. She has taken the initiatives to work on something that might benefit everyone”.

Tom Ballard thought for a moment. “No” he replied, “it didn’t look like that to me. You know I’ve also had ideas on how to improve the system for quite some time. Anyway, she’s going about it all wrong.”

1. What barriers to effective communication do you detect in this case?
2. Is anyone “wrong” in this situation? By what other means could Randell have requested the information from Tom Ballard? What do you think of Tom Ballard’s reaction? Why?
3. While communicating information vertically up or down the organization does not present a major problem, why is horizontal and diagonal communication are more difficult to attain?
4. What would you recommend that the management of Omega Airlines do to remedy this situation?
5. How would your recommendation improve communication in the organization?

CASE STUDY II – BARRY AND COMMUNICATION BARRIERS

One common complaint employee’s voice about supervisors is inconsistent messages – meaning one supervisor tells them one thing and another tells them something different. Imagine you are the supervisor/manager for each of the employees described below. As you read their case, give consideration to how you might help communicate with the employee to remedy the conflict. Answer the critical thinking questions at the end of the case then compare your answers to the *Notes to Supplement Answers section*.

Barry is a 27-year old who is a foodservice manager at a casual dining restaurant. Barry is responsible for supervising and managing all employees in the back of the house. Employees working in the back of the house range in age from 16 years old to 55 years old. In addition, the employees come from diverse cultural and ethnic backgrounds. For many, English is not their primary language.

Barry is ServSafe® certified and tries his best to keep up with food safety issues in the kitchen but he admits it's not easy. Employees receive "on the job training" about food safety basics (for example, appropriate hygiene and hand washing, time/temperature, and cleaning and sanitizing). But with high turnover of employees, training is often rushed and some new employees are put right into the job without training if it is a busy day. Eventually, most employees get some kind of food safety training. The owners of the restaurant are supportive of Barry in his food safety efforts because they know if a food safety outbreak were ever linked to their restaurant; it would likely put them out of business. Still, the owners note there are additional costs for training and making sure food is handled safely.

One day Barry comes to work and is rather upset even before he steps into the restaurant. Things haven't been going well at home and he was lucky to rummage through some of the dirty laundry and find a relatively clean outfit to wear for work. He admits he needs a haircut and a good hand scrubbing, especially after working on his car last evening. When he walks into the kitchen he notices several trays of uncooked meat sitting out in the kitchen area. It appears these have been sitting at room temperature for quite some time. Barry is frustrated and doesn't know what to do. He feels like he is beating his head against a brick wall when it comes to getting employees to practice food safety.

Barry has taken many efforts to get employees to be safe in how they handle food. He has huge signs posted all over the kitchen with these words: KEEP HOT FOOD HOT AND COLD FOOD COLD and WASH YOUR HANDS ALWAYS AND OFTEN. All employees are given a thermometer when they start so that they can temp food. Hand sinks, soap, and paper towels are available for employees so that they are encouraged to wash their hands frequently.

QUESTIONS:

1. What are the communication challenges and barriers Barry faces?
2. What solutions might Barry consider in addressing each of these challenges and barriers?
3. What are some ways Barry might use effective communication as a motivator for employees to follow safe food handling practices?

NOTES TO SUPPLEMENT ANSWERS:

1. Communication challenges abound at any workplace. Barry has some common challenges in his operation.
 - a. Language barriers: not all employees speak English as their first language making verbal communication a challenge at times.

b. Generational (age) barriers: having employees in various age categories can pose a unique set of challenges. While the younger generation is used to texting and using shortened messaging, their vocabulary may not be consistent with that of older employees. Work values and attitudes may also affect communication between younger and older employees.

c. Cultural and ethnic barriers: Cultural differences in food safety practices may be a challenge for Barry to overcome.

d. Non verbal challenges: Barry's body language (appearance) is telling others he does not care about personal appearance and cleanliness.

e. Emotional barriers: Emotional barriers can interfere with effective communication. Barry comes into work after a rough start at home. These negative emotions are affecting how he communicates with the employees.

2. Barry might consider the following **solutions** to the identified challenges and barriers:

a. Language barriers: Several potential solutions might be addressed here including posting signs in employees' primary language. Putting signage with visuals, not just words. Barry might learn some simple words in the employees' primary language to help show interest in the employees.

b. Generational (age) barriers: Currently there are 4 generations in the workforce and each potentially has a different preferred method of communication. While the younger generation might prefer to receive text messages as their preferred way of communication, older employees may not find this method of communication acceptable. Consider your employee's preferences and be willing to communicate a message in a few different ways.

c. Cultural and ethnic barriers: Barry may need to identify cultural beliefs and work to understand the ethnic barriers related to food safety. For instance, two employees come from the same country and they have made comments that controlling temperature in their country is not a priority; food can be at room temperature for long periods of time and nothing ever happened.

d. Non verbal challenges: Barry's appearance is a nonverbal cue to employees. Barry's appearance is important as he is a role-model to the employees. His actions and behaviors should be consistent with what he is expecting of them. For example, because he is expecting the employees to follow proper hand washing procedure, he should also use proper hand washing procedures.

e. Emotional barriers: Emotional barriers can interfere with effective communication. It will be important for Barry to get his emotions "in check" prior to starting work. Having self-awareness and potentially seeking outside assistance (i.e. Employee Assistance Programs) may be possible solutions here.

3. All supervisors, including Barry, have many ways to use effective communication in motivating employees. A few suggestions are listed below: a. Provide sincere and encouraging words when employees follow safe food handling behaviors. Use a communication method appropriate for an employee, so supervisor must know a bit about the employee. For a high schooler, maybe it's a quick "thank you" text message or an older employee it might be a hand written thank you note.

b. Serve as a role model through verbal and non verbal communication.

It's said that "actions" speak louder than words, so Barry can, through his actions, convey a message to employees. For example: wear a clean uniform.

BLOCK 4
NON VERBAL COMMUNICATION

UNIT 13: CLASSIFICATION OF NON VERBAL COMMUNICATION: KINESICS, PROXEMICS, TIME LANGUAGE, PARALANGUAGE, AND PHYSICAL CONTEXT

Structure

- 13.0 Introduction
- 13.1 Unit Objectives
- 13.2 What is Non Verbal Communication?
 - 13.2.1 Characteristics of Non Verbal Communication
- 13.3 Types of Non Verbal Communication
 - 13.3.1 Kinesics
 - 13.3.2 Proxemics
 - 13.3.3 Time Language
 - 13.3.4 Paralanguage
 - 13.3.5 Physical Context
- 13.4 Summary
- 13.5 Key Terms
- 13.6 Question and Exercises
- 13.7 Further Reading

13.0 INTRODUCTION:

Non verbal communication has been defined as communication without words. It includes apparent behavior such as –Eye contact, body language or vocal cues. For Example

1. Expression of emotions-Expression is expressed mainly through the face, body and voice.
2. Communication of Interpersonal Attitudes-The Establishment and maintenance of relationships if often done through non verbal signals (tone of voice, gaze, touch etc.
3. Accompany and Support Speech-vocalization and non verbal behavior are synchronized with speech in conversation (nodding one's head or using phrases like "uh-huh" when another is talking)
4. Self Presentation-presenting oneself to another through non-verbal attributes like appearance.
5. Rituals: the use of greetings, handshakes or other rituals like- facial expressions, eyes, touching and tone of voice.

13.1 UNIT OBJECTIVES

Objective of this module is to introduce key features of Nonverbal Communication. After the completion of this unit you should be able to:

1. Define Nonverbal Communication
2. Understand the importance of Nonverbal Communication.
3. Classify Nonverbal Communication

4. Describe the purpose Nonverbal communication serves in the communication process.

13.2 WHAT IS NON VERBAL COMMUNICATION?

Nonverbal communication can be defined as the process of communication in which we send and receive wordless (mostly visual) messages by the use of gestures, touch, body language or posture, facial expressions, eye contact, clothing, hairstyle, architecture, pitch and volume of voice etc.



13.2.1 CHARACTERISTICS OF NON-VERBAL COMMUNICATION

Non-Verbal Communication has the following characteristics:

1. Does not use words: Non-Verbal communication is a very prominent type of communication which is distinct from both verbal and written communication. It takes place extensively at various levels: individually, family, society and organization.

Non-Verbal communication is a most primitive form of communication which was developed much more before verbal and written communication. Gestures, postures, signals and facial expressions are some of the earliest means of communication used by man.

2. Universal in appeal: Another significant characteristic of Nonverbal communication is its universality. Unlike verbal communication, which has limitations in terms of reach, nonverbal communication is universal in appeal. It is able to transcend all linguistic and cultural barriers. The language of love and compassion is widely recognized as a universal language.

3. Relies on observation and interpretation: Non-Verbal communication is closely associated with the power of observation. The receiver should be in a position to see, hear and even feel the communicator. He should be in a position to clearly see the face, gestures, dress and appearance of the communicator. He should be in a position to hear the voice and understand the tone of the communicator. Since it is through observation, nonverbal communication is both

intended and unintended. It is intended when the communicator tries to convey certain messages to the target group through conscious gestures, postures, attire and other forms of body language. It is unintended when the body language, posture or appearance of the communicator gets interpreted by the receiver, even if it is not done intentionally. A sloppy posture or a casual attire may get interpreted as a lack of seriousness, even if the communicator is quite intent.

13.3 TYPES OF NON VERBAL COMMUNICATION

There are many ways in which body and its associated actions communicate messages, intended or unintended. Non verbal communication takes place at various levels, when parts of the body, actions, mannerisms, behavior, attire and demeanor tend to communicate.

Non verbal communication is of following types:

1. Kinesics or Body language
2. Proxemics
3. Time language
4. Para Language
5. Physical context

13.3.1 KINESICS OR BODY LANGUAGE:

Kinesics can be defined as the interpretation of body language such as facial expressions and gestures — or, more formally, non-verbal behavior related to movement, either of any part of the body or the body as a whole.



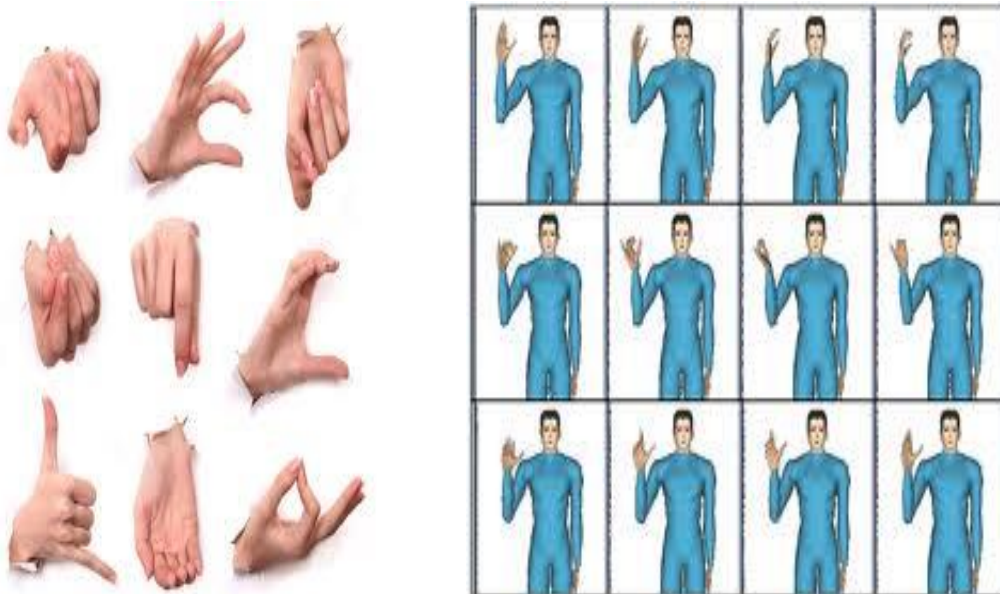
Researchers Ekman and Friesen established five basic purposes that this kind of movement serves- Emblems, Illustrators, Affect Displays, Regulators and Adaptors.

1. **Emblem:**



Emblems are nonverbal signals that can generally be translated directly into words. Most people within a culture or group agree on their meaning. A good example is the "A-OK" symbol made with the thumb and forefinger. Because these gestures can be directly translated into words, they are quick to use and unambiguous in their meaning. However, as we noted earlier, culture quickly comes into play when you move outside of your "home" culture. For instance, in many parts of the world this gesture is directly translated as "OK", but in other places it might be translated as "Zero" or "None", and in others it is even understood to represent an obscene gesture representing a body orifice. Quite a different interpretation than being OK!

2. Illustrators: Illustrators are movements that complement verbal communication by describing or accenting or reinforcing what the speaker is saying. People use illustrators to indicate the size of an object or to draw a picture in the air or to emphasize a key word in what they are saying. These might include pointing to an object in the room or pounding on the table.



The frequency of use of illustrators may vary by culture, but they are used widely. Use of illustrators can help indicate interest, efforts to be clear or enthusiasm for the topic being discussed.

3. Affect displays: Affect displays are nonverbal displays of the body or face that carry an emotional meaning or display affective states. Our gait (bouncing,

suggesting happiness for instance, or slouched and shuffling, suggesting depression), and our facial movements (breaking into a big grin, suggesting pleasure, or frowning suddenly indicating displeasure) send a message about our feelings.



Affect displays are often spontaneous and thus they may send signals that we would rather not convey based on social norms or our goals for communication.

4. Regulators: Regulators are nonverbal messages that accompany speech to control or regulate what the speaker is saying. These might include the nodding of the head to indicate you are listening or understanding something, for instance, and you are encouraging the speaker to continue.



Regulars are often associated with turn-taking in conversation, influencing the flow and pace of discussion. For instance, we might start to move away, signaling that we want communication to stop, or we may raise a finger or lift our head to indicate we want to speak, or perhaps show our palm to indicate we don't want a turn at speaking.

2. Adaptors: Adaptors are forms of nonverbal communication that often occur at a low level of personal awareness. They can be thought of behaviors that

are done to meet a personal need as one adapts to the specific communication situation. They include behaviors like twisting your hair, tapping your pen, scratching, tugging on your ear, pushing your glasses up your nose, holding yourself, swinging your legs, etc. Given the low level of awareness of these behaviors by the person doing them, the observer is sometimes more aware of the behaviors than the doer of them. Adaptors may thus serve unintentionally as clues to how a person is feeling. Adaptors are not intended for use in communication, but rather may represent behaviors learned early in life that are somehow cued by the current situation and which may be increased when the level of anxiety goes up in the situation.

Picture paints a thousand words – and the same can certainly be said for gestures. We all subconsciously give away hints as to our true feelings, through our movements and gestures. Some important body gestures are as follows:



1. **Gesture:** Brisk, erect walk
Meaning: Confidence

2. **Gesture:** Standing with hands on hips
Meaning: Readiness, aggression
3. **Gesture:** Sitting with legs crossed, foot kicking slightly
Meaning: Boredom
4. **Gesture:** Sitting, legs apart
Meaning: Open, relaxed
5. **Gesture:** Arms crossed on chest
Meaning: Defensiveness
6. **Gesture:** Walking with hands in pockets, shoulders hunched
Meaning: Dejection
7. **Gesture:** Hand to cheek
Meaning: Evaluation or thinking
8. **Gesture:** Touching, slightly rubbing nose
Meaning: Rejection, doubt or lying
9. **Gesture:** Rubbing the eye
Meaning: Doubt or disbelief
10. **Gesture:** Hands clasped behind back
Meaning: Anger, frustration, apprehension
11. **Gesture:** Locked Ankles
Meaning: Apprehension
12. **Gesture:** Head resting in hand, eyes downcast
Meaning: Boredom
13. **Gesture: Rubbing Hands**
Meaning: Anticipation
14. **Gesture: Sitting with hands clasped behind head, legs crossed**
Meaning: Confidence, superiority
15. **Gesture: Open palms**
Meaning: Sincerity, openness, innocence
16. **Gesture: Pinching bridge of nose, eyes closed**
Meaning: Negative evaluation
17. **Gesture: Tapping or drumming fingers**
Meaning: Impatience
18. **Gesture: Stepling fingers**
Meaning: Authoritative
19. **Gesture:** Patting/fondling hair
Meaning: Lack of self confidence, insecurity
20. **Gesture: Quickly tilted head**
Meaning: Interest
21. **Gesture: Stroking Chin**
Meaning: Trying to make a decision
22. **Gesture: Looking down, face turned away**
Meaning: Disbelief
23. **Gesture: Biting nails**
Meaning: Insecurity, nervousness
24. **Gesture:** Pulling or tugging at ear
Meaning: Indecision
25. **Gesture: Prolonged tilted head**
Meaning: Boredom

	
<p>A Single Open Hand Gesture-Take a Seat</p>	<p>Clenched Fist and Frowning-Angry</p>
	
<p>Open Hand Gesture-Illustrate your point</p>	<p>Pointing-Aggressive and Confrontational</p>

13.3.2 PROXEMIC

Proxemics can be defined as the perception of body spacing and postures. Edward T. Hall has defined proxemics as the study of humankind's perception use of space.

Under the rules of proxemics, the physical distance between people is relative to the relationship they share. In order to avoid a social or professional faux pas, it is recommended that you do not share space outside of another person's comfort zone. The invasion of personal space evokes feelings of discomfort, agitation and even blatant anger.

Space or distance one should maintain while interacting with others depends upon the relationship you share. For Example:

1. Intimate Relationship:

An intimate relationship is a particularly close interpersonal relationship that involves physical or emotional intimacy. Physical intimacy is characterized by romantic or passionate sex and attachment, or sexual activity. The term is also sometimes used euphemistically for a sexual relationship. Intimate relationships play a central role in the overall human experience. Humans have a general desire to belong and to love which is usually satisfied within an intimate relationship. Intimate relationships involve the physical and sexual attraction by one person to another, liking and loving, romantic feelings and sexual relationships, as well as the seeking of a mate and emotional and personal support of each other. Intimate relationships provide a social network for people that provide strong emotional attachments, and fulfill our universal need of belonging and the need to be cared for.

Proxemics in Intimate relationship: The distance at close phase can be 0-18 inches and can include embracing, touching, or whispering. This proxemics is usually seen among people in an intimate relationship.



Strangers in this close distance, for instance on a subway, tends to experience discomfort. The senses of sight, body heat, odor and sound become overwhelmed. Hall's studies maintain that the average middle-class American will become agitated, tense and seek to withdraw when forced in close contact with strangers.

2. Personal relationship:

It is an association between two or more people that may range from fleeting to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighborhoods, and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole.

Proxemics in Personal relationship: The distance at close phase can be 1.5 to 4 feet and is usually reserved for good friends. The personal zone allows a variety of both formal and non-formal contact between people. Although this zone is not as threatening as the intimate zone and allows people to maintain a reasonable amount of personal space, Hall indicates that this amount of space is close enough for a person to lay their hands on someone, causing social discomfort.



3. Social Relationship:

In social science, a social relation or social interaction refers to a relationship between two, three or more individuals (e.g. a social group). Social relations, derived from individual agency, form the basis of the social structure.

Proxemics in Social relationship: The distance at close phase is 4 to 12 feet and is usually used between formal acquaintances, colleagues, or business associates. Sensory details such as vision and smell are evident, although not overpowering. Beyond social distance, communication requires much more effort.



4. Public relations (PR):

It is the practice of managing the flow of information between an individual or an organization and the public. The aim of public relations by a company often is to persuade the public, investors, partners, employees, and other stakeholders to maintain a certain point of view about it, its leadership, products, or of political decisions. Common activities include speaking at conferences, winning industry awards, working with the press, and employee communication.



Proxemics in Public relationship: The distance at close phase is 12 to 25 feet and is used as a public speaker or when engaging with strangers. This zone has

an adequate space to establish self-defense. Sensory communication must change to adapt, in order to communicate from these distances. This length of distance pertains to most public settings, rather than more intimate surroundings. However Proxemic vary from one culture to another. For Example:

- A. In **Saudi Arabia** you might find yourself almost nose to nose with a business associate because their social space equates to our intimate space. You would probably find yourself backing away trying to regain your social space while your associate pursues you across the floor trying to maintain his. Finally, you would come away from the encounter thinking he was "pushy", and he thinking you was "standoff-ish."
- B. If, on the other hand, you were visiting a friend in **the Netherlands**, you would find the roles reversed, you would be doing the chasing because their personal space equates to our social space.
- C. While using a public transport you will see Americans tend to pull in their elbows and knees and try not to touch or even look at one another while riding the bus. In **Japan**, a country with a population half the size of the United States crammed into an area half the size of California, subway passengers are literally pushed into the cars until not even one more person will fit. You cannot help but be pressed against someone else's sweaty body.

13.3.3 TIME LANGUAGE:

Time is another mean by which non verbal communication takes place. Who comes first, who sits first, and gets up first, leaves first are all action of non verbal communication. Generally speaking, subordinates, invitees, students and participants arrive early and occupy their seats in advance. They are expected to do so.

On the other hand, teachers, speakers, superiors, special invitees and chief guests generally arrive a little later. They are not made to wait. Similarly, in any meeting, the senior most person or the chief sits first, speaks first, gets up first and leaves before the others. When it comes to public and other formal functions involving heads of state and others dignitaries, speakers are seated as per protocol. For example, the Governor of a state is the last to speak, after all other speakers. Looking at the watch is another aspect of time related communication. When a subordinate arrive late the superior looks at the watch to suggest his displeasure. The listener looks at the watch frequently to give the message to the speaker that his time is over.

Time Management: Time management has come to acquire a great significance in modern day business-management. Today business organizations aim to achieve multifarious goals as per clearly laid out time schedules, time management holds the key to success.

In the organizational context, efficiency or lack of it is judged by the amount of importance people attach to the following:

- ❖ Punctuality; to be on time in meetings, function and appointments.
- ❖ Adherence to schedules for meetings and functions.
- ❖ Adherence to allotted time slots while speaking in conferences, meetings and functions.

- ❖ Prompt response to telephone calls.



A progressive organization ensures that the value of time is well appreciated. Indifference to time schedules, on the other hand, suggests a sloppy work culture.

13.3.4 PARALANGUAGE:

Paralanguage refers to the vocal aspect of communication. Vocal elements of language differ from verbal elements in this way: vocal elements involve sound and its manipulation for certain desired or undesired effects. Verbal elements are the particular words we choose when speaking. Thus, in saying "hello," the verbal aspect is the actual word "hello." The vocal aspect, or paralinguistic element, is the sound of the word when uttered: the inflection of the voice, the pitch, loudness, pace, stress, and the like. In speaking, both language (verbal aspects or words) and paralanguage (vocal aspects or sounds) play significant roles in conveying our meaning.

Aspects of speech signals/paralanguage:

Speech signals that arrive at a listener's ears have acoustic properties that may allow listeners to localize the speaker (distance, direction). Sound localization functions in a similar way also for non-speech sounds. The perspective aspects of lip reading are more obvious and have more drastic effects when head turning is involved.

1. Organic aspects:

The speech organs of different speakers differ in size. As children grow up, their organs of speech become larger and there are differences between male and female adults. The differences concern not only size, but also proportions. They affect the pitch of the voice and to a substantial extent also the formant frequencies, which characterize the different speech sounds. The organic quality of speech has a communicative function in a restricted sense, since it is merely informative about the speaker. It will be expressed independently of the speaker's intention.

2. Expressive aspects:

Paralinguistic cues such as loudness, rate, pitch, pitch contour, and to some extent formant frequencies of an utterance, contribute to the emotive or attitudinal quality

of an utterance. Typically, attitudes are expressed intentionally and emotions without intention, but attempts to fake or to hide emotions are not unusual.

Consequently, paralinguistic cues relating to expression have a moderate effect of semantic marking. That is, a message may be made more or less coherent by adjusting its expressive presentation. For instance, upon hearing an utterance such as "I drink a glass of wine every night before I go to sleep" is coherent when made by a speaker identified as an adult, but registers a small semantic anomaly when made by a speaker identified as a child.

3. Linguistic aspects

Ordinary phonetic transcriptions of utterances reflect only the linguistically informative quality. The problem of how listeners factor out the linguistically informative quality from speech signals is a topic of current research.

In text-only communication such as email, chatrooms and instant messaging, paralinguistic elements can be displayed by emoticons, font and color choices, capitalization and the use of non-alphabetic or abstract characters. Nonetheless, paralanguage in written communication is limited in comparison with face-to-face conversation, sometimes leading to misunderstandings.

13.3.5 PHYSICAL CONTEXT:

Physical context includes the material objects surrounding the communication event and any other feature of the natural world that influences communication. (E.g. furniture and how it is arranged, size of the room, colors, temperature, time of day, etc.)

The environment and social and cultural artifacts are vital for understanding nonverbal communication. The environment refers to the physical place in which communication takes place. Artifacts are the objects in the environment that can provide some form of stimulus to the communicators. It is these concepts that provide the context for nonverbal communication.

For both the environment and artifacts, there are a number of factors that can effect changes in how individuals communicate non-verbally. These factors are as follows:

1. **Appropriateness:** Appropriateness is a factor of both the environment and the artifacts present in the environment. The environment and artifacts give clues as to what nonverbal behaviors are in and out of context. For example, in a Jewish household observing Shiva, laughing is considered inappropriate, and thus individuals avoid exhibiting such behavior.

Artifacts need not be in a specific environment to influence behavior either. For example, a wedding ring on a woman's finger indicates that making romantic or sexual propositions to her are inappropriate actions and should be avoided.



2. **Climate:** Climate is an environmental factor that affects not only an individual's nonverbal behavior but the nonverbal behavior of the native residents in a specific climate type. For example, for countries in the northern hemisphere, those residents living in the southern areas with hotter climates tend to use more body language and stronger facial expressions. Groups that have similar forms of nonverbal behavior tend to migrate to areas of specific climates.



According to Peter Andersen, in his book "Nonverbal Communication: Forms and Functions," gays and lesbians tend to move to warmer climates, such as that of San Francisco, while certain musical groups tend to move to rainy and cold climates, such as the Pacific Northwest.

3. **Microenvironments:** The word "microenvironment" refers to a local environment constructed by humans, such as gardens, patios and office spaces. The local environment itself as well as the artifacts contained in it communicates messages to people that influence the nonverbal communication of those present in the microenvironment.



The temperature, lighting, color and sound all impact human nonverbal behavior. One example of such an influence is the replacement of a square classroom table with a circular one. This action increases classroom interaction.

4. **Scent:** The smell of an environment is an important factor in predicting how people will behave in it. Artifacts, such as breath spray, cologne and aftershave, can influence a person's non-verbal behavior. Scents trigger memories of the past and can be meaningful in different ways to different individuals. An example of how scent affects behavior is the addition of rotting food to an environment. This changes people's willingness to eat as well as influences their physical position in the environment.

CASE STUDIES ON NON VERBAL COMMUNICATION

1. Case Study

At a project meeting Mary, the project team leader, presented her suggested project timetable to meet the project goals. During the presentation she noticed that two team members were showing non-verbal signs of disapproval. Simon was frowning and shaking his head and Justin had leant back in his chair and folded his arms.

Mary stopped what she was saying, turned to Simon and Justin and asked 'I sense you are not supportive of what I'm saying. Can I clarify anything for you?' Simon replied 'You are right. I think the project timetable is unachievable.' Mary responded by directing a question to the whole group 'How do the rest of you feel about the timetable I'm suggesting?'

By observing these valuable non-verbal cues Mary was able to open up communication amongst the team and find an early resolution to this problem. Had she ignored or not been aware of the cues, she could well have encountered serious problems with meeting the project timetable and ultimate completion. Additionally, she might not have received the full support of two valuable team members.

2. Case Study**Reference:**

http://highered.mcgrawhill.com/sites/0072959827/student_view0/chapter6/case_study.html

Tay and Cindy recently married. Cindy loved her in-laws, whom she has known for several years and who are genuinely supportive of her, Tay, and their marriage. But Cindy is sometimes uncomfortable around Tay's mother, Mara. She isn't comfortable calling her "mom" or "mother," even though Mara has asked her to do so. Her mother-in-law also hugs Cindy, and tries to hold her hand or put her arm around her whenever they see each other. Cindy's discomfort has become noticeable to Tay, who asks about her feelings for his mother. "I love your mom, but I don't even hug my own father," Cindy responds. "I just don't like hugging too many people. I tell her all the time how much I love her and your Dad." "We are a very nonverbal family," responds Tay. "Please try to find a way to express yourself nonverbally."

3. Case Study

(Source: http://highered.mcgraw-hill.com/sites/0072959827/student_view0/chapter1/case_study.html)

When Shara and her family moved to their new home, they loved the rural atmosphere, privacy, and beauty of the location. However, the three-mile trek down a dirt road to their driveway was a significant disadvantage. The county road was poorly maintained, it attracted high-speed traffic from drivers of off-road vehicles, non-residents used it as a parking area to consume alcohol and other drugs, and the remote location enabled frequent illegal dumping.

Shara made a personal commitment to get the road paved. She contacted her local county supervisor and conducted fact-finding interviews to determine funding possibilities. After several phone calls, letters, and personal meetings with her county representatives, Shara was told that she would need to raise over \$100,000 for material costs from property owners along the road.

Based on mail and phone surveys of property owners, Shara decided that there was enough interest in her community to hold evening meetings of property owners. She enlisted the support of a neighboring engineer to help lead the effort. At one point in the fundraising, an angry resident wrote that he opposed the road paving and saw it as an infringement on his privacy. Shara's neighbor was furious and chose to ignore the letter. Shara, however, responded with a letter and a phone call, reassuring the neighbor that he would not be forced to contribute and that his concerns were important to her.

After months of work, all of the county's demands were met. Sufficient funds were raised without imposing new taxes or coercing those on limited income to pay. Some residents gave money on behalf of others with fixed incomes, and in the end, the disgruntled neighbor decided to contribute. After all, he said, everyone else wanted the road paved, and he wanted to do his part for the community. As a new resident faced with reluctant neighbors, government bureaucracy, and a substantial amount of money to raise, Shara faced daunting obstacles. The success of her efforts depended not only on her mastery of communication in different contexts, but on her ability to make her communication goals match her personal ethics of respect for others, encouraging participation, and activism in civic life.

CHECK YOUR PROGRESS

1. What is nonverbal communication?
2. What are the key features of nonverbal communication?
3. What are the different types of nonverbal communication?
4. What is kinesics? What does the various face expression indicates?
5. What is proxemic? Mention the space maintained in different types of relationship.
6. How does time helps in nonverbal communication?
7. Name at least ten body gestures and explain what does it indicates?

13.4 SUMMARY:

- ❖ Non verbal communication means communicating through gestures, touch, body, language, posture, facial expressions and eye contact.
- ❖ Non-verbal communication is the most primitive form of communication. It was developed much more before verbal and written communication.
- ❖ Non verbal communication is universal in appeal. It transcends all linguistic and cultural barriers.
- ❖ According to their usage, non verbal communication may complement or contradict verbal messages. Thus, a speaker must be careful about the same.
- ❖ Like individuals organizations also have their own body language. An organization expresses itself through its design, office arrangement, space management, location and colour usage.
- ❖ Paralanguage refers to those nonverbal elements of communication which are used to modify meaning and convey emotion. It includes the pitch, volume and in some cases, intonations of speech.
- ❖ Kinesics refers to the interpretation of non-verbal behavior related to movement, either of any part of the body or the body as a whole.
- ❖ Proxemics refers to the study of set measurable distances between people as they interact.
- ❖ Physical context includes the material objects surrounding the communication event and any other features of the natural world that influence communication. (E.g. furniture and how it is arranged, size of the room, colors, temperature, time of day, etc.)
- ❖ An intimate relationship is a particularly close interpersonal relationship that involves physical or emotional intimacy.
- ❖ Personal relationship: It is an association between two or more people that may range from fleeting to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment.
- ❖ Emblems are nonverbal signals that can generally be translated directly into words
- ❖ Illustrators are movements that complement verbal communication by describing or accenting or reinforcing what the speaker is saying. People use illustrators to indicate the size of an object or to draw a picture in the air or to emphasize a key word in what they are saying.
- ❖ Affect displays are nonverbal displays of the body or face that carry an emotional meaning or display affective states.
- ❖ Regulators are nonverbal messages that accompany speech to control or regulate what the speaker is saying.
- ❖ Adaptors are forms of nonverbal communication that often occur at a low level of personal awareness.

13.5 GLOSSARY:

- **Non-verbal communication** can be defined as the process of communication in which we send and receive wordless (mostly visual) messages by the use of gestures, touch, body language or posture, facial expressions, eye contact, clothing, hairstyle, architecture, pitch and volume of voice etc.

- **Kinesics or Body language:** Kinesics can be defined as the interpretation of body language such as facial expressions and gestures — or, more formally, non-verbal behavior related to movement, either of any part of the body or the body as a whole.
- **Proxemics** It can be defined as the perception of body spacing and postures.
- Under the rules of proxemics, the physical distance between people is relative to the relationship they share.
- **Paralanguage refers to the vocal aspect of communication like pitch of voice, volume of sound etc. Vocal elements of language differ from verbal elements in this way: vocal elements involve sound and its manipulation for certain desired or undesired effects.**
- **Physical context** includes the material objects surrounding the communication event and any other features of the natural world that influence communication. (E.g. furniture and how it is arranged, size of the room, colors, temperature, time of day, etc.)
- **Time language** means the importance of time. It is one of the important aspects in today's business world. Time speaks a lot about a particular human being through his/her ability to utilize the time, like-punctuality, time management etc.

13.6 SHORT AND MID TERM QUESTIONS

Short-Answer Questions

1. Define various types of Non verbal communication.
2. How do facial expressions and voice effect non-verbal communication?
3. What is the significance of personal space in personal relation?
4. How does the layout of an organization affect its image?

Long-Answer Questions

1. Explain the various constituents of human body language.
2. Describe the various categories of Kinesics.
3. Explain how time is effective in non verbal communication.

13.7 FURTHER READING:

- Kaul, Asha. *Business communication* New Delhi:Prentice-Hall of India Pvt. Ltd, 1998
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- <http://en.wikipedia.org/wiki/proxemics>
- http://en.wikipedia.org/wiki/Nonverbal_communication
- http://www.creducation.org/resources/nonverbal_communication/types_of_nonverbal_communication.html
- <http://en.wikipedia.org/wiki/Kinesics>

UNIT 14: BODY GESTURES AND MESSAGES THAT ARE COMMUNICATED THROUGH GESTURES

Structure

- 14.0 Introduction
- 14.1 Unit Objectives
- 14.2 Messages that are communicated through gestures
 - 14.2.1 Eyes
 - 14.2.2 Mouth
 - 14.2.3 Head
 - 14.2.4 Arms
 - 14.2.5 Hands
 - 14.2.6 Handshakes
 - 14.2.7 Leg and Feet
 - 14.2.8 Personal Space
- 14.3 Summary
- 14.4 Key Terms
- 14.5 Question and Exercises
- 14.6 Further Reading

14.0 INTRODUCTION

Understanding the body language is not as difficult as people think. Millions of words have been written about why we have body language and why we do what we do. For example: Psychologists and psychiatrists believe that when we lie our bodies experience stress so we sweat, when we're attracted to someone we assume postures we believe others will find attractive. When frightened or aggressive we try and make ourselves look bigger. An angry man shakes his fist, a depressed girl sits slumped in her chair, and a soldier stands up straight – ready to take on the enemy. Yes, human body language is alive and well.

Body language is a well developed discipline of study. Behavioral psychologists and researchers have studied, over the years, individuals and group of people in business organizations and have developed the art of interpreting each of these to ensure effective communication.



You may be telling the truth - but I don't want to hear you because I don't like what you are saying- Powerful Body Language

Definition:

- ❖ Body language is a type of nonverbal communication that relies on body movements (such as gestures, posture, and facial expressions) to convey messages.
- ❖ Body language is a form of mental and physical ability of human non-verbal communication, which consists of body posture, gestures, facial expressions, and eye movements.

There are many ways in which a human body expresses itself. These expressions may be obvious or subtle, conscious or unconscious, complementary or contradictory. It is said that bodies don't lie and body language, therefore, tells the truth. If you are tired you can't sit erect; if you are sleepy your eyes tend to shut; if you are bored you tend to yawn, and so on. Skillful communicator can express themselves in many ways as long as they are conscious of the fact that various parts of the body may intentionally or otherwise carry a message.

Innocence, anger, wonder, shock, grief, terror, indifference, seriousness, friendliness, approval, disapproval, exasperation, and many other feelings can be expressed through body language. In some professions, where the facial and body expressions are important, they are consciously cultivated. Let us consider drama artists, movie stars, actors, and people in show business. The success of their performance often depends upon their ability to cultivate and display different expressions in diverse situations.

14.1 UNIT OBJECTIVES

Objective of this unit is to impart the knowledge of various gestures of our body and the messages that our body gives through these gestures.

After the completion of this unit you should be able to:

1. Define body language
2. Understand the importance of body language
3. Know the various types of gestures
4. Tell the messages that our body communicate through the various gestures.

14.2 MESSAGES THAT ARE COMMUNICATED THROUGH GESTURES

Our body communicates through various parts of it by making different-different gestures. Below mentioned is the list of gestures made by the different parts of the body and the messages that our body gives through it.

1. Eyes
2. Mouth
3. Head
4. Arms
5. Hands
6. Handshakes
7. Legs and Feet
8. Personal Space

14.2.1 EYES

Our eyes are a very significant aspect of the non-verbal signals we send to others. To a lesser or greater extent we all 'read' people's eyes without knowing how or why, and this ability seems to be inborn.

What does Eye indicates when we look right and left?

Eyes tend to look right when the brain is imagining or creating, and left when the brain is recalling or remembering. This is analyzed in greater detail below, chiefly based on NLP theory developed in the 1960s. Looking right when stating facts does not necessarily mean lying - it could for example mean that the person does not know the answer, and is talking hypothetically or speculating or guessing.

EYE SIGNAL	POSSIBLE MEANING	DETAILED EXPLANATION
Looking Right	Creating, Fabricating, Guessing, Lying, Storytelling	Creating here is basically making things up and saying them. Depending on context this can indicate lying, but in other circumstances, for example, storytelling to a child, this would be perfectly normal. Looking right and down indicates accessing feelings, which again can be a perfectly genuine response or not, depending on the context, and to an extent the person.
Looking left (generally)	Recalling, Remembering, Retrieving 'Facts'	Recalling and then stating 'facts' from memory in appropriate context often equates to telling the truth. Whether the 'facts' (memories) are correct is another matter. Left downward looking indicates silent self-conversation or self-talk, typically in trying to arrive at a view or decision.
Looking Right and Up	Visual Imagining, Fabrication, Lying	Related to imagination and creative (right-side) parts of the brain, this upwards right eye-movement can be a warning sign of fabrication if a person is supposed to be recalling and stating facts.
Direct Eye Contact	Honesty, attentiveness, interest, attraction	Direct eye contact is generally regarded as a sign of truthfulness. Eyes which stay focused on the speaker's eyes tend to indicate focused interested attention too, which is normally a sign of attraction to the person and/or the subject.
Rubbing eye or eyes	disbelief, upset, or tiredness	Rubbing eyes or one eye can indicate disbelief, as if checking the vision, or upset, in which the action relates to crying, or tiredness, which can be due boredom, not necessarily a need for sleep. If the signal is accompanied by a long pronounced blink, this tends to support the tiredness interpretation.

Eye shrug	frustration	An upward roll of the eyes signals frustration or exasperation, as if looking to the heavens for help.
Blinking frequently	excitement, pressure	Normal human blink rate is considered to be between six and twenty times a minute, depending on the expert. Significantly more than this is a sign of excitement or pressure. Blink rate can increase to up to a hundred times a minute. Blink rate is not a reliable sign of lying.
Eyebrow raising (eyebrow 'flash')	greeting, recognition, acknowledgment	Quickly raising and lowering the eyebrows is called an 'eyebrow flash'. It is a common signal of greeting and acknowledgement, and is perhaps genetically influenced since it is prevalent in monkeys (body language study does not sit entirely happily alongside creationism). Fear and surprise are also signalled by the eyebrow flash, in which case the eyebrows normally remain raised for longer, until the initial shock subsides.

14.2.2 MOUTH

The mouth is also associated with body language signals like smile. Smiling is a big part of facial body language. As a general rule real smiles are symmetrical and produce creases around the eyes and mouth, whereas fake smiles, for whatever reason, tend to be mouth-only gestures. Below mentioned are the various types of mouth's gestures and the messages they convey:

Mouth Gestures	Possible Meaning(s)	Detailed Explanation
pasted smile	fake smile	A pasted smile is one which appears quickly, is fixed for longer than a natural smile, and seems not to extend to the eyes. This typically indicates suppressed displeasure or forced agreement of some sort.
tight-lipped smile	secrecy or withheld feelings	Stretched across face in a straight line, teeth concealed. The smiler has a secret they are not going to share, possibly due to dislike or distrust. Can also be a rejection signal.
twisted smile	mixed feelings or sarcasm	Shows opposite emotions on each side of the face.

dropped-jaw smile	faked smile	More of a practised fake smile than an instinctive one. The jaw is dropped lower than in a natural smile, the act of which creates a smile.
smile - head tilted, looking up	playfulness, teasing, coy	Head tilted sideways and downwards so as to part hide the face, from which the smile is directed via the eyes at the intended target.
bottom lip jutting out	Upset	Like rubbing eyes can be an adult version of crying, so jutting or pushing the bottom lip forward is a part of the crying face and impulse. Bear in mind that people cry for reasons of genuine upset, or to avert attack and seek sympathy or kind treatment.
forced laughter	nervousness, cooperation	Unnatural laughter is often a signal of nervousness or stress. Artificial laughter is a signal of cooperation and a wish to maintain empathy.
biting lip	Tension	One of many signals suggesting tension or stress, which can be due to high concentration, but more likely to be anxiousness.
teeth grinding	tension, suppression	Inwardly-directed 'displacement' (see body language glossary) sign, due to suppression of natural reaction due to fear or other suppressant.
chewing pen or pencil	self-comforting	Like smoking and infant thumbsucking. The pen is the teat. Remember that next time you chew the end of your pen...

14.2.3 HEAD

The head is very significant in body language. A person's head, due to a very flexible neck structure, can turn, jut forward, withdraw, tilt sideways, forwards, backwards. All of these movements have meanings, which given some thought about other signals can be understood. The head usually has hair, ears, eyes, nose, and a face, which has more complex and visible muscular effects than any other area of the body. Following are some signals/gestures given by head with their possible meanings:

Signal	Possible Meaning(s)	Detailed Explanation
Head nodding	Agreement	Head nodding can occur when invited for a response, or voluntarily while listening. Nodding is confusingly and rather daftly also referred to as 'head shaking up and down'. Head nodding when talking face-to-face one-to-one is easy to see, but do you always detect tiny head nods when addressing or observing a group?
Slow head nodding	attentive listening	This can be a faked signal. As with all body language signals you must look for clusters of signals rather than relying on one alone. Look at the focus of eyes to check the validity of slow head nodding.
fast head nodding	hurry up, impatience	Vigorous head nodding signifies that the listener feels the speaker has made their point or taken sufficient time. Fast head nodding is rather like the 'wind-up' hand gesture given off-camera or off-stage by a producer to a performer, indicating 'time's up - get off'.
head held up	neutrality, alertness	High head position signifies attentive listening, usually with an open or undecided mind, or lack of bias.
head held high	superiority, fearlessness, arrogance	Especially if exhibited with jutting chin.
head tilted to one side	non-threatening, submissive, thoughtfulness	A signal of interest, and/or vulnerability, which in turn suggests a level of trust. Head

		tilting is thought by some to relate to 'sizing up' something, since tilting the head changes the perspective offered by the eyes, and a different view is seen of the other person or subject. Exposing the neck is also a sign of trust.
head forward, upright	interest, positive reaction	Head forward in the direction of a person or other subject indicates interest. The rule also applies to a forward leaning upper body, commonly sitting, but also standing, where the movement can be a distinct and significant advancement into a closer personal space zone of the other person. Head forward and upright is different to head tilted downward.
head tilted downward	criticism, admonishment	Head tilted downwards towards a person is commonly a signal of criticism or reprimand or disapproval, usually from a position of authority.
head shaking	Disagreement	Sideways shaking of the head generally indicates disagreement, but can also signal feelings of disbelief, frustration or exasperation. Obvious of course, but often ignored or missed where the movement is small, especially in groups seemingly reacting in silent acceptance.
chin up	pride, defiance, confidence	Very similar to the 'head held high' signal. Holding the chin up naturally alters the angle of the head backwards, exposing the neck, which is a signal of strength, resilience, pride, resistance, etc. A pronounced raised chin does other

		interesting things to the body too - it tends to lift the sternum (breast-bone), which draws in air, puffing out the chest, and it widens the shoulders. These combined effects make the person stand bigger. An exposed neck is also a sign of confidence. 'Chin up' is for these reasons a long-standing expression used to encourage someone to be brave.
active listening	attention, interest, attraction	When people are listening actively and responsively this shows in their facial expression and their head movements. The head and face are seen to respond fittingly and appropriately to what is being said by the speaker. Nodding is relevant to what is being said. Smiles and other expressions are relevant too.

14.2.4 ARMS

Arms act as defensive barriers when across the body, and conversely indicate feelings of openness and security when in open positions, especially combined with open palms.

Arms are quite reliable indicators of mood and feeling, especially when interpreted with other body language. For example:

- Crossed arms = possibly defensive
- Crossed arms + crossed legs = probably defensive
- Crossed arms + crossed legs + frowning + clenched fists = definitely defensive, and probably hostile too.

Following are some gestures relevant to Head with their possible meanings:

Signal	Possible meaning(s)	Detailed explanation
crossed arms (folded arms)	defensiveness, reluctance	Crossed arms represent a protective or separating barrier. This can be due to various causes, ranging from severe animosity or concern to mild boredom or being too tired to be interested and attentive. Crossed arms is a commonly exhibited signal by subordinates feeling

		threatened by bosses and figures of authority. N.B. People also cross arms when they are feeling cold, so be careful not to misread this signal.
crossed arms with clenched fists	hostile defensiveness	Clenched fists reinforce stubbornness, aggression or the lack of empathy indicated by crossed arms.
gripping own upper arms	insecurity	Gripping upper arms while folded is effectively self-hugging. Self-hugging is an attempt to reassure unhappy or unsafe feelings.
one arm across body clasping other arm by side (female)	nervousness	Women use this gesture. Men tend not to. It's a 'barrier' protective signal, and also self-hugging.
arms held behind body with hands clasped	confidence, authority	As demonstrated by members of the royal family, armed forces officers, teachers, policemen, etc.
adjusting cuff, watchstrap, tie, etc., using an arm across the body	nervousness	Another 'barrier' protective signal.
holding a drink in front of body with both hands	nervousness	Another 'barrier' protective signal.
seated, holding drink on one side with hand from other side	nervousness	One arm rests on the table across the body, holding a drink (or pen, etc). Another 'barrier' protective signal.
touching or scratching shoulder using arm across body	nervousness	Another 'barrier' protective signal.

14.2.5 HANDS

Body language involving hands is extensive. This is because hands are such expressive parts of the body and it interacts with other parts of the body. Hands contain more nerve connections (to the brain). They are extremely expressive and flexible tools, so it is natural for hands to be used a lot in signaling consciously - as with emphasizing gestures - or unconsciously - as in a wide range of unintentional movements which indicate otherwise hidden feelings and thoughts.

Body language experts generally agree that hands send more signals than any part of the body except for the face. Studying hand body language therefore yields a lot of information.

There are many cultural body language differences in hand signals. The section below focuses on Western behavior.

Signal	Possible meaning(s)	Detailed Explanation
Palm(s) up or open	Submissive, truthful, honesty, appealing	Said to evolve from when open upward palms showed no weapon was held. A common gesture with various meanings around a main theme of openness. Can also mean "I don't have the answer," or an appeal. In some situations this can indicate confidence (such as to enable openness), or trust/trustworthiness. An easily faked gesture to convey innocence. Outward open forearms or whole arms are more extreme versions of the signal.
palm(s) up, fingers pointing up	defensive, instruction to stop	Relaxed hands are more likely to be defensive as if offered up in protection; rigid fingers indicates a more authoritative instruction or request to stop whatever behaviour is promoting the reaction.
palm(s) down	authority, strength, dominance	Where the lower arm moves across the body with palm down this is generally defiance or firm disagreement.
palm up and moving up and down as if weighing	striving for or seeking an answer	The hand is empty, but figuratively holds a problem or idea as if weighing it. The signal is one of 'weighing' possibilities.
hand(s) on heart (left side of chest)	seeking to be believed	Although easy to fake, the underlying meaning is one of wanting to be believed, whether being truthful or not. Hand on heart can be proactive, as when a salesman tries to convince a buyer, or reactive, as when claiming innocence or shock. Whatever, the sender of this signal typically feels the need to emphasize their position as if mortally threatened, which is rarely the case.
finger pointing (at a person)	aggression, threat, emphasis	Pointing at a person is very confrontational and dictatorial. Commonly adults do this to young people. Adult to adult it is generally unacceptable and tends to indicate a lack of social awareness or self-control aside from arrogance on the part of the finger pointer. The finger is thought to represent a gun, or pointed weapon. Strongly associated with

		anger, directed at another person. An exception to the generally aggressive meaning of finger pointing is the finger point and wink, below.
finger point and wink	acknowledgement or confirmation	The subtle use of a winked eye with a pointed finger changes the finger point into a different signal, that of acknowledging something, often a contribution or remark made by someone, in which case the finger and wink are directed at the person concerned, and can be a signal of positive appreciation, as if to say, "You got it," or "You understand it, well done".
finger pointing (in the air)	emphasis	Pointing in the air is generally used to add emphasis, by a person feeling in authority or power.
finger wagging (side to side)	warning, refusal	Rather like the waving of a pistol as a threat. Stop it/do as you are told, or else..
clenched fist(s)	resistance, aggression, determination	One or two clenched fists can indicate different feelings - defensive, offensive, positive or negative, depending on context and other signals. Logically a clenched fist prepares the hand (and mind and body) for battle of one sort or another, but in isolation the signal is impossible to interpret more precisely than a basic feeling of resolve.
cracking knuckles	comforting habit, attention-seeking	Usually male. Machismo or habit. Meaning depends on context. No-one knows still exactly how the noise is made, but the notion that the practice leads to arthritis is now generally thought to be nonsense.
interwoven clenched fingers	frustration, negativity, anxiousness	Usually hands would be on a table or held across stomach or on lap.
thumb(s) up	positive approval, agreement, all well	In the Western world this signal is so commonly used and recognized it has become a language term in its own right: 'thumbs up' means approved. It's a very positive signal. Two hands is a bigger statement of the same meaning.

thumbs down	disapproval, failure	Logically the opposite of thumbs up. Rightly or wrongly the thumbs up and down signals are associated with the gladiatorial contests of the ancient Roman arenas in which the presiding dignitary would signal the fate of the losing contestants.
rubbing hands together	anticipation, relish	A signal - often a conscious gesture - of positive expectation, and often related to material or financial reward, or an enjoyable activity and outcome.
hand(s) clamped over mouth	suppression, shock	See mouth/hand clamp entry in mouth section, which is a subject in its own right.
touching nose, while speaking	lying or exaggeration	This is said to hide the reddening of the nose caused by increased blood flow. Can also indicate mild embellishment or fabrication. The children's story about Pinocchio (the wooden puppet boy whose nose grew when he told lies) reflects long-standing associations between the nose and telling lies.
scratching nose, while speaking	lying or exaggeration	Nose-scratching while speaking is a warning sign, unless the person genuinely has an itchy nose. Often exhibited when recounting an event or incident.
pinching or rubbing nose, while listening	thoughtfulness, suppressing comment	In many cases this is an unconscious signalling of holding back or delaying a response or opinion. Pinching the nose physically obstructs breathing and speech, especially if the mouth is covered at the same time. Rather like the more obvious hand-clamp over the mouth, people displaying this gesture probably have something to say but are choosing not to say it yet.
picking nose	day-dreaming, inattentive, socially disconnected, stress	Nose picking is actually extremely common among adults but does not aid career development or social acceptance and is therefore normally a private affair. When observed, nose-picking can signify various states of mind, none particularly positive.

ear tugging	indecision, self-comforting	People fiddle with their own bodies in various ways when seeking comfort, but ear-pulling or tugging given suitable supporting signs can instead indicate indecision and related pondering.
hands clasping head	Calamity	Hands clasping head is like a protective helmet against some disaster or problem.
hand stroking chin	thoughtfulness	The stroking of a beard is a similar signal, although rare among women.
hand supporting chin or side of face	evaluation, tiredness or boredom	Usually the forearm is vertical from the supporting elbow on a table. People who display this signal are commonly assessing or evaluating next actions, options, or reactions to something or someone. If the resting is heavier and more prolonged, and the gaze is unfocused or averted, then tiredness or boredom is a more likely cause. A lighter resting contact is more likely to be evaluation, as is lightly resting the chin on the knuckles.
chin resting on thumb, index finger pointing up against face	evaluation	This is a more reliable signal of evaluation than the above full-hand support. Normally the supporting elbow will be on a table or surface. The middle finger commonly rests horizontally between chin and lower lip.
neck scratching	doubt, disbelief	Perhaps evolved from a feeling of distrust and instinct to protect the vulnerable neck area. Who knows - whatever, the signal is generally due to doubting or distrusting what is being said.
hand clasping wrist	frustration	Clasping a wrist, which may be behind the back or in open view, can be a signal of frustration, as if holding oneself back.
running hands through hair	flirting, or vexation, exasperation	Take your pick - running hands through the hair is commonly associated with flirting, and sometimes it is, although given different supporting signals, running hands through the hair can indicate exasperation or upset.
hand(s) on hip(s)	confidence, readiness, availability	The person is emphasizing their presence and readiness for action. Observable in various situations, notably sport, and less pronounced poses in social and work

		situations. In social and flirting context it is said that the hands are drawing attention to the genital area.
hands in pockets	disinterest, boredom	The obvious signal is one of inaction, and not being ready for action. Those who stand with hands in pockets - in situations where there is an expectation for people to be enthusiastic and ready for action - demonstrate apathy and lack of interest for the situation.

14.2.6 HANDSHAKES

Firm handshakes tend to be those of confident people, especially those who have spent some time in business, and who realize that most people in business consider a firm handshake to be a good thing. Handshaking evolved from ancient times as an initial gesture of trust, to show that no weapon was being held. Naturally also the handshake offers the most obvious way to connect physically as a way to signal trust or friendship.

Signal	Possible meaning(s)	Detailed Explanation
Handshake - palm down	Dominance	Usually a firm handshake, the 'upper hand' tends to impose and/or create a dominant impression.
handshake - palm up	submission, accommodating	The Lower hand has submitted to the upper hand dominance.
handshake - both hands	seeking to convey trustworthiness and honesty, seeking to control	Whether genuine or not, this handshake is unduly physical and (often) uncomfortably domineering.
handshake - equal and vertical	non-threatening, relaxed	Most handshakes are like this, when neither person seeks to control or to yield.
pumping handshake	Enthusiasm	A vigorous pumping handshake tends to indicate energy and

		enthusiasm of the shaker towards the other person.
weak handshake	various	Avoid the common view that a weak handshake is the sign of a weak or submissive person. Weak handshakes can be due to various aspects of personality, mood, etc. People who use their hands in their profession, for example, musicians, artists, surgeons, etc., can have quite gentle sensitive handshakes. Strong but passive people can have gentle handshakes. Old people can have weak handshakes.
firm handshake	outward confidence	Avoid the common view that a firm handshake is the sign of a strong solid person. It is not. Firm handshakes are a sign of outward confidence, which could mask deceit or a weak bullying nature, or indicate a strong solid person
handshake with arm clasp	seeking control, paternalism	When a handshake is accompanied by the left hand clasp the other person's right arm this indicates a wish to control or a feeling of care, which can be due to arrogance.

14.2.7 LEGS AND FEET

Men and women sit differently, which needs to be considered when reading leg body language. Partly due to clothing and partly due to sexual differences, men naturally exhibit more open leg positions than women. Certain open-leg male positions are not especially significant in men, but would be notable in women, especially combined with a short skirt.

Older women tend to adopt more modest closed leg positions than younger women, due to upbringing, social trends, equality and clothing.

Also consider that when people sit for half-an-hour or more they tend to change their leg positions, which can include leg crossing purely for comfort reasons.

Leg signals tend to be supported by corresponding arms signals, for example crossed arms and crossed legs, which aside from comfort reasons generally indicate detachment, disinterest, rejection or insecurity, etc.

Signal	Possible meaning(s)	Detailed Explanation
Leg direction, sitting - general	interest, attentiveness (according to direction)	Generally a seated person directs their knee or knees towards the point of interest. The converse is true also - legs tend to point away from something or someone which is uninteresting or threatening.
uncrossed legs, sitting - general	openness	In sitting positions, open uncrossed leg positions generally indicate an open attitude, contrasting with crossed legs, which normally indicate a closed attitude or a degree of caution or uncertainty.
parallel legs together, sitting (mainly female)	properness	This is unusual in men, especially if the knees point an angle other than straight ahead. The posture was common in women due to upbringing and clothing and indicates a sense of properness.
crossed legs, sitting - general	caution, disinterest	Crossed legs tend to indicate a degree of caution or disinterest, which can be due to various reasons, ranging from feeling threatened, to mildly insecure.
crossing legs, sitting - specific change	interest or disinterest in direction of upper crossed knee	Generally the upper crossed leg and knee will point according to the person's interest. If the knee points towards a person then it signifies interest in or enthusiasm for that person; if it points away from a person it signifies disinterest in or a perceived threat from that person.
ankle lock, sitting	defensiveness	Knees may be apart (among men predominantly) or together (more natural in women). There is also a suggestion of suppressing negative emotion.

standing 'at attention'	respectful	Standing upright, legs straight, together and parallel, body quite upright, shoulders back, arms by sides - this is like the military 'at attention' posture and is often a signal of respect or subservience adopted when addressed by someone in authority.
legs crossed, standing (scissor stance)	insecurity or submission or engagement	Typically observed in groups of standing people at parties or other gatherings, defensive signals such as crossed legs and arms among the less confident group members is often reinforced by a physical and audible lack of involvement and connection with more lively sections of the group. Where legs are crossed and arms are not, this can indicate a submissive or committed agreement to stand and engage, so the standing leg cross relays potentially quite different things.

14.2.8 PERSONAL SPACE

The technical term for the personal space is **proxemics**.

Proxemics (personal space) is defined as (the study of) the amount of space that people find comfortable between themselves and others.

Personal space dimensions depend notably on the individual, cultural and living background, the situation, and relationships, however some general parameters apply to most people, which for Western societies, are shown below

There are five distinct space zones which are as follows:

Zone	Distance	For	Detailed Explanation
Close intimate	0-15cm 0-6in	lovers, and physical touching relationships	Sometimes included with the 2nd zone below, this is a markedly different zone in certain situations, for example face-to-face contact with close friends rarely encroaches within 6 inches, but commonly does with a lover.
Intimate	15-45cm 6-18in	physical touching relationships	Usually reserved for intimate relationships and close friendships, but also applies during consenting close activities such as contact sports, and crowded places such as parties, bars, concerts, public transport, queues and entertainment and sports spectating events. Non-consenting intrusion into this space is normally felt to be

			uncomfortable at best, or very threatening and upsetting at worst. Within the intimate zone a person's senses of smell and touch (being touched) become especially exercised.
Personal	45-120cm 18in-4ft	family and close friends	Touching is possible in this zone, but intimacy is off-limits. Hence touching other than hand-shaking is potentially uncomfortable.
Social-consultative	1.2-3.6m 4-12ft	non-touch interaction, social, business	Significantly hand-shaking is only possible within this zone only if both people reach out to do it. Touching is not possible unless both people reach to do it.
Public	3.6m+ 12ft+	no interaction, ignoring	People establish this zonal space when they seek to avoid interaction with others nearby. When this space is intruded by another person is creates a discomfort or an expectation of interaction.

Signs and Signals of Body Language



Slouching communicates, 'I'm so not interested in being here'.





Good posture communicates, 'I am listening and paying attention'



If you roll your eyes you might as well say, 'I'm so over what you're saying'.



Pleasant, direct eye contact is maintained by looking at the area

 <p>Staring is confrontational. It will quickly make the speaker lose their confidence.</p>	<p>between the nose and mouth and occasionally to the eyes.</p>  <p>Looking down suggests the person is not confident or may not know how to express their opinions. Respect cultures where direct eye contact is considered rude.</p>
 <p>Pointing - aggressive and confrontational</p>	 <p>Open hand gestures - illustrate your point.</p>
 <p>Clenched fists and frowning – angry</p>	 <p>A single, open hand gesture - take a seat.</p>

14.3 SUMMARY

There are many ways in which a human body expresses itself. These expressions may be obvious or subtle, conscious or unconscious, complementary or contradictory. It is said that bodies don't lie and body language, therefore, tells the truth. If you are tired you can't sit erect; if you are sleepy your eyes tends to shut; if you are bored you tend to yawn, and so on. Skillful communicator can express themselves in many ways as long as they are conscious of the fact that various

parts of the body may intentionally or otherwise carry a message. Similarly, a keen listener or observer can make sense from the body expressions.

Facial expressions, eye movements and state of the eyes, and the variety and the intensity of the human voice can and do convey different meanings. Innocence, anger, wonder, shock, grief, terror, indifference, seriousness, friendliness, approval, disapproval, exasperation, and many other feelings can be expressed through body language. In some professions, where the facial and body expressions are important, they are consciously cultivated. Let us consider drama artists, movie stars, actors, and people in show business. The success of their performance often depends upon their ability to cultivate and display different expressions in diverse situations. It is said that out of the total effect of communication, while words account for only 10 percent, and non-verbal communication enjoys a share of 90 percent; 50 percent impact of this impact is due to visual factors like appearance, clothes, body language, facial expressions and postures and gestures and the rest of it is due to the tone and modulation of voice. The head, walk, gait and carriage are also various facets of body language

14.4 KEY TERMS

- **Adaptors** - small signals given when anxious or when behaving in a way that does not comfortably match the feelings, for example lip-biting or face-touching, which are self-comforting signals.
- **Alerting/announcement gestures** - indicating need to speak, for example raising a hand, or taking a breath and lifting the shoulders.
- **Asymmetric/asymmetry** - describing gestures or facial expressions, especially a smile, that are not symmetrical (equal on both sides), which tends to indicate incongruence or a mixed signal and not what it might initially seem to mean.
- **Cluster** - term for a group of body language signals, which more reliably indicate meaning or mood than a single signal.
- **Compliance** - submissive behavior, hence compliance signals or signs, which indicate his.
- **Displacement** - a stress signal typically prompted by suppression of natural reaction due to fear or other inhibition, for example biting fingernails, picking at finger(s) or thumb.
- **Distraction** - signaling prompted by stress, usually quite inappropriate to the needs of the situation, for example stretching and relaxing, or pausing to take a drink when an emergency arises.
- **Emphatic/emphasizing gestures** - gestures which reinforce the meaning of spoken words, e.g., jabbing fingers, weighing hands.
- **Eye flash** - a sudden direct glance to attract attention or warn, usually followed by some other more specific signal.
- **Eyebrow flash** - quickly raising and lowering both eyebrows - typically in greetings, recognition, acknowledgement, or surprise. An eyebrow flash can therefore also be a signal of positive interest.
- **Eye shrug** - upwards eye-roll signaling frustration.
- **Index finger** - first finger of the hand - usually the most dominant and dexterous finger, hence used mostly in pointing gestures.

- **Kinesics** - the technical term for body language. **Kinesics** is pronounced 'kineesicks' with stress on the 'ee'). The word kinesics was first used in English in this sense in the 1950s, from the Greek word kinesis, meaning motion.
- **Proxemics** - the technical term for the personal space aspect of body language.

14.5 QUESTION AND EXERCISES

1. Define Body Language.
2. Name three different types of handshakes.
3. Name five gestures made by eyes
4. Explain the role of body gestures in defining one's personality.
5. Name five body gestures that reflect the negative picture of a person.

14.6 FURTHER READING AND REFERENCES

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UNIT 15: GROOMING STANDARDS, IMPACT OF BODY LANGUAGE

Structure

- 15.1 Introduction
- 15.2 Unit Objectives
- 15.3 Suggestive grooming standards for ladies
- 15.4 Suggestive grooming standards for men
- 15.5 Suggestive grooming standards for employees working in administration
- 15.6 How to get noticed and promoted
- 15.7 Body Language
 - 15.7.1 Impact of body language in tourism industry
 - 15.7.2 Ways to use body language to positively impact yourself and others
 - 15.7.3 Signs and signals to communicate more effectively
- 15.8 Summary
- 15.9 Glossary
- 15.10 Answers to check your progress
- 15.11 References
- 15.12 Suggested Reading
- 15.13 Terminal and Model Questions

15.1 INTRODUCTION

Grooming is much more than keeping clean and putting on a fresh set of clothes every day. It's an attitude, a disposition, a positive sense of self that radiates from within. Most important, it's what can mark the difference between languishing in a dead end restaurant or hospitality job and promotion to a position of increasing responsibility and reward.

The dress and grooming of both men and women should always be modest, neat, clean, and consistent with the standards representing the industry. The one core component one must have is a professional, neat and clean appearance that appeals to everyone.

15.2 UNIT OBJECTIVES

After this unit you will be able to understand:

- 1) Importance of grooming
- 2) Impact of body language on others

15.3 SUGGESTIVE GROOMING STANDARDS FOR LADIES

Hair: It should be neat, well styled and should appear professional

1. Hair should be trimmed regularly, neatly combed and in place always.
2. Shoulder length hair should be neatly pinned to keep away from face.
3. Hair longer than shoulder length should be cut straight evenly and tied at the nape of the neck.
4. The bun must be secured at the back of the head or slightly above the nape with a black net.
5. No usage of colored / plastic bands should be allowed.
6. Hair should be clean, non- greasy, free of oil, color and streaking.
7. Permed and curly hair should be kept neat and restrained.

Finger nails: They should be well maintained and clean

1. Neatly cut, shaped and clean
3. Excessively long nails are not allowed.
4. Use only light and neutral color of nail polish
5. Nail polish should cover entire nail, never chipped

Jewellery on hands: It should be conservative and elegant.

1. Only one ring on each hand, rings should be sober, conservative and not too large.
2. Watches should be conservative and not flashy or too large.

Other Jewellery:

1. Only one set of earrings
2. Dangling or flashy or large size not permitted.
3. Two thin bangles, either of gold or silver, permitted.
4. One thin gold or silver chain.
5. Only a small nose students.

Footwear: Proper footwear should be worn all the times.

1. Closed black leather shoes.
2. Always well polished and in good condition.

Toenails

1. They should be short and maintained clean
2. Nail polish should match finger nail polish and should not be chipped

Makeup: It should be simple and basic make- up

1. Appropriate foundation suited to each skin type should be used to avoid oily looks
2. Eye shadow should be subtle and not too loud
3. Eyeliner should be thin, straight and applied neatly

Uniform: Immaculate, smooth, and clean and without creases or stains

1. Light color Formal shirt, full sleeves
2. Formal Trouser, front creased
3. Sari to be pinned neatly

4. Pins should not be visible
5. Sari should be worn in a way that the navel is not visible
6. Blouses with high back (no deep cuts), sleeves up to elbows.

15.4 SUGGESTIVE GROOMING STANDARDS FOR men

Hair: Conservative and well maintained, short neatly cut

1. Should not fall on forehead, touch the ears or touch the collars.
2. Should be neatly combed, not oily, not premed.
3. Only conservative hairstyle should be permitted.
4. Moustaches should be neatly trimmed.
5. It should not cover upper lip.
6. Face should be clean shaved daily.
7. Beards should be permitted as part of religious sentiments.

Nails: They should be trimmed and well maintained

1. Should be clean and dirt free.
2. There should be no nicotine, carbon or ink stains on the fingers.

Ornaments

1. There should be only one simple ring on any one hand
2. No bracelets or bands (except for religious reasons) should be permitted
3. Watches should be conservative and not flashy or too large.
4. Leather strap should either be black, brown or tan
5. Metallic strap should be gold or silver

Footwear

1. Should be well maintained, well polished and in good condition
2. Only black shoes are permitted
3. Socks to match the color of the shoes or trousers

Uniform

1. Should be immaculate, spotless and well ironed
2. Light color formal shirt, full sleeves
3. Formal Trouser, front creased
4. Matching Tie
5. No loose threads or broken buttons
6. Cuffs and collars should be stain free and clean
7. Belts should be plain black or brown, not cracked or dull, simple non flashy buckle, not more than 1.5 "wide.
8. Should always wear a vest.

15.5 SUGGESTIVE GROOMING STANDARDS FOR EMPLOYEES WORKING IN ADMINISTRATION

- 1) Hair should be neat - looking and in a "No - Fuss" style. Long hair should be worn away from the face and not let loose.
- 2) Make - up should be very discreet: less is better.
- 3) Nails should be very well manicured and of reasonable length.
- 4) Dresses and suits should be stylish but not trendy and no miniskirts or skirts with long slits.
- 5) All accessories should match as far as possible.
- 6) Dress professionally - avoid tight fitting clothes or figure hugging outfits. Low necklines and see - through clothes to be avoided.
- 7) Sleeveless or strap dresses to be avoided in the office.
- 8) Casual outfits, tight jeans and short tops are not permitted in the office.
- 9) Tennis shoes and high boots may be worn to the office but not in the office.
- 10) Sequins or Zari on outfits is party / evening wear and not for office
- 11) Light jewelry should be worn.



15.6 HOW TO GET NOTICED AND PROMOTED

Once you've mastered the grooming standards of your position, you're well on the way to being noticed and promoted. The next step is to show your interest in moving up the career ladder. It is best to go to someone with a leadership role in the organization, like your manager or GM or HR person, to get advice. These people have already moved up. When they see you showing your interest, even before a position is available, this will register with them. Too many employees wait until a job opportunity comes up before making a move.

Few people recognize the resources at hand right in their own organization. Your strategy could be as simple as taking the manager or assistant manager out for a coffee and discussing your plans and hopes. Not only will you flag your interest in advancement, but you'll also learn more about the establishment and how it operates.

If the position you're interested in requires new knowledge, such as enhanced computer skills, ask your higher-ups where you can gain the necessary skills.

They'll point you to online resources and industry journals that will help you gather information.

If you're well groomed, project a positive customer service attitude, and make your interests known to others in your organization, chances are you'll be noticed. Let us take the example of concierge as a profession. Concierge not only projects how they look in a clean way, but they project a feeling inside that's contagious. They express so much interest in fellow employees as well as guests that some of them manage to move to the human resources positions. Because of their empathetic qualities, appropriateness in grooming, attitude and disposition, they are now in charge of helping others improve.

15.7 BODY LANGUAGE

The difference between the words people speak and our understanding of what they are saying comes from non-verbal communication, otherwise known as "body language." By developing your awareness of the signs and signals of body language, you can more easily understand other people, and more effectively communicate with them.

There are sometimes subtle – and sometimes not so subtle – movements, gestures, facial expressions and even shifts in our whole bodies that indicate something is going on. The way we talk, walk, sit and stand all say something about us, and whatever is happening on the inside can be reflected on the outside. By becoming more aware of this body language and understanding what it might mean, you can learn to read people more easily. This puts you in a better position to communicate effectively with them. What's more, by increasing your understanding of others, you can also become more aware of the messages that you convey to them.

There are times when we send mixed messages – we say one thing yet our body language reveals something different. This non-verbal language will affect how we act and react to others, and how they react to us.

It has been estimated that up to 65% of our daily communication occurs through non-verbal means such as facial expressions, gestures and general demeanor. Some of these expressions are innate and, therefore, have cross cultural universality. Other gestures and expressions are learned and may have very similar meanings across cultures.

In Latin cultures, for instance, those relative distances are smaller, and people tend to be more comfortable standing close to each other; in Nordic cultures the opposite is true.

When you are aware of these cultural differences it can improve cross-cultural understanding, and helps eliminate misunderstanding. You realize why people are standing too close or that they are not being aloof by standing further away from you. Comfortable personal distances are also affected by the social situation, the gender of the person you are talking to, and of course individual preferences.

Let us take for example Persian and American culture:

Table 2.1 Similarities between Persian and American Body Language

Gesture	Meaning
Shaking hands	Greeting one another
Cupping the ear	I can't hear you
Wrinkling the nose	Disgusting, smelling
Open hand, palm up	Sincere, open
Chewing fingernails	Nervousness. The person is not feeling secure.

Table 2.2 Dissimilarities between Persian and American Body Language

Gestures	Persian culture	American culture	Meaning
Putting Palms on chest	+	-	Respect
Lifting the hand up, palm out, and extending the thumb, forefinger, and little finger	-	+	I love you
Holding thumb and little finger extended and shaking	-	+	Relax or take it easy
Crossing the fingers	-	+	Good luck
Holding thumb down	-	+	You are a loser

15.7.1 IMPACT OF BODY LANGUAGE IN TOURISM INDUSTRY

As we have said, there is no doubt that non-verbal signals such as eye contact, body language, and facial expressions strongly help convey meaning during human interactions. Therefore it's important to help tourist contact staff to be

careful about body language when interacting with guests, prospects, and even their “internal” customers from other department.

The ability to read body language, especially when dealing with customers, allows travel and tourism staff to work out how their customers are feeling. This is a very powerful tool to possess. It becomes even more powerful when you are able to be aware of the messages your body language is sending.

Positive body language includes making eye contact to show that you are listening to and are interested in the person you are talking to. Open body language using welcoming gestures and smile says to the customer you are not aggressive or hostile. Perhaps the most powerful and positive type of body language is a smile. This says two things: you like the customer and want to help them; you like your job and take pride in what you do.

Tourist Guides are a very visible face of tourism. A great presenter must capture the attention of the audience and connect with them. The audience or tourists should have a positive impact with his/her body language and tone of voice. Visual aid can help to facilitate effective communication and is almost always used in presentations for an audience. Here, the use of English, Hindi and of the local language is an important factor in making the experience a good means of communication between India and the Tourist.

A widely cited figure emphasizes the importance of delivery which states that "communication comprise 55% body language, 38% tone of voice, 7% content of words", therefore, the so-called "7%-38%-55% rule". Thus if a tourist guide does not have his body postures in place it may offend the tourist because of which the tourist may have a negative impact on the guide.

Nonverbal communication includes all messages that people exchange besides the verbal communication; positioning yourself, your gait, gestures, face and eyes, clothing, etc. all are elements of nonverbal communication. Therefore, attention to all of the above mentioned cases by a tour guide can be effective in establishing communication with tourists and attracting their attention. Tourists, in the very first contact, judge about tour guide's personality according to his nonverbal communication. Therefore, a tour guide should try to impress tourists in a way that their judgment about him is positive.

The tour guide's verbal communication with the tourists is one of the main points which should be considered. Pleasant way of speaking, high verbal abilities, and desirable and suitable tone of language makes the leader able of establishing a good relationship with his/her companions. The tour guide should have a considerable capability in mixing with tourists. He should attract the tourists and gain their confidence. The tour guide shows his skills through mixing and establishing relations with visitors (Pond, K.L., 1993).

By travelling, we expect the group members not only to have good memories of the trip and learn many things about the target place, but also to find new friends and make good relationships with them. Even the most knowledgeable and sensitive tour guide should be able to communicate with their group; otherwise he/she won't be a successful tour guide. Communication skills include making good speech, eye contact, natural ways of moving hands and head, and clear voice. Lacking any of these features makes the guide's task difficult.

Sometimes, some features and gestures like nasal tones, rough accent, noise, nervous or monotonous movements of hands or head lead to confusion and affects guide's other positive characteristics. By acquiring enough nonverbal

communication skills and tricks, the tour guide will be able to start an effective conversation with tourists and respond to their problems, questions and complaints in an appropriate way.

People associated with the tourism industry must understand the vital role of body language. They should work towards making non-verbal signs of communication strong, correct and positive in their impact.

Activity

How to talk to a tourist and at the same time be aware about your body language? One of you should pretend to be a tourist; the other should pretend to be a host.

Host

- Ask the tourists what they want.
- Tell the tourists what they can do.
- Ask the tourists about themselves and their interests.
- Tell the tourists about local customs. Tell them about any special rules for your village or culture.
- Be helpful and show that you want to give information.

Tourist

- Ask questions about your host and his or her place.

When you have finished, change roles.

CASE STUDY I

WHAT BODY LANGUAGE TO USE TOWARDS A CUSTOMER, WHEN ON THE PHONE?

"At a local travel agent's office Alan is behind the customer service counter. He is on the phone dealing with a difficult inquiry when a customer approaches the counter. He keeps talking on the phone and when the customer says, "Excuse me". He does not look up but holds a hand up with one finger extended, indication that he'll be one minute."

(The question)

As Alan's supervisor, what would you say to him about the body language and managing his responsibilities for greeting customers both on the phone and face to face?

CASE STUDY II

Body Language at its best!

A couple walk into a restaurant and are met and greeted by a smiling restaurant manager who uses a good, firm handshake to welcome them. He shows them to a table and makes sure they are sitting comfortably by adjusting their chairs. The

waiter comes over and duly obliges by showing the wine list. The positive welcoming body language of the restaurant staff has reinforced the spoken word. Now, think of a customer service situation you can role play with a colleague and identify the effectiveness of your body language. Assess each other's performance. Also, look at your effectiveness at giving information (speaking) and receiving information (listening). Suggest ways that could be improved.

15.7.2 WAYS TO USE YOUR BODY LANGUAGE TO POSITIVELY IMPACT YOURSELF & OTHERS

According to a University of Southern California study, up to 55% of influence in communication comes from your 'body language'. Let's take a look at how you can control it:

1. First, you must understand that you can control your emotions by controlling your physiology. Some folks say that they cannot seem to feel good no matter how much they 'tell' themselves to feel good. Try this: Stand up. Smile. Look straight up. Put your shoulders back. Take a deep breath. Now, TRY to feel depressed. Really Try. If you'll do this exercise, you'll find that you can *NOT* get depressed when you move your body this way.

2. They will tell you when you start out, that you must 'fake it till you make it'. What they are trying to tell you: Move your body AS IF YOU ALREADY KNOW what you are doing, and your brain will begin to believe you do in fact know what you are doing.

3. The FIRST person you need to impact with positive body language is not others, but rather YOURSELF. If you cannot influence yourself to change your emotional state of being, how can you impact others? So, HOW do you do this? Start by controlling your breath. Experiment with taking DEEP breaths, increase or slow down the speed of your breathing. The FASTEST way to change your state & body language is to change your breathing.

4. The Mirroring & Matching Technique: Mirror the physiology of the customer or person you wish to influence. If they are down, go down to their level. If they are UP, come up to their level. If they are talking fast, you talk fast. If they are slouching, you slouch. Then, as you talk with them, slowly begin to make small changes in your body. Your goal is to bring the person you are trying to influence, into the physiology that will be most effective for getting your end outcome, and you want the other party to feel good about them, you, and being with you.

5. Use exercise to lift yourself up. You can best experiment with practicing new physiology positions while at the gym, because it is totally acceptable to stretch yourself while working out. You might also want to try it at home in front of a mirror.

6. Demand MORE from yourself. Expect MORE from yourself. Your mind will follow the lead you dictate for your body and your life. I've found that the mind cannot make up its' own mind sometimes. Start by deciding to control your body language in order to feel better about yourself. Over time, others will begin to feel better

about them while they are around you, because they are unconsciously mirroring or emulating you.

15.7.3 SIGNS AND SIGNALS TO COMMUNICATE MORE EFFECTIVELY

1) First Impressions and Confidence

Recall a time when you met someone new at work. Or think about the last time you watched a speaker deliver a presentation.

What were your first impressions? Did you sense confidence or a lack of confidence in them? Did you want to associate with them or not? Were you convinced by them?

Did they stride into the room, engage you and maintain eye contact or were they tentative, shuffling towards you with eyes averted, before sliding into a chair? What about their handshake – firm and strong or weak and limp?

Moving along in the conversation, did they maintain solid eye contact or were they frequently looking away? Did their face appear relaxed or was it tight and tense? What about their hand and arm movements? Were their gestures wide, flowing and open or were they tight, jerky and closed?

As you observe others, you can identify some common signs and signals that give away whether they are feeling confident or not. Typical things to look for in confident people include:

- **Posture** – standing tall with shoulders back.
- **Eye contact** – solid with a "smiling" face.
- **Gestures with hands and arms** – purposeful and deliberate.
- **Speech** – slow and clear.
- **Tone of voice** – moderate to low.

As well as deciphering other people's the body language, you can use this knowledge to convey feelings that you're not actually experiencing.

For example, if you are about to enter into a situation where you are not as confident as you'd like to be, such as giving a big presentation or attending an important meeting, you can adopt these "confidence" signs and signals to project confidence.

Let's now look at another scenario.

2) Difficult Meetings and Defensiveness

Think of a time when you were in a difficult meeting – perhaps a performance appraisal or one where you are negotiating deadlines, responsibilities or a contract. In an ideal world, both you and the other person would be open and receptive to hearing what each other has to say, in order to conclude the meeting successfully.

However, often, the other person is defensive and doesn't really listen. If this happens during an appraisal meeting, and it's important for you to convey to your colleague that he or she needs to change certain behaviors, you really want them open and receptive to you so they take on board what you are saying.

So how can you tell whether your message is falling on "deaf ears"?

Some of the common signs that the person you are speaking with may be feeling defensive include:

- Hand/arm gestures are small and close to his or her body.
- Facial expressions are minimal.
- Body is physically turned away from you.
- Arms are crossed in front of body.
- Eyes maintain little contact, or are downcast.

By picking up these signs, you can change what you say or how you say it to help the other person become more at ease, and more receptive to what you are saying.

Equally, if you are feeling somewhat defensive going into a negotiating situation, you can monitor your own body language to ensure that the messages you are conveying are ones that say that you are open and receptive to what is being discussed.

3) Working with Groups and Disengagement

Have you ever delivered a presentation, and had a sense that people weren't really buying into what you had to say? What about working with a group to facilitate a consensus on responsibilities and deadlines? Was everyone on board with the ideas, or did some appear disengaged?

Ideally, when you stand up to deliver a presentation or work with group, you want 100 percent engagement with all concerned. This often doesn't happen on its own, though. But you can actively engage the audiences when you need to if you're alert to some of the typical signs and signals of people not being engaged. Some of these signs and signals include:

- Heads are down.
- Eyes are glazed, or gazing at something else.
- Hands may be picking at cloths, or fiddling with pens.
- People may be writing or doodling. (Note, however, that some researchers suggest that this can help people concentrate more effectively.)
- They may be sitting slumped in their chairs.

When you pick up that someone appears not to be engaged in what is going on, you can do something to re-engage him or her and bring their focus back to what you are saying, such as asking them a direct question. And while this

is going on, make sure that your own body language is saying what you want it to.

Lying

Some of the typical signs and signals that a person is lying include:

- Eyes maintain little or no eye contact, or there may be rapid eye movements, with pupils constricted.
- Hand or fingers are in front of his or her mouth when speaking.
- His or her body is physically turned away from you, or there are unusual/un-natural body gestures.
- His or her breathing rate increases.
- Complexion changes such as in color; red in face or neck area.
- Perspiration increases.
- Voice changes such as change in pitch, stammering, throat clearing.

As with all non-verbal language, it's important to remember here that everyone's personal body language is slightly different. If you notice some of the typical non-verbal signs of lying, you shouldn't necessarily jump to conclusions, as many of these signals can be confused with the appearance of nervousness. What you should do, however, is use these signals as a prompt to probe further, ask more questions and explore the area in more detail to determine whether they are being truthful or not.

Further clarification is always worthwhile when checking out your understanding of someone's body language, and this is particularly true during job interviews and in negotiating situations.

4) Interviews and Negotiations, and Reflection

What do you do when you are asked a really good question? Do you ponder for a few moments before answering?

You might simply blurt something out without taking time to think about the answer, or you could take a moment to reflect before answering. By taking some time to reflect on your response, you are indicating to the questioner that they've asked you a good question and it is important enough for you to take some time to consider your answer.

Be that in an interview situation or when negotiating something with someone, showing that you are indeed thinking over your answer is a positive thing. Some typical signs and signals that a person is reflecting on their answer include:

- Eyes look away and return to engage contact only when answering.
- Finger stroking on chin.
- Hand to cheek.
- Head tilted with eyes looking up.

So, whether you are on the receiving end of someone pondering, or you are doing the pondering, there are certain gestures that give it away.

5) One Size does not fit all

We mentioned earlier that each person is unique, and that their signs and signals might have a different underlying cause from the ones you suspect. This is often the case when people have different past experiences, and particularly where cultural differences are large. This is why it's important to check that your interpretation of someone else's body language is correct. You might do this through the use of further questions, or simply by getting to know the person better.

To help practice and further develop your skill in picking up body language, engage in people-watching. Observe people – be that on a bus/train or on television without the sound – and just notice how they act and react to each other. When you watch others, try to guess what they are saying or get a sense of what is going on between them.

Even if you do not get the chance to check whether you are correct in your assessment, you will be developing your observational skills. This in turn can help you to pick up signals when you are interacting with others.

Tip:

As well as learning to read body language, people often consciously use it to project messages and reinforce what they're saying – we can all call to mind the body language used by a "slippery" used-car salesman.

Whether or not this is acceptable depends on the situation. It is fine to put on a "brave face" when you're about to meet someone or do a presentation. However, it's not acceptable if you're trying to persuade someone to do something that's against their interests – what's more, the gestures you can't control may give you away, leading to a serious loss of trust and credibility.

15.8 SUMMARY

In today's competitive business environment, it is very important to always be at your best. Recent studies indicate the importance of your appearance at a job interview and in the workplace, and a careless, unkempt or poorly groomed look is noticed immediately. That is why it is imperative for every individual to be well groomed at all point of time and look their best because first impression makes a lot of impact on everyone and being in hospitality industry it is a prerogative to be well groomed.

Body language impacts a great deal of how we communicate, and can reflect quite accurately what's going on inside us. Body language includes body movements and gestures (legs, arms, hands, and head), posture, muscle tension, eye contact, skin coloring (flushed red), even people's breathing rate and perspiration.

Additionally, the tone of voice, the rate of speech and the pitch of the voice all add to the words that are being used.

It is important to recognize that body language may vary between individuals, and between different cultures and nationalities. It is therefore essential to verify and confirm the signals that you are reading, by questioning the individual and getting to know the person.

15.9 GLOSSARY

- **Grooming** – Good Grooming is commonly used to refer to a person's appearance. It is made up of personal hygiene, tidy hair, appropriate dressing for an occasion.
- **Body Language** - Body language refers to any kind of bodily movement or posture, including facial expression, which transmits a message to the observer. In other words it represents the gestures, postures, and facial expressions by which a person manifests various physical, mental, or emotional states and communicates nonverbally with others.

15.10 ANSWERS TO CHECK YOUR PROGRESS

1) Ways to use your body language to impact yourself and others positively:

- Control your emotions by controlling your physiology.
- The First person you need to impact with positive body language is not others, but rather yourself.
- The Mirroring & Matching Technique
- Use exercise to lift yourself up
- Demand more from yourself. Expect more from yourself.

2) Typical signs and signals of people not being attentive:

- Heads are down.
- Eyes are glazed, or gazing at something else.
- Hands may be picking at cloths, or fiddling with pens.
- People may be writing or doodling. They may be sitting slumped in their chairs.

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15.13 TERMINAL AND MODEL QUESTIONS

- 1) Suggest grooming standards for men and women separately.
- 2) What are the ways you can use your body language to impact the audience?
- 3) Suggest grooming standards for students studying hospitality management in a college.

UNIT 16: ASSERTIVE, AGGRESSIVE AND PASSIVE BEHAVIORS

Structure

- 16.1 Introduction
- 16.2 Unit Objective
- 16.3 Passive Behavior
 - 16.3.1 Example
 - 16.3.2 Ways to tell that you are Passive
 - 16.3.3 Ways to overcome Passivity
- 16.4 Aggressive Behavior
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- 16.5 Assertive behavior
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- 16.11 Terminal and Model Questions

16.1 INTRODUCTION

Interacting with other people is often confusing and difficult. Fortunately, there are only three primary types of behaviors that people exhibit when they interact with other people. Therefore, it makes a lot of sense to first learn these three behaviors, so that it would be easier to understand and interact with each type of behavior that a person might exhibit.

The first type of behavior is called passive behavior. These people often avoid confrontation, use vague phrases, have low self-esteem, and/or treat others with respect while expecting none in return. This is typically done in order to encourage harmony with other people and/or to avoid responsibility or assignments.

On the other hand, the second behavior is called aggressive behavior. This is often characterized as being arrogant, hostile, demanding, having abrupt reactions (sometimes over-reactions), and/or being insensitive to other people. Furthermore, they expect other people to respect them; however, they do not return this respect

to other people. Typically, these aggressive individuals believe all situations are either win or lose, and must therefore win every argument.

Finally, the last known common type of behavior is called assertive behavior. These assertive individuals are typically honest, direct, confident, empathic of others, and/or respect themselves and others. These people are dynamically interactive with other people as they sense the needs and desires that other people have. As a result, these assertive individuals reduce the potential for conflicts while appearing to be more personable and social than other types of behaviors.

Difference between Passive, Aggressive, and Assertive Responses

Passive	Aggressive	Assertive
Indifferent	Attacks person verbally or physically	Speaks clearly and confidently
Lifeless	Hostile	Honest
Doesn't care	Sarcastic	Deals directly with anger
Avoids the problem	Blaming	Appropriate
"I'm not good enough"	Selfish	Considers the rights of the other person
"It doesn't matter"	Opinionated	Deals with the problem
Builds anger	Acts out in anger	Active
Hopes that needs will be met	Demanding	Cares about self
Lacks confidence	Fighting	Cares about results
Non active	Physical	

Non aggressive

Emotional

Cares about the situation

16.2 UNIT OBJECTIVE

After this unit you should be able to:

1. Understand the different types of behavior
2. Differentiate between these three behaviors

16.3 PASSIVE BEHAVIOR

It involves saying nothing in a response, keeping feelings to yourself, hiding feelings from others, and perhaps even hiding your feelings from yourself. Passive behavior is often dishonest and involves letting other people violate your personal right to be treated with respect and dignity.

People with passive behavior:

- 1) Apologize for things that aren't their fault
- 2) Do not respect their own rights
- 3) Feel they don't have a right to ask for things they want
- 4) Avoid conflict even at their own comfort
- 5) Don't express needs, opinions, or feelings.



16.3.1 Example

Let's say you buy a piece of property that does not have a fence. Your neighbor slowly begins taking over control of the land closer and closer to your house. First they plant flowers, then they plant trees, and soon they are chaining their dog up on your property.

Instead of saying anything you just watch them take it over, until one day you wake up to find they have placed a fence right up against your house. You go out to look at it, and they call the police on you for trespassing.

This is passive behavior. At first it doesn't seem like a big deal, so you don't want to make a fuss. People take and take, and you keep giving. By the time you have had enough, it is often too late. You have allowed others to control your life, so your life feels out of control.

Even more, you take responsibility for the actions of others. You convince yourself that it was probably your fault to begin with, and the cycle continues.

Just like property needs boundaries, so do people. You need to be aware of where your rights begin and another person's end. You need to be aware of your feelings on an issue, and not push them aside. So often, a passive person doesn't really feel they have the right to speak up as another person violates more and more of

their rights. They value the other person over themselves, and in effect become a doormat.

16.3.2 WAYS TO TELL THAT YOUR ARE PASSIVE

1. You are known as the nice one

You actually say things you don't mean or don't want to because you want to appear to be nice. Maybe you don't want to stand out. Maybe you are very shy. The downfall of this is that you don't really have your own opinion or say what you really think or feel.

2. You say yes a lot

You tend to say yes a lot particularly when you really want to say no. "Can you work your day off, Riya?", "Can you babysit on Saturday?", "Can you give me a ride home?", etc. etc. You will fuss and grumble as you do whatever it is you said yes to and don't really want to do. "Oh, ask Riya she'll do it. She always does." A lack of opinion (a constant lack of opinion) is a blinking sign of passive behavior.

3. You apologize a lot

You apologize when there is nothing really to apologize for.

4. You fail to stand up for yourself

If you are unjustly criticized or accused of something, or if someone is telling an inaccurate story you may not say anything but you may bite your lip, avoid conflict at all costs, and steam about it later in private.

5. You have trouble making decisions

Decision-making would require putting forth an opinion, and your opinion may differ with that of another person, causing potential conflict. It's also much easier (at least up front) to let someone else make all the decisions, and then you can complain about them later.

6. You are very humble

Ok, so humility is an excellent thing, as long as it's real. If you are forever saying things to others, like: Oh! I could never do that, you are amazing, I wish I could be as amazing as you are - then you are not being humble you are being annoying. If you put yourself down all the time while praising others, it will not earn you any respect.

7. You avoid conflict at all costs

Fighting or arguing terrifies you, and so you do everything you can to not find yourself at odds with another person, even if that means doing things you don't want to or not doing things.

8. You put everyone else's needs first

This is not as noble as it sounds. If you are not looking after your own need then who will? Being "selfless" or seemingly so is actually not the case because you will eventually find yourself with bad feelings of resentment, anger and frustration at other people. The person that you try to appear as "nice" is actually an angry and hurting person underneath all the niceness. Putting your own needs into balance with the needs of others means you respect yourself too. A passive individual doesn't respect themselves. If you don't respect yourself why will anyone else?

9. You use "tentative language"

Words like: maybe, just, perhaps, if you don't mind, possibly, are used a lot. You beat around the bush instead of getting to the point.

16.3.3 WAYS TO OVERCOME PASSIVITY

1) Understand why you tend to act passive. Passivity has various causes: lack of willpower, lack of hope, lack of encouragement from other people, negativity, laziness, lack of necessary means. Think about the way you tend to act when you're about to do something. If there's something that stops you from performing that action, think about the first thought that comes to your mind. Notice the subtle differences between these causes. Beware; sometimes these causes are combined. The more situations you find yourself in, the harder it is for you to do something.

2) Gain willpower. Willpower is that ability to control your thoughts and actions in order to achieve what you want to do; in other words, the ability to go for your dreams and do what you really want to. You can gain it by following your impulses and being spontaneous. Willpower is an ability you gain only by practicing; the more you practice it, the more you enjoy it and find reasons to practice it further.

3) Be more positive. Do not worry so much about everything and thinking that things won't end up well. Unless the whole Universe is conspiring against you (and it isn't), positive actions will more often than not have positive results, too. You may not be the luckiest person around, but there are ways to improve your luck.

4) Get motivated. You have willpower; you have hope- now all you need is a reason to do something. Think about your greatest wishes and picture having them fulfilled. Set some goals you want to achieve, and focus on achieving them. Constantly aiming somewhere sustains your motivation.

16.4 AGGRESSIVE BEHAVIOR

Aggression is an act of hostility and is characterized by outright physical attacks, throwing tantrums, yelling, and verbal abuse or trying to shame another person.

It involves expressing your feelings indirectly through insults, sarcasm, labels, put-downs, and hostile statements and actions. Aggressive behavior involves expressing thoughts, feelings, and opinions in a way that violates others' rights to be treated with respect and dignity.



It is true to say that, in general, people that maintain aggressive behavior for a prolonged period of time suffer the following negative consequences:

- They feel resent, distrust and anxiety towards people around them.
- Usually family members, friends and work colleagues try and avoid people with aggressive behavior in certain situations.
- Tension appears in interpersonal relationships therefore causing distant and unsatisfactory relationships.
- Feeling the blame after being conscious that you have overwhelmed everyone.
- Low self esteem.
- Feeling lonely
- In the long term, you stop reaching targets, due to your poor social relationships.
- You find people challenge you; others opt to also respond in a negative way. This can cause a "surge of violence".

16.4.1 TYPES OF AGGRESSIVE BEHAVIOR

Aggression can be distressing or harmful to the recipient. Types of behavior considered aggressive include the following:

- Shouting
- Swearing
- Personal insults/name calling
- Racial or sexual comments
- Verbal threats
- Posturing/threatening gestures
- Abusive phone calls/letters
- Harassment
- Emotional abuse
- Sarcasm

16.4.2 DISADVANTAGES OF AGGRESSIVE BEHAVIOR

To exemplify the disadvantages of aggressive behavior, let's analyze the following situation:

Carlos and Luis are two friends that have met up to have dinner in a restaurant. Carlos arrives late, and Luis has to wait half an hour for him to turn up.

- Carlos: I'm sorry, it's just that...
- Luis: (Shouting) It's incredible. You're late again. I'm not going to want to meet up with you again!
- Carlos: Hey, I'm sorry, let me tell you what happened
- Luis: I don't need you to tell me; you should have called me before and told me what had happened.
- Carlos: No, I didn't call you, it's true; but...

- Luis: (Shouting again) No, you don't have an excuse! I have got lots of things to do, a lot more important than what you have got to do; you are on holiday after all.
- Carlos: Hey, don't exaggerate.
- Luis: I'm not exaggerating, you've gone too far. Don't think about doing it again.
- Carlos: I'm off. I'm not having dinner with you. I think you are really bitter. When you calm down, call me. Goodbye.

It's clear that Luis has suffered because of Carlos's behavior; he has wasted his time and he has been alone in a public place, which can sometimes be very uncomfortable. But, he didn't give his friend the chance to explain what had happened, to know the motives why Carlos had arrived late. Besides, he claimed his needs were more important than Carlos's, saying that his time is more important, as Carlos is on holiday. In the short term, Luis is going to have dinner alone and in the future, if he wants to maintain his friendship with Carlos he will have to make an effort to make it happen.

16.4.3 EXAMPLE OF AGGRESSIVE BEHAVIOR

Now imagine you are the neighbor. That property next door was vacant for years, and you were the only one who took care of it. You are entitled to compensation for your work. Besides, they weren't really using it anyhow.

Aggressive people have an inflated sense of entitlement. They may feel that the world owes them, and so they take what they want. They control the lives of others in order to feel in control of their own life.

Aggressive people don't take responsibility for their own actions, let alone the actions of others. It was their fault to begin with, so let them deal with the consequences.

Once again people need boundaries, and none of us have the right to violate the boundaries of another. You need to be aware of where your rights end and another's begin.

While being the aggressor might not seem like such a bad thing, it once again places the control of your life in the hands of another. You cannot control that which you do not take responsibility for.

While you may maintain an illusion of control over your life, you are really just as helpless as the passive person; your life is at the mercy of another. When the people finally get sick of it and stand up to you, your life spins out of control.

While it may feel better to be the one wiping your feet at the door than being the doormat, neither of you are really in control.

16.4.4 HOW TO DEAL WITH AGGRESSIVE BEHAVIOR

The most productive way to deal with aggression is to acknowledge the behavior without reciprocating aggressive actions. By explaining to the aggressor, "When you speak to me in that tone of voice, I feel afraid," this draws attention away from the aggressor by placing emphasis on your feelings. It is possible that the aggressive person simply did not realize that her actions were adversely affecting you.

- 1) When you are engaging an aggressive person, it is vitally important that you do not allow the situation to escalate. Never allow a confrontation to rise into a heated discussion.

This could result in outright physical violence.

- 2) Never confront an aggressive person alone.
- 3) If meeting in a conference room or office, never allow the aggressive person to position himself or herself between you and the door; this ensures that you can exit the room if things become violent.
- 4) Choose your words in advance and avoid using "you" statements that imply that you are blaming the aggressor, such as "you treat me like a child," or "you are being a jerk."
- 5) Respect their value as another human being and try not to injure their self-esteem. Avoid becoming judgmental and never resort to personal attacks of the person's character.
- 6) Be aware of your body language during the confrontation and avoid any actions that may provoke a sense of fear or anger in the person.
- 7) Never touch a person during a confrontation about their behavior. This can easily be perceived as a sign of physical aggression.

Activity 1:

(1) List your self-destructive expressions of anger and replace them with constructive expressions. List ways you deal with frustrating situations. What thoughts increase your anger? Which words or actions are harmful to others, your relationships, or yourself? (Examples: Yelling, swearing, attacking, throwing things, eating, smoking, drugs, avoiding the problem, or taking it out on someone else.) What thoughts and actions would be more constructive?

(2) List energetic activities to reduce anger's arousal. Sports, exercise, biking, walking, running, doing chores, laughing, and even (constructive) talking can help reduce anger's arousal. The more vigorous the activity, the more effective it is.

16.5 ASSERTIVE BEHAVIOR

It involves describing your feelings, thoughts, opinions, and preferences directly to another person in an honest and appropriate way that respects both you and the other person. It enables you to act in your own best interests, to stand up for yourself without undue anxiety, to express honest feelings comfortably, and to exercise personal rights without denying the rights of others. Assertive behavior is direct, honest, self-enhancing self-expression that is not hurtful to others and is appropriate for the receiver and the situation.

16.5.1 EXAMPLES OF ASSERTIVE BEHAVIOR

Rahul bought a suit in a clothes shop which has a dressmaking service, which is charged separately; when he tries the suit on, he tells the shop assistant what he would like to be done in the dress. When he went to pick the suit up, the shop assistant had already wrapped the suit up and it did not seem like she was going to give him the option of trying it on, therefore he established the following dialogue:

- Rahul: Excuse me, before buying this suit, I would like to try it on.
- Shop Assistant: I don't think it's necessary; our dress maker doesn't usually make any mistakes.
- Rahul: I don't doubt your dress maker, but I would be happier if I could try it on.

(After trying the suit on, Rahul realizes that one of the things he wanted repaired has not been repaired as agreed):

- Rahul: Look, the length of the trousers is not how I wanted them. Could you possibly re-take my measurements to repair them?
- Shop Assistant: Are you sure? The length is exactly how you wanted it the last time. I told you our dress maker doesn't make mistakes.
- Rahul: I don't think the length is what we agreed previously. Of course, there may have been a mistake, although I am quite sure. Anyway, can you re-take my measurements? I want the suit to look perfect on me. Hasn't this ever happened to you? I am sure you feel satisfied when your clients are happy with what they buy.
- Shop Assistant: Ok, I'll re-take your measurements. However, the dressmaker won't be coming until the end of the week. Also, I will have to re-charge you for the repairs.
- Rahul: I don't mind waiting, as I mentioned before the most important thing for me is that the suit looks good. However, I am not very happy with the fact that I am going to have to pay again. I am not asking for a different repair, just to fix the original one.
- Shop Assistant: Of course, with clients like you! Listen, these are the rules. The shop is full and I need to attend to other clients.
- Rahul: I'm really sorry that we have got to this uncomfortable situation. I think there is an easy solution to this. You take my measurements, and I will talk to the manager and try solve the payment issue. That way, you can continue with your job.

- Shop Assistant: Ok, sorry, I'm a bit nervous with so much work. Let me take your measurements and this afternoon I'll speak to my boss about the question of the money.

16.5.2 BENEFITS:

- We improve the control of people around us.
- We usually solve our problems, increasing the positive consequences and decreasing the negative.
- We feel better with ourselves for having expressed our opinion bearing in mind other people's feelings.
- Feeling of satisfaction.
- Others accept us better, social relationships are more satisfactory.

16.5.3 HOW SELF-ASSERTIVE ARE YOU?

(Source : © 1990, Donald A. Cadogan, Ph.D.)

Behavioral scientists know that your ability to be assertive, or to stand up for your rights, can contribute importantly to your emotional well-being. But some people do not know what assertive behavior really is. And many find they are assertive in some situations, but not in others. Here is a quiz to help you determine just how assertive you are and at the same time show you what assertive responses look like.

Assertiveness Quiz

First, write down numbers from 1 to 10 on a piece of paper. Second, depending on your choice in each question, write a, b, or c after each number. Third, after answering all of the questions refer to the Score Interpretation Key at the bottom of this page.

1. You are in a restaurant and order a steak medium-rare, but it is served to you well done. You would:

- a) Accept it since you sort of like it well done anyway.
- b) Angrily refuse the steak and insist on seeing the manager to complain about the poor service.
- c) Call the waiter and indicate you ordered your steak medium-rare, then turn it back.

2. You are a customer waiting in line to be served. Suddenly, someone steps in line ahead of you. You would:

- a) Let the person be ahead of you since he/she is already in line.

b) Pull the person out of line and make him/her go to the back.

c) Indicate to the person that you are in line and point out where it begins.

3. After walking out of a store where you purchased some items you discover you were short-changed. You would:

a) Let it go since you are already out of the store and have no proof you were short-changed.

b) Go to the manager and indicate how you were cheated by the clerk, then demand the proper change.

c) Return to the clerk and inform him/her of the error.

4. You are in the middle of watching a very interesting television program when your spouse comes in and asks you for a favor. You would:

a) Do the favor as quickly as possible, then return to the program to finish watching it.

b) Say "no," then finish watching your program.

c) Ask if it can wait until the program is over and, if so, do it then.

5. A friend drops in to say hello, but stays too long, preventing you from finishing an important work project. You would:

a) Let the person stay, then finish your work another time.

b) Tell the person to stop bothering you and to get out.

c) Explain your need to finish your work and request he/she visit another time.

6. You ask a gas station attendant for five dollars worth of gas. However, he fills up your tank by mistake and asks for twelve dollars. You would:

a) Pay the twelve dollars since the gas is already in your tank and you will eventually need it anyway.

b) Demand to see the manager and protest being ripped off.

c) Indicate you only requested five dollars worth of gas and give him only five dollars.

7. You suspect someone of harboring a grudge against you, but you don't know why. You would:

- a) Pretend you are unaware of his/her anger and ignore it, hoping it will correct itself.
- b) Get even with the person somehow so he/she will learn not to hold grudges against you.
- c) Ask the person if they are angry, then try to be understanding.

8. You bring your car to a garage for repairs and receive a written estimate. But later, when you pick up your car, you are billed for additional work and for an amount higher than the estimate. You would:

- a) Pay the bill since the car must have needed the extra repairs anyway.
- b) Refuse to pay, and then complain to the Motor Vehicle Department or the Better Business Bureau.
- c) Indicate to the manager that you agreed only to the estimated amount, then pay only that amount.

9. You invite a good friend to your house for a dinner party, but your friend never arrives and neither calls to cancel nor to apologize. You would:

- a) Ignore it, but manage not to show up the next time your friend invites you to a party.
- b) Never speak to this person again and end the friendship.
- c) Call your friend to find out what happened.

10. You are in a group discussion at work that includes your boss. A co-worker asks you a question about your work, but you don't know the answer. You would:

- a) Give your co-worker a false, but plausible answer so your boss will think you are on top of things.
- b) Do not answer, but attack your co-worker by asking a question you know he/she could not answer.
- c) Indicate to your co-worker you are unsure just now, but offer to give him/her the information later.

SCORE INTERPRETATION KEY

In general, there are three broad styles of interpersonal behavior. These are: a) Passive, b) Aggressive, and c) Assertive.

a) The Passive style of interpersonal behavior is characterized by inaction. People utilizing this style tend to be easy to get along with and pleasant, but unwilling to stand up for their rights, for fear of offending others. They are very uncomfortable expressing anger and usually deny or suppress this feeling should it occur. As a result, resentment can easily build under the surface producing stress and tension. In time, these people learn to fear close relationships because they have no way to protect themselves from the petty annoyances and inadvertent intrusions that occur in most relationships.

The "a" choices in the quiz are representative of the Passive style. Thus, the more "a" choices you made, the more passive you are. Six or more "a" choices suggest you are probably passive in your interpersonal behavior.

b) The Aggressive style is characterized by intrusiveness. People who utilize this style tend to go after what they want, but are unconcerned about how this will affect others. Their angry, dominating manner tends to alienate people who, in time, may seek to oppose them. Aggressive individuals are usually suspicious of others and are often on the look out for infractions or violations of their rights. Thus, the Aggressive style produces stress and prohibits the development of close, trusting, and caring interpersonal relationships.

The "b" choices in the quiz are representative of the Aggressive style. Thus, the more "b" choices you made, the more aggressive you are. Six or more "b" choices indicate you are most likely aggressive in your interpersonal behavior.

c) The Assertive style is characterized by both fairness and strength. Assertive individuals are able to stand up for their rights, but remain sensitive to the rights of others. People who choose this style are usually relaxed and easy going, but are honest about their feelings. This is the best style for minimizing stress and maintaining long-standing intimate relationships.

The "c" choices in the quiz are representative of the Assertive style. Thus, the more "c" choices you made, the more assertive you are. Six or more "c" choices suggest you are probably assertive.

Look at the "c" answers again. If you move your everyday behavior closer to the "c" style of response, you will likely experience an increase in feelings of self-esteem and a decrease in feelings of stress.

There are always exceptions, however, as common sense would indicate. Some situations do call for more aggressive reactions and others are better handled using a more passive approach.

Activity 2

Develop a plan for assertive (not aggressive or passive) conflict resolution. Follow the suggestions above to develop a plan of how to deal assertively with situations where you tend to be angry and aggressive (or non-assertive). Seek win-win solutions.

16.6 SUMMARY

It is obvious that assertive individuals are the most favorable in our society, since they are typically promoted more often and have healthier social lives. However, people seldom fall into a single category. For instance, people often exhibit aggressive behavior to their subordinates, while exhibiting passive behavior to their superiors.

I think it is best to be empathic and dynamic when interacting with all types of people, thus being assertive is the most desirable behavior. While this is easier said than done, just knowing the behavior of other people is the first step in understanding and interacting with them. Additionally, it helps motivate individuals to be more assertive too.

16.7 GLOSSARY

- **Passive Behavior** – It involves saying nothing in a response, keeping feelings to yourself, hiding feelings from others, and perhaps even hiding your feelings from yourself.
- **Aggressive Behavior** – Aggressive Behavior is an act of hostility and is characterized by outright physical attacks, throwing tantrums, yelling, verbal abuse or trying to shame another person.
- **Assertive Behavior** - Assertive behavior is direct, honest, self-enhancing self-expression that is not hurtful to others and is appropriate for the receiver and the situation.

16.8 ANSWERS TO CHECK YOUR PROGRESS

People with passive behavior:

- 1) Apologize for things that aren't their fault
- 2) Do not respect their own rights
- 3) Feel they don't have a right to ask for things they want
- 4) Avoid conflict even at their own comfort
- 5) Don't express needs, opinions, or feelings.

Types of aggressive behavior:

- Shouting
- Swearing
- Personal insults/name calling
- Racial or sexual comments
- Verbal threats
- Posturing/threatening gestures
- Abusive phone calls/letters

- Harassment
- Emotional abuse
- Sarcasm

Benefits of assertive behavior are:

- We improve the control of people around us.
- We usually solve our problems, increasing the positive consequences and decreasing the negative.
- We feel better with ourselves for having expressed our opinion bearing in mind other people's feelings.
- Feeling of satisfaction.
- Others accept us better, social relationships are more satisfactory.

16.9 REFERENCES

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16.11 TERMINAL AND MODEL QUESTIONS

- 1) Differentiate between passive, aggressive and assertive behavior.
- 2) How should you deal with an aggressive person?
- 3) What are the qualities of a person with passive behavior?
- 4) What are the various types of aggressive behavior?
- 5) What are the advantages of having an assertive behavior?

Business Communication

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