21st Century Skills

Dr. M. Richard Robert Raa

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21st CENTURY SKILLS

DEDICATED TO

My Grandparents

MICHAEL MUTHU (LATE)

&

LURTHU MARY (LATE)

Who wished me to learn more things
on HEAVEN and EARTH

BUT went before I did.

Preface

The term '21st Century Skills' refers to a broad set of knowledge, skills, work habits, and character traits that are believed — by educators, school reformers, employers, and others. It's critically important to success in today's world, particularly in careers and workplaces. Employability skills have become an increasingly critical part of education. Employers are desperately seeking people with a combination of skills that seem to fall under this career readiness and employability arena that also include such things as soft skills, customer service skills and life skills.

Numerous studies and reports have emerged over the past decade that seek to identify the life, career, and learning skills that define the skills needed for success in the 21st century world.

I hope that this manual useful and would be able to use the activities provided in a meaningful way. Any suggestions for further improvement are always welcome.

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Celebrate life

RATHINAM

Dr. J. Thirumaran M.Sc., M. Phil., Pd.D., MCA., MBA.,

Principal

FOREWORD

Everywhere, education is seen as the main way of enabling individuals and nations alike to meet the ever increasing economic, technological, social and personal challenges. We expect education to prepare young people for the world of work and for economic independence; to enable them to live constructively in responsible communities; and to enable them to live in a tolerant, culturally diverse and rapidly changing society.

Life Skills are not something new; they are a set of basic skills that enable us to effectively manage the challenges and questions we face in our daily lives. They include confidence, assertiveness, decision-making, and the ability to stay safe and healthy. Life skills have been defined by the World Health Organization (WHO) as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life".

The 21st century's life and work environments require students to pay rigorous attention to developing adequate life and career skills. Life Skills enable them to take on the challenges of life with confidence and courage. Acquisition of Life Skills by students enables them to deal effectively with life's adversities and stressful moments with a sense of calm.

I hope this book will help young learners to make correct decisions, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathize with others, cope with challenges and manage their lives in a healthy and productive manner.

PRINCIPAL

Principal

Rathinam College of Arts and Science

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Contents

Communication

The word communication is derived from the Latin word 'communis', which means 'common', *i.e.*, to share, exchange, send, transmit, write and relate. The other etymological source mentions that 'communication' is derived from the Latin term 'communicare', which means to impart or participate. This word often denotes and means different things to different people. In short, we can define communication as sharing ideas and feelings mutually. As it involves interaction, it encourages exchange of ideas until all the experiences become a common profession.

Communication is essential for close, sympathetic relationships in the society and for transformation of men, material and thoughts from one level to another. In a classroom, the meaning of communication is related to the messages and counter-messages, which constitute the teaching-learning process. This involves initiation, reception and response that serve as feedback.

DEFINITIONS OF COMMUNICATION

- Schramm defines communication as ''a tool that makes societies possible and distinguish human from other societies''.
- Berelson and Steiner define communication as "the transmission of information, ideas, emotions, skills through the use of symbols, words, pictures, figures, and graph."
- Rogers says, "Communication is the process of transmitting ideas, information, and attitudes from the source to a receiver for the purpose of influencing with intent".
- Kar defines communication as ''all those planned or unplanned processes through which one person influences behaviour of others''.

CONCEPT OF COMMUNICATION

Communication is sharing our feelings, ideas and opinions with others. This can be intellectual, personal, spoken or written in nature. We live in groups and man is invariably a social animal. The social needs insist that we share our thoughts with others. This can be called communication. It is a two-way process. In spoken communication, we have speakers and listeners who send and receive verbal messages from each other. In written communication, we have writers and readers, whereas in visualization and observation, the symbols and signs are included.

Communication motivates, informs, suggests, warns, orders, changes behaviour, and establishes better relationships, to make interaction meaningful and make oneself understood. Communication is effective when a communicator is effective enough to communicate simply, clearly and sincerely. One's communication can be termed as successful, if the receiver acknowledges it, i.e., when a listener or reader understands, reacts, responds to this communication and shapes his/her learning behaviour.

THE PROCESS OF COMMUNICATION

Adler and Towne describe communication as a process between at least two people that begins when one person wants to communicate with another. Communication originates as mental images within a person who desires to convey those images to another. Mental images can include ideas, thoughts, pictures, and emotions. The person who wants to communicate is called the *sender* (Fig. 1.1). To transfer an image to another person, the sender first must transpose or translate the images into symbols that *receivers* can understand. Symbols often are words but can be pictures, sounds, or sense information (e.g., touch or smell). Only through symbols can the mental images of a sender have meaning for others. The process of translating images into symbols is called *encoding*.
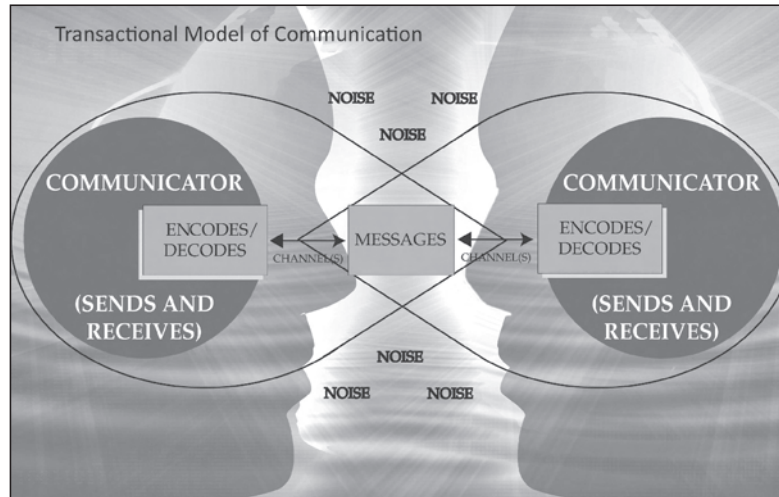
Fig. 1.1 Communication Model.

> The communication model involves the following steps:
> - An information source, that helps us produce a message.
> - A channel, which processes the signals for transmission.
> - A transmitter or an encoder, who encodes the message into signals and sends it.
> - A destination, where the message arrives finally.
> - A receiver, which/who decodes the message from the signal.
> - All this involves the external influence of a sixth element called noise or any other barrier, which acts as a dysfunctional factor in the process of communication

Once a message has been encoded, the next level in the communication process is to transmit or communicate the message to a receiver. This can be done in many ways: during face-to-face verbal interaction, over the telephone, through printed materials (like letters, newspapers), or through visual media (like television, photographs). Verbal, written, and visual media are three examples of possible communication *channels* used to transmit messages between senders and receivers. Other transmission channels include touch, gestures, clothing, and physical distances between sender and receiver (proxemics).

When a message is received by another person, a *decoding* process occurs. Just as a sender must encode messages in preparation for

transmission through communication channels, receivers must sense and interpret the symbols and then decode the information back into images, emotions, and thoughts that make sense to them. When messages are decoded exactly as the sender has intended, the images of the sender and the images of the receiver match, and *effective communication* occurs.

HOW COMMUNICATION BREAKS DOWN

If everyone were to have the same experiences, all messages would be encoded, transmitted, and decoded alike. Symbols would have the same meanings for everyone, and all communication would be received as the senders intended. However, people differ in their personal histories, ways in which they experience things, and emotional responses, leading to differences in the ways in which communications are encoded, transmitted, received, and understood. Different people attach different meanings to the words, pictures, sounds, and gestures used during communication.

Difficulty with the encoding and decoding of images is not the only factor that affects the effectiveness of communication between people. Adler and Towne use the concept of noise to describe physical and psychological forces that can disrupt communication.

Physical noise refers to conspicuous distractions in the environment that make it difficult to hear or pay attention. For example, when one is in a noisy nightclub, one may tend to focus more concern on the situation than on the message. Physical noise can inhibit communication at any point in the process – in the sender, in the message, in the channel, or in the receiver.

Psychological noise alludes to mechanisms within individuals that restrict a sender's or receiver's ability to express and/or understand messages clearly. For example, senders with limited vocabularies may have difficulty translating images into symbols that can be understood easily by receivers. Receivers with inflated self concepts may *filter* messages that disagree with their self-perceptions and put energy into defending themselves rather than into understanding the messages. Psychological noise most often results in defensiveness that blocks the flow of communication between sender and receiver.

With the many ways in which communications can be encoded, channeled, and decoded, there is little wonder why so many difficulties exist when people attempt to communicate with one another. Yet communication processes become more complex. Discussing communication in terms of sender-receiver implies one-way

communication. However, human communication often is a *two-way* process in which each party shares sending and receiving responsibilities. As the quantity of people taking part in a communication increases, the potential for errors in encoding and decoding increases, along with the potential for physical and psychological noise.

TYPES OF COMMUNICATION

Verbal – Communication through language.

Non-verbal – Communication other than through spoken language. More powerful messages are usually conveyed through non-verbal cues than through words themselves. 70-90% of our communication is non-verbal. Examples of non-verbal communication include

- Body language (e.g., folded arms)
- Eye contact
- Muscle tension (are neck or jaw muscles taut, fists clenched?)
- Posture
- Mannerisms (e.g., fiddling with hair, biting nails)
- Proxemics (how close people stand when talking. In the US, people stand between 18 inches to 2 ft. from each other; they get uncomfortable if that boundary is violated. Proxemics vary from culture to culture.)

Paraverbal – Communicating not by what you say, but how you say it. Examples of paraverbal communication include

- Voice qualities/voice tone (is voice flat or monotone?)
- Rate of speech (how fast or slow one talks)
- Cadence/rhythm of voice
- Volume
- Inflection

FACTORS AFFECTING THE PROCESS OF COMMUNICATION

- Emotional factors
- Need
- Motivation
- Attitude
- Intelligence
- Understanding

- Filtering
- Overloaded Information
- Defensiveness
- Cultural difference
- Jargon
- Sender
- Receiver

BARRIERS TO EFFECTIVE COMMUNICATION

The process of communication can be affected by the following barriers:

- Linguistic incompetence
- Lack of clarity
- Lack of motivation
- Socio-economic background
- Improper body language

ESSENTIAL GUIDELINES FOR GOOD COMMUNICATION

- Find out the real purpose of your communication
- Know the basic content of your message
- See that your ideas are clear before communicating
- Communicate in a simple, clear and effective way
- Where appropriate, consult others while planning communication
- Be sincere and honest in your communication
- Study all the conditions, physical and human, whenever you communicate
- Convey something of help or value to the receiver
- Ensure that your actions are consistent with your communication
- Follow up all communications promptly
- Be a good listener

EFFECTIVE COMMUNICATION STRATEGIES

- Making eye contact (like many non-verbal cues, this is culturally specific; in some cultures, direct eye contact is a sign of disrespect)
- Use attentive body language: sit slightly forward with a relaxed, easy posture
- Be aware of your gestures

- Smile or nod
- Be warm and enthusiastic, show interest
- Look bright and alert
- Stay on the topic
- Don't be phony, be yourself
- Be cultural sensitive
- Focus on the other person
- Determine what the other person already knows, then fill in the gaps
- Establish rapport
- Don't monopolize the conversation
- Use active listening
- Arrange for privacy
- Create an atmosphere free of distractions and interruptions
- Ask open-ended questions

FORMS OF COMMUNICATION

There are various classifications of forms of communication.

(*a*) *Oral communication* such as talking to oneself, dialogue, discussion between two people, telephone calls.

(*b*) *Visual communication* such as maps, graphic, traffic signals and advertisement.

(*c*) *Written communication* such as memos, letters reports, papers.

(*d*) *Electronic communication* which is communication facilitated by an interface with a computer, modem, Telephone, fax and E-mail.

There are different types of communication depending on the number of participants. They are:

1. Person to person
2. One person to many persons
3. Many persons to many persons

There are three major modes of communication.

1. Speaking – Listening

In this mode of communication the possible interaction is face-to-face and can be person to person or one to many. It includes body language, sharing of ideas and immediate feedback as well as reinforcement. In a classroom situation pupils can ask questions, clarify doubts and derive satisfaction. This mode of communication is generally used in seminars,

classrooms, debates, etc. This communication channel is more lively and effective.

2. Writing – Reading

In this mode of communication, the receiver or decoder is not physically present in front of the sender or encoder. Still, there is a chance for the sender and receiver of messages to enjoy and appreciate the feelings of each other. Language is always the vehicle for communication and often changeable into other forms. For example, English language can be changed into visual symbols, graphic signs and even Braille system of language for the blind. Reading is possible in all the forms and equally effective as it is in the face-to-face communication. Though instant feedback is not possible immediately, this is perhaps the most used mode of communication.

3. Visualising – Observing

In this mode of communication, sender encodes the messages in the form of symbols and signs. Receiver decodes these signals and feels the impact of the ideas conveyed. Dramatization and audio-visual experiences come into this category. Communication carried out is many to many and person to many. In spite of separation between the producer of the signs and receiver of the signals, the clear expression of language leaves a greater impact.

RAMIFICATIONS IN FORMAL COMMUNICATION

1. Downward communication

In this type of communication, superiors communicate with their sub-ordinates and it is directive in nature. Orders, commands, comments, memos, rules and regulations, etc., come into this category.

2. Upward communication

This communication is processed from sub-ordinates to their superiors. This gives feedback to the employer or management. Sometimes this feedback or upward communication helps the superiors to carry out downward communication.

3. Lateral communication

Also termed as horizontal communication, this includes interaction and communication between the sub-ordinates of same cadre. To interlink activities of different branches, lateral communication is very helpful. It always avoids the small delays caused by downward communication.

COMMUNICATION SKILLS AND STYLE
– SELF ASSESSMENT

The following self-assessment exercise is designed to help you evaluate your own communication skills and style, and provide you with helpful tips for becoming a good communicator. Please do the rating as Never–0, Not often–1, Sometimes–2, Often–3 and Always–4

1. When someone makes me angry I deal with them while still angry. _____

2. I become impatient with people who do not express their thoughts and opinions clearly. _____

3. I can get to the solution of the problem without regard to underlying interests or motivations. _____

4. When I'm negotiating with someone I view them as an opponent. _____

5. I believe the words I choose in communication with another person convey most of my message. _____

6. When I listen carefully to what someone is saying to me I can predict what their conclusion will be. _____

7. When I'm not sure about what someone is saying to me, rather than ask questions, I'll wait to learn more. _____

8. When someone gives me instructions and asks , "do you understand," I say "yes" even if I'm not entirely sure. _____

9. Effective communication can be achieved simply by taking turns talking. ____

10. When I'm locked in an argument with someone I view them as an opponent, and I think in terms of win/lose. _____

For Questions 1-10

Add all scores and divide by 10 for the average total score. _____

11. When I initiate a discussion of something important to me and want to be sure it makes an impact, I invite the other person to explain their viewpoint before I present mine.

12. I ask for more information about why a particular demand is being made to explore for underlying interests and ask why a position is important.

13. I listen fully and affirm that I understand what the other person has said as a sign of respect to the speaker.

14. When I ask questions for clarification, they tend to be open ended and cannot be answered with a simple "yes" or "no" response.

15. The best way to get the listening I need is to make the other person feel listened to first.

16. In negotiations I try to direct the focus away from stated positions and explore for interests and common solutions. _____

17. I practice direct communication by using "I" statements, such as, "I think...," "I feel...," "need...." _____

18. I look past a person's opinion of what solution is necessary to solve the problem to get to their needs and underlying interests. _____

19. When someone says something I'm not sure about I ask for clarification.

20. I restate the essence of the speaker's message in my own words as a way of checking on the accuracy of what has been heard. _____

For Questions 11–20

Add all scores and divide by 10 for an average total score. _____

Questions 1–10 Evaluations:

- 1 – 2.5   –   effective communication skills
- 2.6 – 3.5   –   needs improvement
- 3.6 – 4   –   destructive communication habits

Questions 11–20 Evaluation:

- 1 – 2.5   –   very poor communication
- 2.6 – 3.8   –   satisfactory
- 3.9 – 4   –   effective communication

QUESTIONNAIRE 2

Becoming aware of your communication style and those of other people is a good place to start when you want to improve your communication skills. Each person has a unique way of communicating. Listen to your own speech. What sort of words do you use? Which sort of body language and what tone of voice do you often use? In what situations and under what circumstances does your communication style change?

Now, think of someone who you regard as a good communicator. How do you know who can explain things clearly, who listens and understands what others are talking about? What is it about the way they communicate that you like? Compare your style to theirs.

Let's look more closely at your communication style. There are many communication models. Improving your communication skills will become easier once you are aware of your own communication style; how you express yourself and how others perceive you.

The questionnaire below will help you to identify your communication approaches and attitudes.

Tick the statements that apply to you

1.	I often do more talking than listening.	A	
2.	I am more interested in facts than feelings.	T	
3.	If I get interrupted, I find it difficult to get back into the flow of what I was saying.	P	
4.	I often check to make sure I've understood what other people have said.	C	
5.	I prefer to talk about things rather than think about them.	A	
6.	I change the way I talk depending on whom I'm talking to (for example, I speak more slowly and clearly with someone whose first language is not English; I avoid using work-related jargon when talking with someone who doesn't work in the same type of job as I do).	C	
7.	I like to listen to information that will help me solve a problem or give me new ideas.	T	
8.	I can express my ideas clearly.	A	
9.	I like conversations and discussions to keep to the point.	P	

10.	I often have difficulty putting my thoughts or feelings into words.	T	
11.	I encourage other people to talk, and I ask appropriate questions.	C	
12.	When other people become emotional around me, I'm not sure how to react.	T	
13.	I use diagrams and charts to help express my ideas.	T	
14.	I often get so caught up in what I'm saying that I'm unaware of the reactions of my listeners.	A	
15.	Before I send a message, I think about the most relevant way to communicate it (in person, over the phone, in a note, email or text).	P	
16.	I like to make "to do" lists and cross things off as I complete them.	P	
17.	I often do more listening than talking.	C	
18.	I enjoy conversations and discussions that take place at the same time as doing something else.	A	
19.	I take time to find the right words that will clearly express what I want to say.	T	
20.	I can tell when someone doesn't understand what I'm saying.	C	
21.	When talking to people, I pay attention to their body language.	C	
22.	I like meetings to follow an agenda and a timetable.	P	
23.	I will stop a speaker in mid-sentence if I disagree with a statement they have made.	A	
24.	If I don't understand something, I tend to keep it to myself and figure it out later.	T	
25.	I try to divert or end conversations that don't interest me.	A	
26.	To be really clear, I like to see things in writing.	P	
27.	I find it easy to see things from someone else's point of view.	C	
28.	I get straight to the point in emails.	P	
29.	If I find a conversation boring, I'll let my mind drift away.	A	

30.	My body language and gestures are quite controlled.	T	
31.	If I'm writing a formal letter or one with difficult or sad news, I often write it out several times before I send it.	C	
32.	If I have something relevant to add, I'll interrupt someone to ensure my views are heard.	A	
33.	I accept differences and conflict as a normal part of any work environment, and I know how to address them constructively.	P	
34.	I am completely at ease when a conversation shifts to the topic of feelings.	C	
35.	I try to anticipate and predict possible causes of confusion, and I deal with them up front.	P	
36.	I enjoy leading a conversation (*e.g.* choosing the topic, controlling the pace).	A	
37.	I present my ideas so that others are receptive to my point of view.	T	

Now add up how many of each letter you ticked.

A's –

C's –

T's –

P's –

- If you ticked mostly A's you are an Active communicator.
- If you ticked mostly C's you are a Connector.
- If you ticked mostly T's you are a Theorist.
- If you ticked mostly P's you are a Purposeful communicator.
- If (which is quite likely) you had similar scores on two or more communications styles, you use a combination of styles and communicate in different ways in different situations.

COMMUNICATION THROUGH BODY LANGUAGE

Body language is the language of gestures and postures. Studies of body language analyze the emotions transmitted through movement, such as facial expressions and the movement of eyes, hands, legs, feet, and the whole body. These studies show us how the body language of a person can reveal to us his or her state of mind and intentions,

and personality traits such as self-confidence, shyness, aggressiveness, greed, rivalry. We can say that a person's posture expresses his or her attitudes and feelings.

WHAT IS BODY LANGUAGE?

When we think about communication, we probably think of words. When we converse with someone, we exchange about 200 words per minute. But just because we are speaking doesn't mean that is the only communication that is going on. About half of our communication is non-verbal – it occurs without words. Gestures, postures, facial expressions, eye contact, and the way we view and use our personal space convey just as much about what we are thinking as the words we speak. Understanding body language is essential to understanding how we communicate with one another.

The study of body language is called kinesics. Kinesics explores how we use the movement of our bodies and faces to communicate, distinguishing between signals and gestures. A signal is something agreed upon in advance and conveyed consciously. For example, sign language uses signals – to understand them, you must study the language. Similarly, baseball coaches, referees, and airport runway workers use signals to communicate. The meaning of the same signal can be different from one culture to the next. For example, North Americans wave a hand back and forth to say "hello" or "goodbye." But in much of Europe, this same movement means "no." Making a circle with the thumb and forefinger is the North American signal for "OK," but in France it means "worthless," in Japan it means "money," and in many cultures it is an obscene gesture – hardly "OK." Some movements or postures are meaningless in some cultures but are signals in others. For example, Americans often cross their legs while sitting, but in many countries, including Saudi Arabia, Egypt, and Thailand, it's considered rude to show the sole of a shoe in public. Signals offer cultural shorthand for common messages, allowing us to communicate an amazing variety of ideas without any words at all.

THE POWER OF BODY LANGUAGE

Understanding body language does more than improve relationships. You will get insight into the thoughts and feelings of those around you, because it is not a conscious form of communication, people betray themselves in their body language. Body language is powerful in several ways.

- **It is honest:** Body language conveys truth, even when words do not.
- **Creates self-awareness:** Understanding body language helps you identify your own actions that hinder success.
- **Understand feelings:** Body language shows feelings and motive such as aggression, submission, deception, etc. Use these as cues to your communication.
- **Enhance listening and communication skills:** Paying attention to body language makes someone a better listener. Hear between the words spoken to what is being said.

GESTURES

Gestures, on the other hand, are not preplanned, but come naturally. By making subtle motions with our heads, hands, and bodies, we reinforce our spoken words. Rather than replacing words like signals do, gestures reinforce our words, underlining and emphasizing the meaning of what we say. When we say something to express our mental or emotional states, our bodies often reflect our anger, happiness, confusion, or excitement. Gestures are also an important part of conversation. When talking with another person, we use head nodding and eye contact to regulate the conversation. By dropping our voice and slowing the speed of our speech, we indicate that it's the other person's turn to speak. If we want to interrupt the other speaker, we often indicate our desire by raising our finger, much like we used to raise our hands before speaking in grade school. Permission to interrupt can be delayed by a light touch on the arm. All of these non-verbal gestures are an essential part of normal conversation.

OTHER NON-VERBAL SIGNS

EYE CONTACT

Eye contact is another essential non-verbal cue that we use in everyday conversation. Like the conversational gestures discussed above, eye contact helps to guide conversation. When we speak to someone, we periodically look away from him or her. When we are done speaking, we indicate that it's their turn to speak by giving them a longer look. Looking at the person to whom we are speaking is a signal for feedback, such as a nod of the head. Looking away allows us a moment to gather our thoughts. This is the procedure that a standard conversation follows, and varying from it sends a non-verbal message. If the person with whom we are speaking looks at us for longer than three seconds, we

may interpret their attention as a sign of romantic interest or an attempt to dominate. It may make us uncomfortable, striking us as too intense. This discomfort explains why staring contests are usually so short – one person generally breaks the tension by laughing. If our conversation partner avoids eye contact, on the other hand, it shows a lack of interest in the discussion or a desire to get away. How we break eye contact also sends a message. We normally break eye contact by looking down.

There are some correlations between gender and the way eye contact is used in conversation. Women make more eye contact overall and in particular make more eye contact when speaking with each other than two men would. One possible explanation is that women have a greater need for inclusion, and eye contact communicates connectedness.

FACIAL EXPRESSIONS

Facial expressions are another form of body language. Ray Birdwhistell, one of the founders of kinesics, believes that our physical appearance is partially learned. The facial features of a newborn baby are generally unformed. The facial expressions we learn to use in early childhood can affect the final shape and appearance of our face, as well as the habits of facial expression we will carry into adulthood. Smiling is one of the most basic facial expressions. Different nationalities and regional cultures smile more than others. In the United States, Southerners smile more than New Englanders, and people in rural areas are more likely to smile and greet each other in public than people in cities. Women smile more than men, and show more facial expressions in general. The same is not true for children: there's no difference between boys and girls when it comes to using facial expressions to show their emotions. This suggests that boys learn to hide their facial expressions as they grow up.

Tongue-showing is a facial expression that suggests deep concentration and a desire not to be disturbed. The message that this expression sends is one that even children can detect easily. In one experiment, students were given a test with a missing page. The teacher sat in the front of the room, apparently grading papers. When students approached the teacher to inform her of the missing page, she showed the tip of her tongue to half of the students as an indication of her concentration. Those who saw the tongue showing waited 20 seconds before interrupting the teacher, while those who saw no tongue waited only 8 seconds. The messages our facial expressions send can sometimes communicate more clearly than words.

POSTURE AND PERSONAL SPACE

POSTURE

Another major aspect of body language is posture – the position of the body. Our posture can communicate our emotions or opinions. A relaxed posture suggests approachability, while a closed, defensive posture says, "Stay away." Posture can also define groups. How we stand or sit when conversing with a group defines the boundaries of that group, either including or excluding people from the discussion. When we agree with someone, we will often mirror his or her posture. Sales people are often trained to mirror the body language of potential customers, hoping to encourage rapport and a sale.

PERSONAL SPACE

When someone gets too close to us, it makes us uncomfortable, even if they're not touching us. We all have an invisible bubble surrounding us – an area extending about 18 inches from the skin that we consider our own. This bubble is our personal space, and the study of how we use and regulate that space is called proxemics. There are four zones of personal space:

- *Over twelve feet:* This is the public zone. A person giving a speech to a large group might be this far away from the front row.
- *Twelve feet to four feet:* The social zone. In this space, we converse with people we need to talk to one-on one, but that we don't know personally, like store clerks or strangers who are asking directions.
- *Four feet to one and a half feet:* The personal zone. This is the most-used zone, used for friends and casual acquaintances. Most social conversation occurs within this space.
- *16 inches or less:* The intimate zone. We only allow those to whom we are emotionally close, like close friends and family, into this zone. If a stranger comes into this space, we feel invaded.

Strangers who enter our personal space pose a threat. When someone gets "in your face," you will often back away or put up some kind of barrier. This barrier can be tangible, like raising a briefcase or purse between you and the invader, or intangible, such as taking a defensive posture. There are some cases where we allow strangers into this zone, like a doctor, dentist, or barber, but we must give permission before someone can get that close.

THE RULES OF PERSONAL SPACE

When we are forced to allow strangers into a closer-than-normal zone of personal space, we follow certain rules. When strangers ride an elevator together, they usually remain silent and avoid eye contact, looking straight ahead rather than at each other. There are even predictable patterns for where strangers will choose to stand in an elevator – usually allowing the other riders as much space as possible in so confined a space. Similarly, if someone is studying in a library with many empty tables, a second person will usually choose a space far away from the first person, allowing him greater room and privacy. Most people will follow this unwritten rule, but we can send signals that make more explicit statements about our personal space. When we sit on a bench, we can allow room for another person to sit down as well, or we can "claim" the empty space by putting our belongings on it. We use possessions as territorial markers. One experiment in a public library found that:

> ➢ Leaving a book or personal object on a table or desk kept other people away for about 30 minutes. The object suggests that the space is occupied, even if there is no one there.
> ➢ A jacket over the back of a chair sends a stronger signal, keeping people away for about two hours.
> ➢ Putting down both a book and a jacket establishes an even stronger claim. Position in a room is another aspect of personal space that can be used to send non-verbal messages.

When people choose positions at a table for a meeting or class, they communicate by the places they choose. The group leader will most often claim a seat at the head of the table. If the group has no leader, the person who claims the end seat will often be appointed leader. If there are no end seats, leadership will come from the side with the fewest seats, probably because those seated on that side can control eye contact with a greater number of people. Someone who chooses a corner seat far away from the head of the table may be expressing a desire not to participate. Someone who sits next to the leader suggests a desire to be close to leadership or agreement with the leader. A person who wants to communicate friendliness or a desire to be a part of the group will choose a seat in the middle. Our body language is a vital part of how we communicate with those around us. We use gesture, facial expression, eye contact, posture, and personal space to let other people know what we are thinking and how we are feeling without saying anything. Kinesics shows that actions truly do speak louder than words.

TEST YOUR EMOTIONAL INTELLIGENCE

FEAR

Eyebrows: Muscle contracts to pull eyebrows up and in

Eyelids: Lower eyelid contracts and upper eyelids raise slighty

Lips: Lip corners pulled sideways, tightening and elongating the mouth
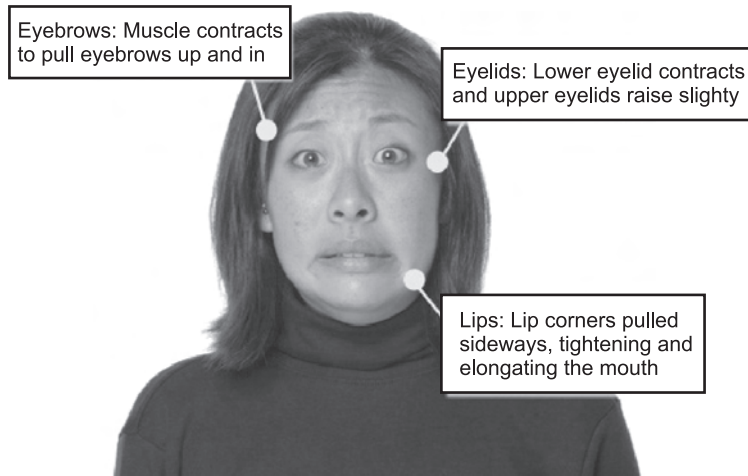
Fig. 1.2 Sign of Being Fearful.

The facial expression of fear is often confused with surprise. But when we are surprised, our eyes open wider than when we are afraid, and our mouth isn't pulled sideways, like it is here; instead, our jaw drops and the mouth hangs open. Plus, our eyebrows are relatively flat when we are afraid; they arch more when we are surprised.

HAPPINESS

Eyelids: Muscles tighten around eyes, pouching of lower eyelid

Lips: Conners pulled up
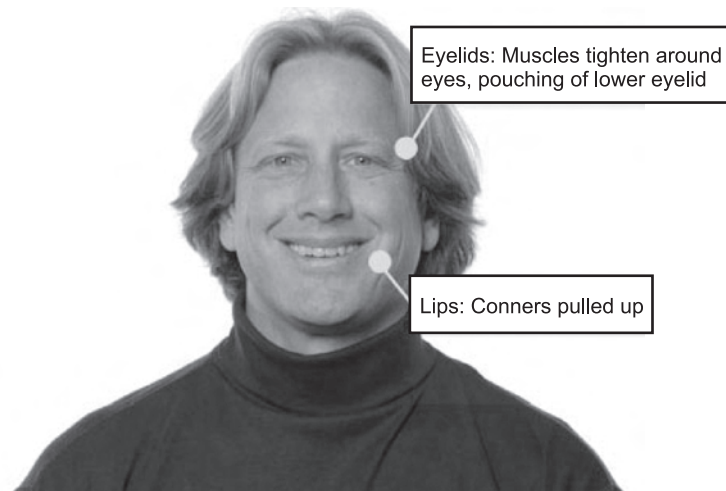
Fig. 1.3. Sign of Being Happy.

This is a classic display of a genuine smile, called a Duchenne smile, which signals happiness. It's defined by two muscle movements. The movement common to all smiles is the zygomatic major muscle pulling the lip corners up. But, critically, what reveals this as a genuine smile is what happens around the eyes: The muscles tighten, making those wrinkles, or crow's feet, around the sides of the eyes and creating that pouching of the lower eyelid. When you see these signs, the person isn't just smiling politely; he's feeling genuine happiness.

ANGRY

Forehead : Muscle contracts to furrow brow

Eyelids: Muscles contracts to tighten lower eyelids and raise upper eyelids

Lips: Tighten and press together
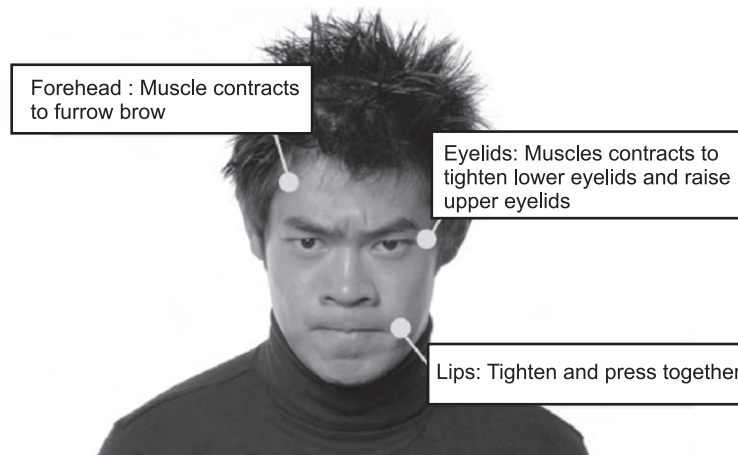
Fig. 1.4. Sign of Being Angry.

You see these muscle movements – in the lips, around the eyes, and in the brow – when people are feeling aggressive, threatened, or frustrated. Researchers think we make this expression when we are angry because it could protect the face in a physical conflict – for example, the furrowed eyebrows could protect the eyes. People often confuse anger and disgust, but disgust involves a raised upper lip and a wrinkle in the nose that you don't see here.

PRIDE

Head: Tilts backward

Lips: Corners go up in slight smile
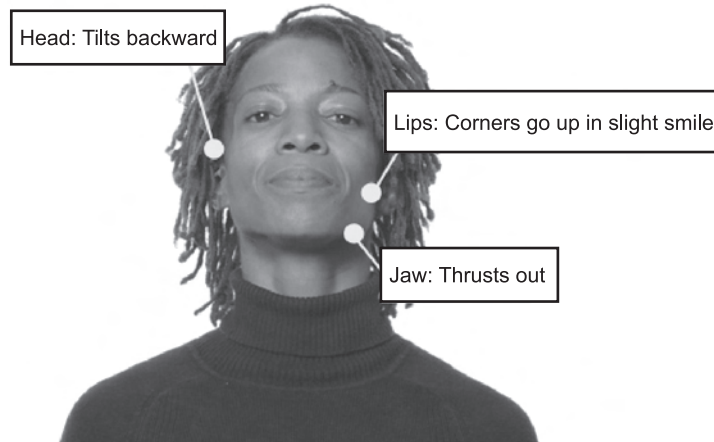
Jaw: Thrusts out

Fig. 1.5. Sign of Showing Pride.

Pride involves signs of dominance. The corners of the lips rise slightly, signaling that the person is happy. But what distinguishes this from happiness is that the head tilts back, with a slight jaw-thrust. Those are classic signs of power and dominance – they suggest that we are feeling strong. The expression of pride is also close to the expression of contempt. They both involve a backward head tilt, but contempt doesn't involve a slight smile like pride does; instead, with contempt the lip movement is asymmetrical – only one side tightens.

SURPRISE

Eyes: Eyebrows and upper eyelids rise

Mouth: Opens as jaw drops

Fig. 1.6. Sign of Being Surprised.

Surprise is often confused with fear. But when we are afraid, our lower eyelids tighten and our eyebrows look flat and tense; with surprise, our upper eyelids rise up and our eyebrows arch. Also, our jaws drop when we are surprised, but our lip corners go sideways when we are afraid, making the mouth look tighter. Some experts believe our eyes open wide like this because when we are confronted with something surprising – a long-lost friend, an unexpected award – we try to absorb as much of this new information as possible.

CONTEMPT
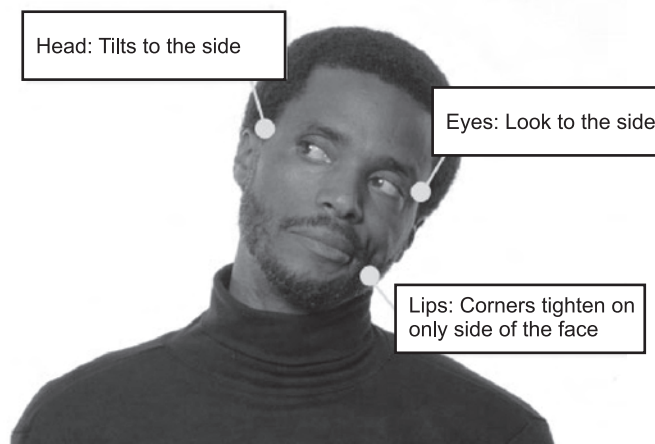
Fig. 1.7. Facial Expression of Being Contempt.

Contempt is when you look down on somebody derisively or suspiciously. What's important about the expression of contempt is that the lips tighten on one side of the face but not the other. If the tightening were on both sides of the face, the person could be swallowing or salivating. People often confuse contempt with disgust. But disgust involves the raising of the upper lip, and the bridge of the nose wrinkles. We express disgust about noxious things, not those about which we are derisive or suspicious.

DISGUST

Eyes: Narrow and eyebrows pull down and in

Nose: Wrinkles at bridge

Mouth: Upper lip rises and mouth opens, tongue sticks out
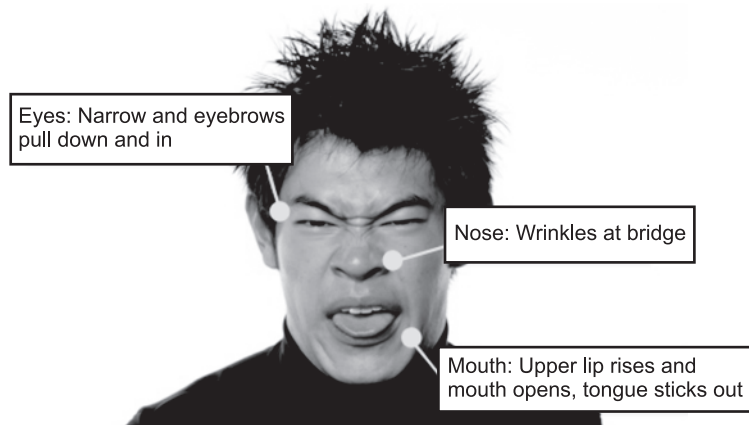
Fig. 1.8. Facial Expression Showing Disgust.

When we feel disgust, the muscles above the upper lip pull up, raising the upper lip, wrinkling the nose, and narrowing the eyes. People often confuse disgust and anger. But anger tightens the mouth and lowers the eyebrows more significantly, and raises the upper eyelid. With disgust, the mouth opens and the tongue comes out, just in case you need to throw up.

FLIRTATIOUSNESS

Eyes: Narrow and make contact with someone

Head: Turned to the side

Lips: Corner pulled up
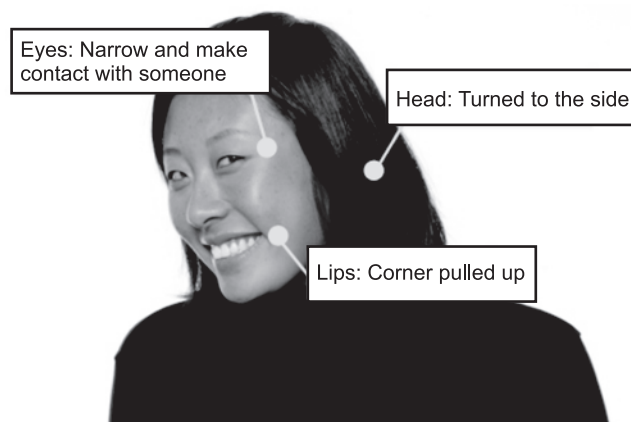
Fig. 1.9. Expressing Flirtatiousness.

This is a coy, flirtatious smile. What conveys flirtatiousness is when someone turns his or her head away to signal 'I'm not interested in you,' but simultaneously makes eye contact. That's a universal display that reflects the ambivalence of flirtation – the flirter avoids and approaches someone at the same time. Someone flirting gives off signals of pleasure, as indicated by the zygomatic major muscle pulling the lip corners up, which also raises the cheeks slightly. Plus, the eyes are narrower than in a neutral state because the orbicularis oculi muscles around the eyes contract, suggesting feelings of happiness.

PAIN

Eyes: Close tightly, eyebrows lower

Lips: Tighten and press upwards
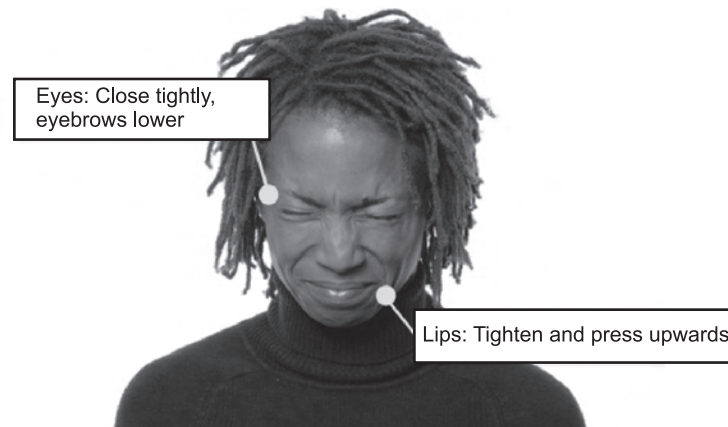
Fig. 1.10. Expressing Pain.

When we feel pain, our facial muscles move in ways that contract the face and protect us from harm. In the upper half of the face, the orbicularis oculi muscles around the eyes contract, closing the eyes tightly, and the corrugator muscle lowers our eyebrows. In the lower half of the face, our lips tighten and press upwards. You'll see this particular expression especially when people are experiencing psychological pain, such as when they see other people suffer. It's an expression closely related to sadness. But rather than suffering in their own sadness, they experience the pain and suffering of others through empathy.

COMPASSION

Eyebrows: Pulled in and up

Head: Tilts forward slightly

Lips: Press together

Fig. 1.11. Showing Compassion.

When people feel sympathy or compassion, the corrugator muscles pull the eyebrows in and up, their lips press together, and their head tilts forward slightly – a sign of social engagement. The expression of compassion is most often confused with sadness. The eyebrow movements are similar in sadness and compassion, but with compassion the lips press together; when we feel sad, our lips pull down.

AMUSEMENT

Head: Thrown back

Eyes: Muscles tighten around the eyes

Mouth: Open, with muscles around it relaxed
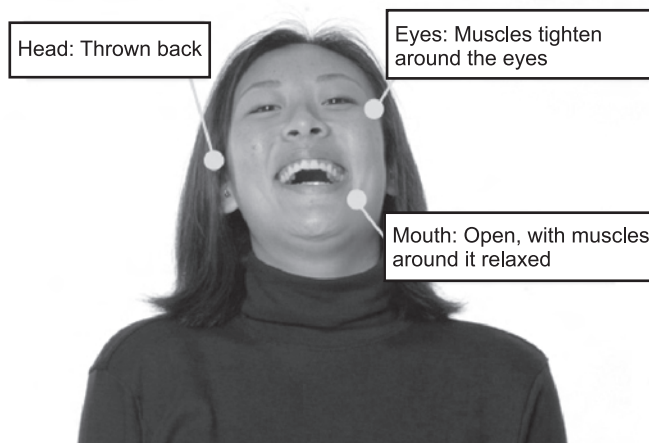
Fig. 1.12. Facial Expression of Being Amusement.

The tell-tale signs of genuine amusement are the open mouth and the backwards head movement. And like a genuine smile, you can tell a genuine laugh when you see the muscles contracting around the eyes, making crow's feet. Genuine laughter often relaxes all muscle movements in the body because of shifts in our respiration patterns that happen when we laugh. This rapid shift to a state of relaxation shuts off feelings of aggression or frustration – we are cooperating with other people, not competing.

INTEREST

Head: Titlts forward slightly

Eyebrows: Raised straight up

Lips: Corners pulled up in slight smile

Fig. 1.13. Expressing Interest.

When we are interested in something, the frontalis muscles raise our eyebrows straight up, and our lip corners turn up in a slight smile, suggesting we are feeling pleasure. The expression of interest is related to the expression of happiness. But when we are happy, we'll show more exaggerated upwards movements of our lip corners, and the muscles around the eyes will contract more, without the eyebrow raising straight up.

SADNESS

Forehead: Skin pouches in middle

Eyes: Eyebrows pull in and partly up, downward gaze

Lips: Corner pulled straight down
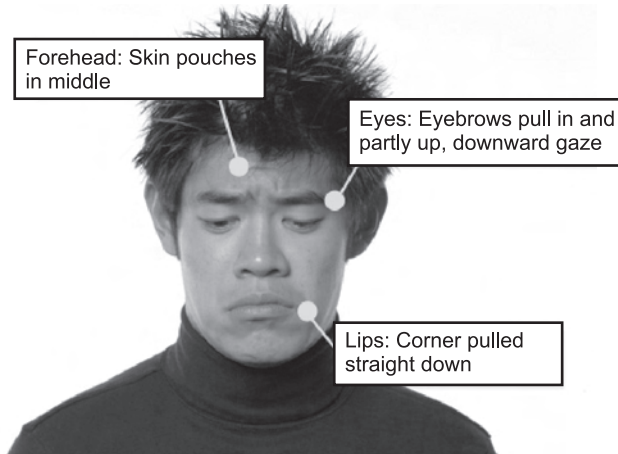
Fig. 1.14. Expressing Sadness.

Sadness is characterized by oblique eyebrows, where the corrugator muscles pull the eyebrows in, but the inner part of the frontalis muscle pulls them up. There's also a little pouching in the inner part of the forehead, and people will often look down. Plus, the corners of the lips are pulled straight down, giving the mouth a curved look. The expression of sadness is often confused with shame, and it shares the oblique eyebrow muscle movements of compassion.

DESIRE

Mouth: Open, with tongue sticking out

Fig. 1.15. Expression of Desire.

Desire is signaled through the mouth, with lip bites, puckers, or (as in this case) lip licks. The mouth is probably so strongly linked to desire because of the connection to kissing. People often make this facial expression when they're interested in someone else sexually, but not necessarily romantically. Desire is obviously a relative of love, but when people feel loving and trusting and devoted to someone else, as opposed to sexually aroused, they won't necessarily make this kind of gesture with their mouth. Instead, they'll often smile in a way that suggests happiness, with a head tilt to the side.

SHAME

Head: Tilts down

Eyes: Look downward

Fig. 1.16. Being Shameful.

Shame is a very simple display but a powerful one. It simply involves gaze aversion, with the head moving down so that the chin tucks into the neck. It's the opposite of pride: Whereas with pride our head tilts back and our chin goes up, shame often constricts our posture as a sign of submissiveness. This expression is frequently confused with sadness. But shame doesn't involve the muscle movements of the sad face – the eyebrows pulled in and partly up, with the lip corners moving down.

POLITENESS

Eyes: Muscles remain relaxed, no crow's feet

Lips: Corners pulled up slightly
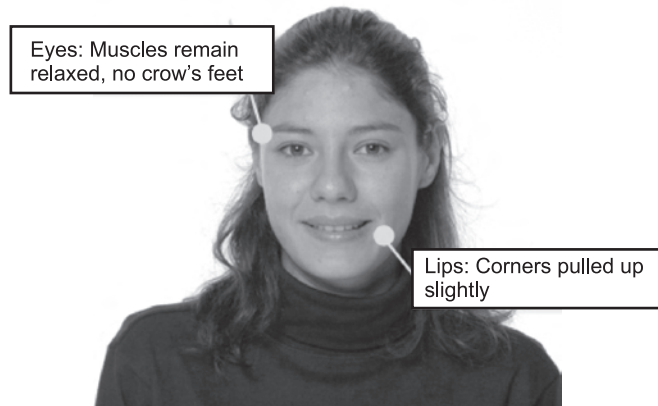
Fig. 1.17. Expressing Politeness.

This is a non-Duchenne smile – a smile that doesn't signal true happiness. It suggests that the person is trying to seem polite and cooperative, but they don't genuinely feel happy. The zygomatic major muscle is pulling the lip corners up, but there are no signs of real joy around the eyes – no crow's feet around the sides, no pouching of the lower eyelid, no raising of the cheek.

EMBARRASSMENT

Head: Moves down and to the side

Hand: Touches the face

Lips: press together, corners pulled up slightly
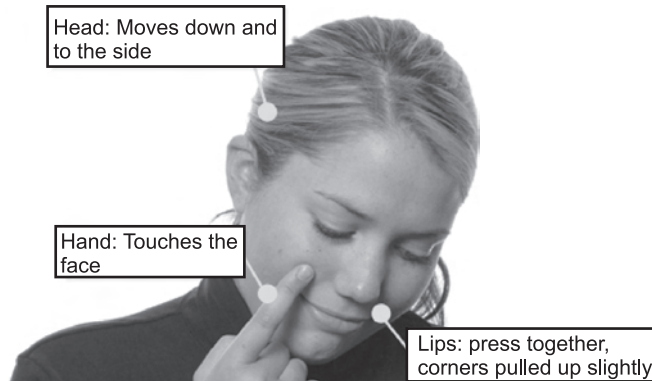
Fig. 1.18. Expressing Embarracement.

With about 30 percent of embarrassment episodes, people touch their face, which is happening here. Some experts believe the face touch is a defensive movement, to protect the face after the person violated

some social rule. In some parts of the world, people make a similar hand gesture when they're ashamed. But with shame, the head moves straight down, not to the side, and there's no slight smile.

PAIN

Eyes: Close tightly, eyebrows lower

Lips: Tighten and press upwards
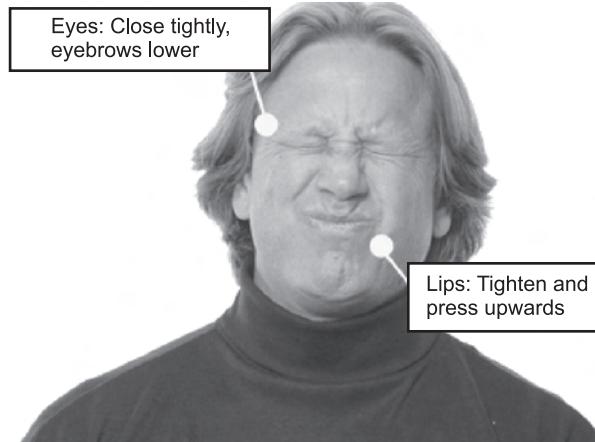
Fig. 1.19. Expressing Pain.

When we feel pain, our facial muscles contract the face and protect us from harm. In the upper half of the face, the orbicularis oculi muscles around the eyes contract, closing the eyes tightly, and the corrugator muscle lowers our eyebrows. In the lower half of the face, our lips tighten and press upwards. Especially when experiencing physical pain, people will sometimes contract their neck, as is happening here, making this look even more like a display of self-defense.

LOVE

Eyes: Showing smooth expression by love

Lips: Corners pulled up.
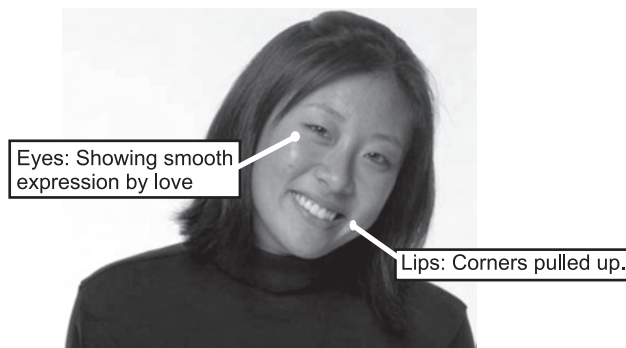
Fig. 1.20. Expressing Love.

When we feel love, our facial expression often resembles happiness: The zygomatic major muscle pulls the lip corners up, and there's a tightening of the lower eyelid.

But the distinct expression of love combines these muscle movements with a tilt of the head to the side. That's a sign of intimacy and connection beyond just happiness.

VOCAL TONE

In verbal communication, or oral communication, one person sends a message to another person or group using speech. Communication is successful only when the speaker and listener understand each other. Because the average person is exposed to thousands of messages every day, your message must rise above competing information to gain your listener's attention. After receiving the message, your listener must be able to interpret, or decode, its meaning.

Experts say that communication is composed of different methods: words, voice, tone and non-verbal cues. Of these, some are more effective in delivering a message than others. According to research, in a conversation or verbal exchange:

- Words are seven per cent effective
- Tone of voice is 38 per cent effective
- Non-verbal cues are 55 per cent effective.

USING VOCAL ELEMENTS EFFECTIVELY

In a conversation, your voice is the medium, or channel, you use to communicate with others. People not only listen to the words you say, but the way you say them – the vocal elements of your speech. Vocal elements include voice inflections, rate of speech, volume, and tone, and can add interest and meaning to your messages. Using vocal elements that are appropriate for your purpose and audience can make your words more appealing and powerful, causing others to pay attention to what you say.

WHAT you say is not nearly as important as HOW you say it.

A dull message delivered by a charismatic person, filled with energy and enthusiasm will be accepted as brilliant. An excellent message delivered by someone who is not interested in the topic will not engage the enthusiasm of its intended audience.

Your voice is one of the most important components of your identity, as it is as individual as your fingerprints and your DNA. It carries a

large part of the emotional content of your message: subtle changes expressing intent and mood are expressed in voice, as it shapes the pitch, intonation and volume of what you say.

Voice is produced by breath, vibrating the vocal folds in the larynx. The sound produced (phonation) is amplified or resonated by the area in, around and above the larynx, including the pharynx, and the mouth and nasal cavities. Every person's shape and size of the vocal mechanism is different, giving a unique timbre to the voice. Stress creates tension that affects the muscles of the area directly impacting on voice quality.

INTONATION

Intonation is the way that the sender's pitch of voice rises and falls when speaking. For example, it shows the interpreter whether the speaker expresses his or her message in the form of a question or statement. In the first case, the voice rises at the end of the phrase or the sentence and in the second case, it falls. At the same time, intonation indicate s the end of an entity of information, which in written communication is shown by means of a comma, semicolon, point, exclamation mark or question mark. Another function of intonation is to lay emphasis on a particular word or idea, a detail that the interpreter must not fail to be aware of.

TONE OF VOICE

The tone of voice is a means by which the speaker implies his or her attitude to the message. It is also a means by which he seeks a reaction from the hearer. In a political debate, for instance, the tone of voice is likely to be rousing, whereas on television the daily news is communicated in a more factual tone. Other examples of tone of voice are: aggressive, critical, nervous, disappointed, monotonous, friendly, enthusiastic, vivid and persuasive.

THINGS TO REMEMBER

1. CHANGE THE SPEED OF YOUR VOICE

People who consistently speak at the same pace tend to be dull and ineffective communicators. Those who vary the rate of their spoken words are more interesting. In addition, the rate of your speech signals how listeners should interpret your words. Speak quickly and use an enthusiastic tone to excite your listeners. Speak slowly when you want your audience to absorb your words or anticipate the next idea.

2. SHIFT THE PITCH OF YOUR VOICE

Voice pitch is the frequency of speech. Both high and low pitches are useful at times, though you should not take either to an extreme. Raising the pitch of your voice signals uncertainty or suggests a question. Lowering the pitch gives your voice a more authoritative and influential character.

3. CONTROL THE VOLUME OF YOUR VOICE

The volume of your voice affects your listeners' ability to hear and understand you. Speak loud enough so that your audience can hear you comfortably. If your volume is much louder, your voice might annoy your listener and disturb others. Speaking too softly makes your words hard to hear and communicates timidity and submissiveness. Varying your volume adds character to your speech, so raise the volume when you want to emphasize a particular word or idea. Lower your voice to dramatize an idea or allow your listener to concentrate on what you are saying.

4. PUNCTUATE WITH PAUSES

Effective speakers pause occasionally to break up the flow of information and let listeners process and understand what was said. A good time to pause briefly is after you've made an important point or concluded an idea. You can also use pauses to create anticipation. The most effective combination of vocal elements is low pitch with varied pace and occasional pauses.

5. ARTICULATE CLEARLY

To improve your listeners' understanding, clearly enunciate each sentence, phrase, and word. You can improve your pronunciation through conscious practice. When you speak clearly, you convey competence, confidence, and intelligence.

COMMUNICATION THROUGH TECHNOLOGY

Communication is a way to express feelings, thoughts and ideas ultimately with great benefits. Nowadays, with all the communication technology in the world, our lives have greatly changed. Communication has affected economic growth political focus and social networking through cell phones, TV and other technology.

Communication through technology works very well these days. Many people can't live without communication tools such as the Internet and phones. Historically, communication was limited because there the methods were slow and limited. Communication was through

the mailman, which took days and weeks to receive the mail. Now communicating quickly and conveniently is a common daily routine that almost everyone does both locally and internationally.

When it comes to new technology, smart phones are the most popular. In fact new language has developed because of them. Thirty years ago, apps, i-phones, text messaging downloads and acronyms like LOL never existed. Now many people communicate through this technology several times a day sending and receiving texts or using chatting programs that were downloaded in their phones. Whether it's instant messenger or I-phone apps, smart phones are the communication devices many can't live without.

When it comes to the benefits of the new communication technology, one of the most noticeable is you can take it anywhere. For example, using the smart phones, chatting online, and using programs such as Skype can be while walking, driving or flying. Programs such as Skype enable users to talk to family and friends while out of state or in another country. To use programs like Skype is convenient, easy and costs less than having a home phone, so it is very popular among students. For more professional uses the smart phone is widely used. People are using it for work and business. Many companies have recognized that with these devices employees can work from anywhere so efficiency is better. Communication might be through chatting online. It might be collecting or sending information. No matter what the purpose, the cost efficiency of phone use far outweighs in-person communication.

Cell phones have become an unavoidable part of modern life for many people, but their presence in so many places can lead to situations in which users are inconsiderate of others. Just as general rules vary among cultures, so do rules of cell phone etiquette. Still, some basic principles cross cultural norms – common sense and courtesy are the cornerstones of polite cell phone use. Respecting public and personal space, maintaining privacy, and not disturbing others are some general principles a person should keep in mind when using a mobile phone.

PUBLIC VS. PRIVATE USE

Cell phone etiquette is usually at its most important in public spaces, where one loud talker can disturb a large number of people. How a person uses his or her phone in more private situations matters too, however, to those who are concerned with being considerate. Many people find it rude when someone takes a cell phone call on a private social engagement with others. Along the same lines, it's usually thought

to be inconsiderate to take a call in the middle of a conversation; if the caller were there in person, he or she would likely wait to politely interrupt at a more appropriate time. When in a small group or one-on-one situation, it's best for someone receiving the call to not pick up unless it's an emergency.

TELEPHONE ETIQUETTE

Telephone etiquette means being respectful to the person you are talking with, showing consideration for the other person's limitations, allowing that person time to speak, communicating clearly and much more. Your voice must create a pleasant visual impression over the telephone. Good phone etiquette is important because we cannot see the facial expressions and body language of the other person and they cannot see us. We must compensate by choosing our words carefully and using much more tone inflection to convey our message than if we were face to face.

GENERAL TIPS

1. Answer promptly (before the third ring if possible).
2. Before picking up the receiver, discontinue any other conversation or activity such as eating, chewing gum, typing, etc. that can be heard by the calling party.
3. Speak clearly and distinctly in a pleasant tone of voice and identify your department and yourself, e.g. "Good morning, Employee and Organizational Development, this is Katherine, how can I help you?"
4. Before placing callers on hold, ask their permission first and thank them.
5. Use the hold button when leaving the line so that the caller does not accidentally hear conversations being held nearby.
6. When transferring a call, be sure to explain to callers that you are doing so, let them know where you are transferring them to, and give them the phone number in case they are disconnected.
7. If the caller has reached the wrong department, be courteous and helpful. Sometimes callers are transferred all over campus with a simple question. If possible, attempt to find out where they should call/to whom they should speak. They will greatly appreciate it.

8. When the called party is not in, the following responses should be used both to protect the privacy of the office staff and to give a more tactful response:

What Not to Say	Tell the Caller:
"He is out."	"He is not in the office at the moment. Would you like to leave a message?"
"I don't know where she is."	"She has stepped out of the office. Would you like to leave a message?"
"He is in the men's room."	"He has stepped out of the office. Would you like to leave a message?"
"He hasn't come in yet."	"I expect him shortly. Would you like to leave a message on his voicemail?"
"She took the day off."	"She is out of the office for the day. Can someone else help you or would you like her voicemail?"
"He doesn't want to be disturbed."	"He is unavailable at the moment. Would you like to leave a message?"
"She is busy"	"She is unavailable at the moment. Would you like to leave a message?"

TAKING MESSAGES

1. Be prepared with a pen and message slip when you answer the phone.
2. When taking messages, be sure to ask for: a) Caller's name (ask the caller for correct spelling). a). Caller's phone number and/or extension (including area code).
3. Repeat the message to the caller.
4. Be sure to fill in the date, time, and your initials.
5. Place the message slip in the called party's inbox or in a conspicuous place in their office, such as their chair.
6. Don't forget that you can transfer them to voicemail instead of taking a paper message, but don't forget to ask, "Would you like

me to transfer you to Nancy's voicemail?'' Do not assume that the caller would rather go to voicemail. Always ask first.

HANDLING RUDE OR IMPATIENT CALLERS

1. Stay calm. Try to remain diplomatic and polite. Getting angry will only make them angrier.
2. Always show willingness to resolve the problem or conflict.
3. Try to think like the caller. Remember, their problems and concerns are important.
4. Offer to have your supervisor talk to the caller or call him/her back if the caller persists.

VOICEMAIL ETIQUETTE

Voicemail has many benefits and advantages when used properly. However, you should not hide behind voicemail. If callers constantly reach your voicemail instead of you, they will suspect that you are avoiding calls. Here are a few tips on such things as greetings and responding to voicemail.

VOICEMAIL GREETING

1. Be sure to record your own personal greeting; don't use the standard default greeting or have another person record your greeting. People tend to feel that they have already lost the personal communication touch because of voicemail. If a female voice says that "Steve Smith is not available,'' the caller will not be convinced that you listen to your voicemail.
2. Include your name and department in your greeting so that people know they have reached the correct person.
3. If you know that you will be out for an extended period, you may want to record an alternate greeting to let callers know this.
4. Include an alternate number in your greeting in case a caller needs immediate assistance.
5. If your phone is the main department extension, you might want to consider playing an alternate greeting when you are closed for an extended period.

NETWORKING AND SOCIALIZING SKILLS

Good networking and socializing is a prerequisite for everybody in today's fast world. These skills can be cultivated with proper practice,

can be learned and polished and should be kept in mind when trying to build our networking skills. It is important to understand the basic etiquette or starting and facilitating introductions that help to generate conversation and it is also very important to have some background knowledge of the other person which helps us to be prepared. A good conversationalist can always get more from the interaction and can effectively turn the conversation towards their interest and we may have only a minute to make a good impression.

NETIQUETTE

The Word 'Internet' flashes many images upon the canvas of the human mind. The dominant one many be hundreds or thousands of computers and computer networks connected with each other, exchanging information. Its application aspect is the multitude of different services internet offers by E-mail and others. Through internet, any type of information can be exchanged like text, audio-video signals on data etc.

Jason Whittaker says E-mail does have its drawbacks, however. The speed and casual nature of email means that people may fire off messages without thinking through the consequences, and the practice of junk email (or spam) can render accounts more or less unusable. Email can also be easily misunderstood, lacking as it does the nuances of facial and verbal expressions. Nonetheless, as a means of communicating around the world, email is probably the most valuable internet tool that transform the way we work, study and even play.

WHY IS NETIQUETTE IMPORTANT?

As the world becomes more closely connected with the invention of telecommunication devices, we need to pay more attention regarding our manners and sharpen our etiquette skills even more. Communication skills are THE most essential formulae for our success. The problem with manners does not lie with the equipment, but with the people who use them. Electronic communication has greatly increased both our ability to keep in touch and the speed with which we can share information.

Today, the communities of internet users include people who are new to the environment. When you communicate with others on the internet, they cannot see or hear you. Therefore it is essentially important to take sufficient time to make sure our e-mail writing is clear to the point and grammatically correct. Our writing tends to have more impact than verbal communication. With poor writing in e-mail communication, the bad

news seems worse and the good news seems better. It is rightly said, 'It is human nature to think wisely and act foolishly.'

With email and web sites able to distribute ideas to hundreds of thousands of people with a few keystrokes, common guidelines have been established to make the internet more 'user friendly'.

THE BASICS OF E-MAIL ETIQUETTE

One of the most common mistakes we commit in our daily communication, both spoken and written- it may not be advisable to always using first person "I" for everything. Do not begin our e-mail message(s) with the possessive case "I" in our mail, neither in greetings nor salutations.

NATURE OF MESSAGE

Messages should be concise and to the point. We should not elaborate, unless there is a necessity or need. We should keep in our mind that the message should not be abrupt or too short. This may result in the addressee losing interest in communicating.

FLOW OF THE MESSAGE

Keep the most important information first and expand the same with the details later. Sometimes we should not jump to the main point directly. In such a case, we should write a few words to introduce the point.

CLOSING NOTE

The complementary closing in an e-mail message can be kept brief by writing your name or create a good caption ("Smile for Success", "Live to Learn, Learn to Live', Smiles make miles of difference"). It gives a good impression or an impact after reading the message.

BE SPECIFIC WITH THE SUBJECT LINE

Most people "Screen" their e-mails using the subject line. It is the equivalent of retrieving your voice mail messages. Sometimes the subject line can be too specific.

WRITING E-MAIL IN CONTEXT

The adage, "Think before you speak", is relevant in the context of e-mail writing as well. Just as how most people will know us only by what we say and how well we say it, they will know us better by what we write and how well we write it.

COMMON ERRORS IN E-MAIL PROOF READING

In English language some words are pronounced identically but spelt differently, as in the case of, 'too' and 'two', read (past tense) and red etc. It is mandatory for us to proof read and check the meanings of the sentence or our messages before they are sent.

SPELL CHECK

Use spell check (the option is given) before you send e-mail to anyone. Spelling mistakes can have terrible consequences, both in personal and business mails.

USE SIMPLE LANGUAGE

Whenever we write a mail to someone it is necessary to remember that shortness is the ecstasy of our e-mails. Shorter the message we send, more likely it is to be read and replied.

SPACING BETWEEN THE LINES

- Two spaces after the salutation.
- Two spaces between the paragraphs.
- Two spaces after the final sentences.
- Two spaces after the closing or end of the mail.

FORMAL MAIL

When writing a business Email, it is necessary to remember that conciseness is very important. In the first paragraph, consider a friendly opening and then a statement of the main point. The next paragraph should begin justifying the importance of the main point. In the next few paragraphs, continue justification with background information and supporting details. The closing paragraph should restate the purpose of the letter and, in some cases, request some type of action.

INFORMAL MAIL

When writing an informal or friendly email the greeting may be formal, beginning with the word "dear" and using the person's given name or relationship, or it may be informal if appropriate. For example formal: Dear Uncle Jim, Dear Mr., informal: Hi Joe, Greetings, (Occasionally very personal greetings may end with an exclamation mark for emphasis). But the body of the message that includes what we want to write.

GENERAL NETIQUETTE IN E-MAILING

Suppose you get a response from your addressee. If you want to reply to that response, you do not have to open a new e-mail message. Just click 'Reply' and key in the message, thereby ensuring that the 'thread' in your communication is maintained.

- No matter the type of mail, do 'Spell check' before sending the mail.
- Sending an email is like sending a postcard. Don't use e-mail to discuss confidential information.
- For frequently asked questions, develop appropriate response templates and paste these into your message. This saves your time and the message will be error free.
- Do not forget to 'Save' your business mails. In case of personal mail, you can 'Save' the message in the 'Sent' folder.

SMS LANGUAGE

WHAT IS A MESSAGE?

A message is a very brief written communication. Generally we write messages to people with whom we are in close contact: members of our family, friends, relatives, neighbours, colleagues, etc. Written messages become necessary when telephonic contacts are not possible.

WHAT IS A SMS LANGUAGE?

SMS language or textese (also known as txt-speak, txtese, chatspeak, txt, txtspk, txtk, txto, texting language, txt lingo, SMSish, txtslang, txt talk, or l33tsp34k) is a term for the abbreviations and slang commonly used with mobile phone text messaging, but sometimes used with other Internet-based communication such as email and instant messaging.

DO'S OF TEXTING

1. **Keep it short and sweet:** Texting was invented for your convenience. Do not use it for sending long emotional messages. If you really want the person on the other side to respond to your text, make sure you send him a short and sweet message.
2. **Check twice before you hit send:** It happens quite often that people end up sending a message to a wrong person. According to the school of texting, one should always check the recipient's number before hitting the SEND button. And just in case someone sent a message to your number by mistake, reply by telling them that you are not the intended person.

3. **Text on important occasions:** Texting is something people do day and night. Though there is no harm in doing so but at times it loses its charm. This is why it is always better to save texts for special occasions.

4. **Spell correctly:** It is very annoying to receive text messages that are hard to interpret. If you don't want your friends or partner to get irritated seeing your messages, always check the spellings before sending the text.

DON'TS OF TEXTING

Learning what not to do is more important than learning what to do. Some of the mistakes you should not commit while texting are:

1. **Texting alone cannot keep the spark alive:** If texting is the only way you communicate with your partner then get rid of this habit right away. Sending text messages is fine but a relationship cannot thrive on it alone.

2. **Don't send texts for bad news:** It is okay to share good news over texts. But, sending messages for delivering a bad news is just not right. Either give the person a call or go and meet him in person.

3. **Don't text while driving:** Texting while driving has caused many accidents in the past few years and thus you should stay away from it to the extent possible.

4. **Don't text at odd hours:** Unless it is very urgent, you should avoid messaging someone at odd hours.

TOP 50 MOST POPULAR TEXT TERMS

1. 2moro – Tomorrow
2. 2nite – Tonight
3. BRB – Be Right Back
4. BTW – By The Way-or-Bring The Wheelchair
5. B4N – Bye For Now
6. BCNU – Be Seeing You
7. BFF – Best Friends Forever-or-Best Friend's Funeral
8. DBEYR – Don't Believe Everything You Read
9. FUD – Fear, Uncertainty, and Disinformation
10. FWIW – For What It's Worth-or-Forgot Where I Was
11. GR8 – Great

12. ILY – I Love You
13. IMHO – In My Humble Opinion
14. IRL – In Real Life
15. ISO – In Search Of
16. J/K – Just Kidding
17. L8R – Later
18. LOL – Laughing Out Loud-or-Lots Of Love-or-Living On Lipitor
19. LYLAS – Love You Like A Sister
20. MHOTY – My Hat's Off To You
21. NIMBY – Not In My Back Yard
22. NP – No Problem-or-Nosy Parents
23. NUB – New person to a site or game
24. OIC – Oh, I See
25. OMG – Oh My God
26. OT – Off Topic
27. POV – Point Of View
28. RBTL – Read Between The Lines
29. RT – Real Time-or-ReTweet
30. THX or TX or THKS – Thanks
31. SITD – Still In The Dark
32. TLC – Tender Loving Care
33. TMI – Too Much Information
34. TTYL – Talk To You Later-or-Type To You Later
35. TYVM – Thank You Very Much
36. VBG – Very Big Grin
37. WEG – Wicked Evil Grin
38. WYWH – Wish You Were Here
39. XOXO – Hugs and Kisses

TOP 50 MOST POPULAR TEXT TERMS USED IN BUSINESS

1. AFAIC – As Far As I'm Concerned
2. ASAP – As Soon As Possible
3. BHAG – Big Hairy Audacious Goal
4. BOHICA – Bend Over Here It Comes Again
5. CLM – Career Limiting Move

6. DD – Due Diligence
7. DQYDJ – Don't Quit Your Day Job
8. DRIB – Don't Read If Busy
9. EOD – End Of Day-or-End Of Discussion
10. EOM – End Of Message
11. EOT – End Of Thread/Text/Transmission
12. ESO – Equipment Smarter than Operator
13. FYI – For Your Information
14. GMTA – Great Minds Think Alike
15. HIOOC – Help, I'm Out Of Coffee
16. IAITS – It's All In The Subject
17. IANAL – I Am Not A Lawyer
18. LOPSOD – Long On Promises, Short On Delivery
19. MOTD – Message Of The Day
20. MTFBWY – May The Force Be With You
21. MYOB – Mind Your Own Business
22. NRN – No Reply Necessary
23. NSFW – Not Safe For Work
24. NWR – Not Work Related
25. OTP – On The Phone
26. P&C – Private & Confidential
27. PEBCAK – Problem Exists Between Chair And Keyboard
28. QQ – Quick Question-or-Cry More
29. RFD – Request For Discussion
30. RFP – Request For Proposal
31. SBUG – Small Bald Unaudacious Goal
32. SME – Subject Matter Expert
33. STD – Seal The Deal, Save The Date, Sexually Transmitted Disease, Stuff To Do
34. TBA – To Be Advised
35. TBD – To Be Determined
36. TWIMC – To Whom It May Concern
37. TIA – Thanks In Advance
38. WIIFM – What's In It For Me
39. WOMBAT – Waste Of Money, Brains And Time

40. WTG – Way To Go
41. YW – You're Welcome

SMS TEXTING SHORTCUTS

1. 1dRfl – wonderful
2. 2 – to/too/two
3. 2dA – today
4. 2moro – tomorrow
5. 2nite – tonight
6. 3dom – freedom
7. 4 – for
8. 4get – forget
9. 4N – foreign
10. ADN – any day now
11. AFAIK – as far as I know
12. AFAIR – as far as I recall
13. ASAP – as soon as possible
14. ATM – at the moment
15. B – be
16. B4 – before
17. B4N – bye for now
18. BB – bye-bye
19. Bf – boyfriend
20. BG – big grin
21. BION – believe it or not
22. BK – big kiss
23. BTDT – been there, done that
24. BTW – by the way
25. By – busy
26. C – see/sea
27. CB – call back
28. CUL – see you later
29. CWYL – chat with you later
30. DUZ – does
31. DUZNT – doesn't

32. F2T – free to talk?
33. G2G – got to go
34. Gf – girlfriend
35. Gr8 – great
36. Grr – angry
37. H2 – how to
38. HUH – have you heard?
39. IC – I see
40. ICCL – I couldn't care less
41. IK – I know
42. ILU (or ILY) – I love you
43. in4ml – informal
44. KUTGW – keep up the good work
45. L8 – late
46. L8r – later
47. LMK – let me know
48. lol – laugh out loud
49. M8 – mate
50. MOF – matter of fact
51. MT – empty
52. MTE – my thoughts exactly
53. NAGI – not a good idea
54. Ne – any
55. Ne1 – anyone
56. No1 – no one
57. nrg – energy
58. OIC – Oh I see
59. OK – okay
60. ONNA – oh no, not again!
61. OTT – over the top

62. PCM – please call me
63. Pls – please
64. Ppl – people
65. PTL – praise the Lord
66. R – are
67. Re – regarding
68. RUOK – are you okay?
69. Spk – speak
70. Sry – sorry
71. THX – thanks
72. tmrw – tomorrow
73. TTYL – talk to you later
74. TXT – text
75. U – you
76. UW – you're welcome
77. U@ – you at? (where are you?)
78. UOK – you okay?
79. UR – your/you're
80. Usu – usually
81. W8 – wait
82. W84M – wait for me
83. W/ – with
84. Wan2 – want to
85. wn – when
86. WMF – works for me
87. XLNT – excellent
88. Y – why
89. YM – you mean
90. YR – yeah, right!

Public Speaking

Public speaking (sometimes termed oratory or oration) is the process or act of performing a presentation (a speech) focused around an individual directly speaking to a live audience in a structured, deliberate manner in order to inform, influence, or entertain them.

The four main types of public speaking, or speech purposes, are: The entertaining speech, the informative speech, the persuasive speech, and the inspirational speech.

ENTERTAINING SPEECH

The entertaining speech usually comes in the form of a story of some sorts. Many people confuse an entertaining speech as a presentation only to be used for stand-up routines and the like. Although that is one example of how an entertaining speech purpose could be used, it is not the only way. Entertaining speeches are stories full of word pictures and other strategies to evoke sensory recall, stories which bring you right into the moment as if you are actually there.

INFORMATIVE SPEECH

The informative speech is a presentation that is mainly technical in nature. In this sort of speech you would be delivering facts, statistics, algorithms, etc. An instructor teaching a course on rebuilding engines or explaining the inner workings of your computer would be giving an informative style speech.

PERSUASIVE SPEECH

The persuasive speech is giving presentations in arenas where you would like people to take some kind of action. Buy a certain product,

vote a certain way, donate money to a certain cause. These speeches are employed by salespeople of all kinds and politicians and so on.

INSPIRATIONAL SPEECH

The inspirational speech is a presentation which calls on the audience to be the best that they can be. These speeches are made at high school graduations and inaugural addresses.

THINGS TO REMEMBER

- **Prepare:** Decide how you feel most comfortable delivering your speech. You may choose to use your position paper text as your opening speech or you may write out some key points. In time, you may feel comfortable speaking without any written notes at all. If you plan to use a word or phrase that is unfamiliar to you, make sure you learn its meaning and how to pronounce it properly.

- **Practice:** Rehearsing your speech is the best way to perfect your public speaking skills. Try practicing in front of a teacher, a parent, or fellow classmates from your class or club. When you listen to a speech, provide constructive feedback rather than criticism. When someone critiques your speech, accept the feedback graciously and use it as a tool to strengthen your public speaking.

- **Consider your audience:** Make your speech appropriate to the age and experience-level of the other delegates at the conference. Remember that the beginning of the speech should captivate your audience and make them to want to hear more.

- **Eliminate unnecessary "filler" words:** Fillers are words and phrases such as "umm," "well," "sort of," and "like". These words take away from the message you are trying to convey. Some additional fillers to avoid are "so," "you know," "I think," "just," and "uh."

- **Use meaningful pauses:** Leaving a moment of silence between sentences can be a powerful public speaking tool. Pausing after an important point or before answering a question will help to hold the audience's attention. A pause can also give you time to formulate your next statement.

- **Breathe:** Try to breathe from your diaphragm – the organ below your lungs that controls your respiration. You are breathing properly if you can see your abdomen rising and falling with each breath. Try to inhale and exhale completely.

- **Pace yourself:** Don't talk too fast or too slow. Remember that most speakers have a tendency to talk too quickly.
- **Choose a powerful posture:** Be aware of your posture when you speak. Slouching, tilting your head and crossing your arms or legs will take away from your message. Stand up straight, relax your shoulders, plant your feet firmly and keep your knees unlocked to help you communicate confidence.
- **Project your presence:** Speaking in a low to medium volume can help to project authority, but make sure that you are speaking heard. Focus on speaking with enthusiasm and energy.
- **Gesture:** It is worthwhile to use your face, hands, arms and body to help you communicate as long as your motions do not distract the audience from your speech.
- **Connect with your audience:** Glance at your notes rather than reading them so that you can make eye contact with the other delegates. It is often helpful to speak directly to individual members of the audience.
- **Get to the point:** Speak concisely so that your audience does not lose your main arguments among less-important details. Try not to speak in circles. Instead, go straight to your most important point.
- **Be positive:** Rather than criticizing another point of view, critique it in a constructive way. Always provide alternatives and be sure to back up your arguments.

10 BIGGEST PUBLIC SPEAKING MISTAKES

- **Starting with a whimper:** Don't start with – Thank you for that kind introduction. Start with a bang! Give the audience a startling statistic, an interesting quote, a news headline something powerful that will get their attention immediately.
- **Attempting to imitate other speakers:** Authenticity is lost when you aren't yourself.
- **Failing to "work" the room:** Your audience wants to meet you. If you don't take time to mingle before the presentation, you lose an opportunity to enhance your credibility with your listeners.
- **Failing to use relaxation techniques:** Do whatever it takes listening to music, breathing deeply, shrugging your shoulders to relieve nervous tension.
- **Reading a speech word for word:** This will put the audience to sleep. Instead use a keyword outline: Look at the keyword to

prompt your thoughts. Look into the eyes of the audience, and then speak.

- **Using someone else's stories:** It's okay to use brief quotes from other sources, but to connect with the audience, you must illustrate your most profound thoughts from your own life experiences. If you think you don't have any interesting stories to tell, you are not looking hard enough.

- **Speaking without passion:** The more passionate you are about your topic, the more likely your audience will act on your suggestions.

- **Ending a speech with questions and answers:** Instead, tell the audience that you will take questions and then say, – We will move to our closing point. After the Q and A, tell a story that ties in with your main theme, or summarize your key points. Conclude with a quote or call to action.

- **Failing to prepare:** Your reputation is at stake every time you face an audience so rehearse well enough to ensure you will leave a good impression!

- **Failing to recognize that speaking is an acquired skill:** Effective executives learn how to present in the same way they learn to use other tools to operate their businesses.

PUBLIC SPEAKING ANXIETY TEST

This is an excellent measure for research which centers on public speaking anxiety.

   Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

   Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

1. While preparing for giving a speech, I feel tense and nervous. _____

2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying. _____

3. My thoughts become confused and jumbled when I am giving a speech. _____

4. Right after giving a speech I feel that I have had a pleasant experience. _____

5. I get anxious when I think about a speech coming up. _____

6. I have no fear of giving a speech. _____

7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable. _____

8. I look forward to giving a speech. _____

9. When the instructor announces a speaking assignment in class, I can feel myself getting tense. _____

10. My hands tremble when I am giving a speech. _____

11. I feel relaxed while giving a speech. _____

12. I enjoy preparing for a speech. _____

13. I am in constant fear of forgetting what I prepared to say. _____

14. I get anxious if someone asks me something about my topic that I don't know. _____

15. I face the prospect of giving a speech with confidence. _____

16. I feel that I am in complete possession of myself while giving a speech. _____

17. My mind is clear when giving a speech. _____

18. I do not dread giving a speech. _____

19. I perspire just before starting a speech. _____

20. My heart beats very fast just as I start a speech. _____

21. I experience considerable anxiety while sitting in the room just before my speech starts. _____

22. Certain parts of my body feel very tense and rigid while giving a speech. _____

23. Realizing that only a little time remains in a speech makes me very tense and anxious. _____

24. While giving a speech, I know I can control my feelings of tension and stress. _____

25. I breathe faster just before starting a speech. _____

26. I feel comfortable and relaxed in the hour or so just before giving a speech. _____

27. I do poorer on speeches because I am anxious. _____

28. I feel anxious when the teacher announces the date of a speaking assignment. _____

29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow. _____

30. During an important speech I experience a feeling of helplessness building up inside me. _____

31. I have trouble falling asleep the night before a speech. _____

32. My heart beats very fast while I present a speech. _____

33. I feel anxious while waiting to give my speech. _____

34. While giving a speech, I get so nervous I forget facts I really know. _____

Scoring: To determine your score on the PRPSA, complete the following steps:

- Step 1. Add scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34
- Step 2. Add the scores for items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26
- Step 3. Complete the following formula:

PRPSA = 72 minus (Total from Step 2) plus (Total from Step 1)

Your score should be between 34 and 170. If your score is below 34 or above 170, you have made a mistake in computing the score.

INTERPRETING YOUR SCORE

- Scores above 131 indicate High Anxiety
- Scores between 98 and 131 indicate Moderate Anxiety
- Scores below 98 indicate Low Anxiety

PLANNING FOR A SPEECH

THE PURPOSE OF THE SPEECH

- Decide what you wish to speak about
- Decide what the primary purpose of the speech is.
- Do you wish to:
  - instruct and inform
  - convince, persuade, influence or motivate, or
  - amuse and entertain
- What are you trying to achieve
- What are the objectives of your speech
- Know your audience
- Know the venue

PREPARING YOUR SPEECH – THEME

- In one sentence, write down the object of your speech. This sentence will become the criterion against which all material is being judged whether to be included or not.
- If there are a number of points to be dealt with, establish a theme, a central idea or concept which gives unity, direction and coherence to the presentation as a whole.
- List the main points to be covered and arrange them in a logical sequence.
- Your speech should be structured into 3 distinct parts - Opening, Body and Conclusion

OPENING OR INTRODUCTION

- The introduction is most important as your audience will accept your message in the first 30 – 90 seconds, or they will switch off and ignore the rest of the speech.
- In the introduction you (*a*) introduce the theme (*b*) set the scene (*c*) establish a direction (*d*) gain the attention of the audience and get them involved.
- The introduction should be short, positive, easy to handle, generate interest and expectancy and you must feel comfortable with it. It should create a vivid image and possibly an image that the audience can identify with.

- DO NOT repeat the title, read the introduction, apologize, explain, complain or make excuses.
- Ideas for an attention gaining opening:
  - Use a question related to audience need.
  - Pay a sincere compliment
  - Use a quotation. This reinforces your opinion. Remember to state the author

BODY

- The body should flow naturally from the introduction and lead the audience to the conclusion you wish to accept.
- Be sure to stick to your theme.
- DO NOT try to cover too much ground - three or four main points are sufficient.
- Use stories, anecdotes, examples to keep the audience interested.
- Pause after each major point, example or illustration for effect and to allow the audience to consider your point.
- Remember the audience likes to be entertained as well as informed, convinced or motivated. Try to include some humour, if appropriate to the topic

CONCLUSION

- The conclusion should re-state the essential message. Keep it short and simple
- Memorize the conclusion and the opening.
- Refer back to the points in the introduction to round off the speech. The conclusion should always link back to the opening.
- DO NOT introduce any new information to round off the speech.
- DO NOT just fade off or thank the audience at the end of the speech.

KNOW YOUR AUDIENCE

- When speaking you need to know something about the audience and what they expect of you.
- When speaking before an audience you need to know:
  - General age, gender, educational standards, social status, general interests, of audience.
  - General qualifications and expectations.

KNOW THE VENUE

- When planning your presentation you need to know:
- Size of the venue
- Size of the audience
- Effects of a large hall and a small audience
- Arrangements of seating – fixed or movable
- Obstacles between audience and speaker

WHERE WILL YOU SPEAK

- If speaking from platform note height above audience or distance from audience
- Note presence or absence of a lectern.

WHAT IS THE LIGHTING LIKE

- Is it adequate for visual aids
- Is it adequate for reading notes
- Is it easily controlled for slides/films

WHAT ARE THE DISTRACTIONS

- Large windows
- Traffic noise
- Air-conditioning noise
- Construction work
- Temperature of room

TEST THE ACOUSTICS

- Is the sound good
- Are you competing with other noises like air conditioners
- Is there a microphone and does it work properly
- Does ALL the equipment work?

WHAT SIZE IS YOUR AUDIENCE AND DOES THE VENUE ALLOW YOU TO ENCOURAGE

- Audience participation
- Question time
- Presentation of opinions

INDIVIDUAL EVALUATION FORM

Category	Rating	Recommendation for Improvement
PREPARATION (*Reseaearch, organization, rehearsal*)	1 2 3 4 5	
SPEECH VALUE (*Original, interesting*)	1 2 3 4 5	
MANUAL ASSIGNMENT (*Met project obejectives*)	1 2 3 4 5	
OPENING (*Attention-getting, led into topic*)	1 2 3 4 5	
BODY OF SPEECH (*Logical flow, pints supported by examples*)	1 2 3 4 5	
TRANSITIONS (*Smooth, easy to follow*)	1 2 3 4 5	
CONCLUSION (*Effective*)	1 2 3 4 5	
VOICE (*Volume, variety*)	1 2 3 4 5	
LANGUAGE (*Appropriate to topic and audience*)	1 2 3 4 5	
APPEARANCE (*Appropriate for occasion and audience*)	1 2 3 4 5	
MANNER (*Confidence, assurance, sincerity, enthusiasm*)	1 2 3 4 5	
PHYSICAL ACTIONS (*Gestures, body movements, eye contact, facial expression*)	1 2 3 4 5	
OTHER (*Specify*)	1 2 3 4 5	
OTHER (*Specify*)	1 2 3 4 5	

PRESENTATION SKILLS

WHAT IS A PRESENTATION?

A presentation is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team.

KEY ELEMENTS OF A GOOD PRESENTATION

- **P** – Purpose
- **A** – Audience
- **N** – Need
- **I** – Information
- **C** – Communication

There are many types of presentations. They are

1. Demonstrations
2. Illustrated Talks
3. Public Speeches
4. Impromptu Speeches

DEMONSTRATIONS

A demonstration puts words into action. With this type of presentation, you will show how to do something at the same time you tell how to do it. There is a finished product at the end. If you have given a successful demonstration, the audience should leave knowing how to do what you have demonstrated. A demonstration is usually the easiest type of presentation to do. It often has a step-by-step process that makes planning and organizing simple. The hardest part may be to remember to keep talking while you are demonstrating or doing something. Try not to have long periods of silence.

ILLUSTRATED TALKS

An illustrated talk is a way to share information with the audience. The topic should be educational in nature, but it can be very basic.

PUBLIC SPEECHES

A public speech is just talking. No visual aids or props can be used. A speech can be informative or persuasive with the purpose to stimulate thought or present a point of view. Speeches should not simply entertain.

They need to persuade the audience to agree with you, educate the audience, or get an emotional reaction from the audience. Speeches often have a personal tie-in, a way the topic relates to something that happened in your life.

IMPROMPTU SPEECHES

As the name implies, impromptu speeches require the presenter to compose and deliver a speech with little previous preparation. Like public speeches, no visual aids are used unless the he speaker is given an object to talk about. Impromptu speeches require you to "think on your feet." You need to be able to come up with ideas on the spur of the moment and quickly or organize them in a logical manner. Acquiring the skill to express yourself quickly is extremely beneficial. You will encounter many situations where it will be helpful to be able to give input on the spot

TEAM PRESENTATIONS

Demonstrations and illustrated talks may be done as an individual or team (Public speaking and impromptu speeches are for individuals only). A team usually consists of two members of the same age division. Team presentations are good when four hands are needed to demonstrate something or when it is hard to do the work and talk at the same time. First-time presenters often like to work as a team because they don't have to be in front of an audience by themselves. It can be comforting to have a friend up there with you.

Team presentations are a good way to learn teamwork and cooperation. You need to be aware, however, that it can be difficult to do a really good team presentation. They require a lot of planning and practice in order to flow smoothly.

SKILLS REQUIRED GIVING A GOOD PRESENTATION

1. Preparation/ Planning is the first step on the ladder to success
2. Aspects in the development of a good presentation
3. Subject Centered (Material)
4. Audience Centered (Audience)
5. Self Centered (Self).

PREPARATION: AUDIENCE ANALYSIS

1. What is the audience interested in?

   2. What does the audience want?

   3. What does the audience already know and needs to know

   4. What are their needs, expectations from this presentation?

   5. How will the audience benefit from this presentation?

   6. Structure the content in line with the audience's needs

   7. What do you want to tell the audience?

   8. What is your objective?

   9. Prepare keeping in mind the time allotted

 10. Anticipate the questions and prepare

 11. Collect material from a variety of sources

 12. Arrange points logically and sequentially

 13. Prepare handouts as well.

STRUCTURING THE PRESENTATION

1. 2 to 2.5 mins – opening/beginning
2. 20 to 21 mins – middle section
3. 2 to 3 mins – closing/end
4. 5 mins – questions

THE BEGINNING

1. Should be carefully designed
2. Get attention
   - Shock, humour, question, story, facts and figures
   - Well rehearsed yet natural
3. Motivate audience to listen
   - Listen to their needs

PREPARATION – STRUCTURE

1. Sequence should be logical and understandable
2. Interim summaries – Recaps
3. Value of visual aids – flip charts and handouts

USE THE 4 PS

1. Position Possibilities
2. Problem Proposals

PREPARE CLOSING

1. Last 2 to 2.5 minutes are as critical as the first five minutes for a successful presentation
2. Summarize – highlight important points
3. Suggest action – what to do and when, where and how to do it

VERBAL COMMUNICATION – BARRIERS

1. Speaking too fast
2. Using jargon
3. Tone and content
4. Complicated or ambiguous language
5. Not questioning
6. Physical State of the audience

SENSITIVITY TO THE AUDIENCE

1. "See" the audience
2. Take non-verbal feedback
3. Congruent and incongruent body language
4. Modify to meet audience needs
5. Don't just make it as a presentation

HANDLING QUESTIONS

1. Do not get confused
2. You are not supposed to know everything
3. Anticipate and keep answers ready
4. Sometime questions themselves give you a lead to highlight your point of view

VISUAL AIDS

1. While using a over head projector face the audience while talking
2. Point with a pen
3. Appropriate lighting
4. Watch the colors
5. Ensure clear visibility
6. 10 lines, 10 words per line

Here are 21 ways to make certain that your presentations hold your audience's interest – and help them make the decision you want them to make.

PREPARATION

1. **Build a story.** Presentations are boring when they present scads of information without any context or meaning. Instead, tell a story, with the audience as the main characters (and, specifically, the heroes).

2. **Keep it relevant.** Audiences only pay attention to stories and ideas that are immediately relevant. Consider what decision you want them to make, then build an appropriate case.

3. **Cut your intro.** A verbose introduction that describes you, your firm, your topic, how you got there, only bores people. Keep your intro down to a sentence or two, even for a long presentation.

4. **Begin with an eye-opener.** Kick off your talk by revealing a shocking fact, a surprising insight, or a unique perspective that naturally leads into your message and the decision you want made.

5. **Keep it short and sweet.** When was the last time you heard someone complain that a presentation was too short? Make it half as long as you originally thought it should be (or even shorter).

6. **Use facts, not generalities.** Fuzzy concepts reflect fuzzy thinking. Buttress your argument, story and message with facts that are quantifiable, verifiable, memorable and dramatic.

7. **Customize for every audience.** One-size-fits-all presentations are like one-size-fits-all clothes; they never fit right and usually make you look bad. Every audience is different; your presentation should be too.

8. **Simplify your graphics.** People shut off their brains when confronted with complicated drawings and tables. Use very simple graphics and highlight the data points that are important.

9. **Keep backgrounds in the background.** Fancy slide backgrounds only make it more difficult for the audience to focus on what's important. Use a simple, single color, neutral color background.

10. **Use readable fonts.** Don't try to give your audience to get an eyestrain headache by using tiny fonts. Use large fonts in simple faces (like Arial); avoid boldface, italics and ALL-CAPS.

11. **Don't get too fancy.** You want your audience to remember your message, not how many special effects and visual gimcracks you used. In almost all cases, the simpler the better.

12. **Check your equipment ... in advance.** If you must use PowerPoint, or plan on showing videos or something, check to make sure that the setup really works. Then check it again. Then one more time.

13. **Speak to the audience.** Great public speakers keep their focus on the audience, not their slides or their notes. Focusing on the audience encourages them to focus on your and your message.

14. **Never read from slides.** Guess what? Your audience can read. If you're reading from your slides, you're not just being boring–you're also insulting the intelligence of everyone in the room.

15. **Don't skip around.** Nothing makes you look more disorganized than skipping over slides, backtracking to previous slides, or showing slides that don't really belong. If there are slides that don't fit, cut them out of the presentation in advance.

16. **Leave humor to the professionals.** Unless you're really good at telling jokes, don't try to be a comedian. Remember: When it comes to business presentations, polite laughter is the kiss of death.

17. **Avoid obvious wormholes.** Every audience has hot buttons that command immediate attention and cause every other discussion to grind to a halt. Learn what they are and avoid them.

18. **Skip the jargon.** Business buzzwords make you sound like you're either pompous, crazy, or (worst case) speaking in tongues. Cut them out – both from your slides and from your vocabulary.

19. **Make it timely.** Schedule presentations for a time when the audience can give you proper attention. Avoid end of day, just before lunch, and the day before a holiday.

20. **Prepare some questions.** If you're going to have a Q&A at the end of your presentation, be prepared to get the ball rolling by having up a question or two up your sleeve.

21. **Have a separate handout.** If there's data that you want the audience to have, put it into a separate document for distribution after your talk. Don't use your slide deck as a data repository.

PHRASES USED DURING PRESENTATION

OPENING WORDS

- Can everyone see and hear me?
- Are we ready to begin?

WELCOMING YOUR AUDIENCE

- Good morning/afternoon, ladies and gentlemen/everybody.
- Welcome everybody.
- It is good to see so many of you here.
- I'd like to welcome... We are very happy to have you with us today...
- On behalf of our company I'd like to...
- Thank you for coming.
- Thank you for inviting me to talk to you today.
- I appreciate that you're sacrificing one hour of your valuable time to listen to me.
- Thank you for giving me your attention

INTRODUCTION

- Let me introduce myself... / I'd like to introduce my self.
- My name is X and I am the Marketing Manager at ...
- My role is to ... / I work for... / I am responsible for...
- This is my colleague Tom who has come to talk about….

INTRODUCING THE SUBJECT / PURPOSE

- I am here today to talk about...
- I am going to talk today about...
- I have been asked to give you an overview of the trends of our main products...
- The purpose of my presentation is to introduce our new range of...
- I'm trying to give you an overview of our...
- My talk is concerned with...
- The topic / subject of this presentation is a break through in the field of...
- The purpose of this presentation is to show you...

- The aim of the next hour is to give you an overview of...
- I'm so glad that we have the opportunity to discuss this matter.

OUTLINING YOUR STRUCTURE

- I'm going to divide my talk into x parts.
- There are X points I'd like to make.
- I'd like to outline...
- There are a number of points I'd like to make.
- Basically/ Briefly, I have three things to say.
- Let's first look at an overview of my presentation.
- I've put an agenda on the flip chart / screen so we can see....
- First of all...
- I'd like to spend the first 10 minutes talking about....
- To start with I'll describe..... Then I'll mention ...
- After that I'll consider....
- Finally, I'll summarize my presentation (before concluding with some recommendations).
- If you bear with me, the presentation will consist of the following. First, I'd like to deal with ..., then we can move on to..., followed in the next part by our....

DESCRIBING THE SEQUENCE

- First of all,...
- Secondly...
- Thirdly...
- After the next..

INSTRUCTIONS ABOUT QUESTIONS

- Don't hesitate to interrupt me when you have a question.
- Do feel free to interrupt me if you have any questions.
- I can take your questions at any time during my presentation.
- I'll try to answer all your questions after the presentation.
- I plan to keep some time for questions after the presentation.
- If there are any questions I'd prefer to deal with them after presenting the information

HANDOUTS

- Let me give you the handouts with some space for notes.
- Could you pass on these handouts, please?
- I'll give you the handouts at the end of the presentation.
- I can email the presentation to anybody interested so you don't need to take notes.
- The presentation will be available online on our website for download in case anybody is interested.

STARTING THE PRESENTATION ITSELF

- I'll go straight into my first topic and that is describing...
- Right.../ I'd like to start by looking at...
- I'd now like to describe to you the main features of...
- Let's start with.../ Let's begin by looking at.../ To begin with..

MOVING ON TO THE NEXT POINT

- Now... / Let's move on to... / Let's turn to..
- I'd like to turn to... / Next I like to look at... /
- Moving on to...
- Let's now go on to look at the main arguments...
- This leads us to...
- Now we'll go on to talk about...
- And finally let's take up the subject of...

GIVING MORE DETAILS

- I'd like to expand on this aspect/problem/point
- Let me elaborate on that
- Would you like me to expand on/elaborate on that?

REFERRING TO SOMETHING WHICH IS OFF THE TOPIC

- I'd like to digress here for a moment and just mention that ...
- Referring back to an earlier point
- Let me go back to what I said earlier about...

VISUALS

- Here you can see a graph of...
- Have a look at this pie chart of ...

- Here you can see ....in a flow chart.
- As you will notice...
- As you can see...
- You will note that...
- Have a look at this...
- This table shows...
- The figures indicate...
- A good example of how important...
- If you look at this slide, you will see...
- If you have a look at this first graph, you can see that...

GIVING EXAMPLES

- For example,... / A good example of this is... / To give you an example,...
- As an illustration,... / To illustrate this point.

SUMMARIZING

- In other words... / Now, to sum up... / To summarise.../ To put it in a nutshell...
- In short .../ To put it more simply....
- So let me summarise/recap what I've said.
- Finally, may I remind you of some of the main points we've considered.
- If I can just sum up the main points...
- Let's summarise briefly what we've looked at..

CONCLUDING

- To conclude... / In conclusion,...
- Let me conclude by saying.../ I'd like to finish by...
- In conclusion, my recommendations are...
- I'd like to conclude by stating that...
- I therefore suggest/propose/recommend the following strategy...
- I'd like to round off by saying.../ Let me end by saying that...
- Finally, let me remind you of some of the issues we've covered...
- So, to remind you of what I've covered in this talk, ...

- Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that .....
- So that was it for today

THANKING

- May I thank you all for being such an attentive audience.
- Many thanks for your attention.
- Thank you for your attention.

INVITING QUESTIONS

- Now I'll try to answer any questions you may have.
- Can I answer any questions?
- Are there any questions?
- Do you have any questions?
- Are there any final questions?
- If anyone has any questions do not hesitate to ask...
- If you would like me to elaborate on any point, please ask.

ANSWERING QUESTIONS

- Let me think about that for a moment.
- I'm sorry, I'm not sure I quite understood the question. Could you repeat the question, please?
- I'm not sure about that. Is there anyone here who can help?
- I'm afraid I don't know off hand. I'll find out as soon as I'm back in the office and then
- I'll send you an email.
- This is connected to what we will be talking about this afternoon. Could we take it up then?

ASSESS YOUR CURRENT PRESENTATIONS SKILLS

To be a more effective presenter, it is useful to examine your present skills. The following evaluation can help determine the areas on which to focus to increase your competency. Please read the statement and then circle the number that best describes you.

Sl. No.	Particulars	1	2	3	4	5
1.	I thoroughly analyze my audience.					
2.	I determine some basic objectives before planning a presentation.					
3.	I write down some main ideas first, in order to build a presentation around them.					
4.	I incorporate both a preview and review of the main ideas as my presentation is organized.					
5.	I develop an introduction that will catch the attention of my audience and still provide the necessary background information.					
6.	My conclusion refers back to the introduction and, if appropriate, contains a call-to-action statement.					
7.	The visual and graphics I use are carefully prepared, simple, and easy to read, and have impact.					
8.	The number of visuals and graphics I use will enhance, not detract, from my presentation.					
9.	I use both energy and composure in delivering a presentation.					
10.	I ensure the benefits suggested to my audience are clear and compelling.					
11.	I communicate ideas with enthusiasm.					
12.	I rehearse so there is a minimum focus on notes and maximum attention paid to my audience.					
13.	My notes contain only "key words" so I avoid reading from a manuscript or technical paper.					

14.	My presentations are rehearsed standing up and using my visuals.					
15.	I prepare answers to anticipated questions, and practice responding to them.					
16.	I arrange seating (if appropriate) and check audio-visual equipment in advance of the presentation.					
17.	I maintain good eye contact with the audience at all times.					
18.	My gestures are natural and not constrained by anxiety.					
19.	My voice is strong and clear and is not a monotone.					

- If you scored between 80–95, you are an accomplished speaker who simply needs to maintain basic skills through practice.
- If your total score was between 60–80, you have the potential to become a highly effective presenter.
- If your score was between 40 and 60, this book can help you significantly.
- If you scored between 30 and 40, you should show dramatic improvement with practice.
- If your total was below 30, roll up your sleeves and dig in. It may not be easy – but you can make excellent progress if you try.

INTERPRETING YOUR SCORE

- Scores above 131 indicate High Anxiety
- Scores between 98 and 131 indicate Moderate Anxiety
- Scores below 98 indicate Low Anxiety

GROUP DISCUSSION

WHAT IS GROUP DISCUSSION?

Group Discussion is a methodology or in a simple language you may call it an interview process or a group activity. It is used as one of the best tools to select the prospective candidates in a comparative perspective. Group Discussion may be used by an interviewer at an organization, college or even at different types of management competitions.

A group discussion consists of:

1. Communication Skills
2. Knowledge and ideas regarding a given subject
3. Capability to co-ordinate and lead
4. Exchange of thoughts
5. Addressing the group as a whole
6. Thorough preparations

REASONS FOR HAVING A GD

- It helps you to understand a subject more deeply.
- It improves your ability to think critically.
- It helps in solving a particular problem.
- It helps the group to make a particular decision.
- It gives you the chance to hear other students' ideas.
- It improves your listening skills.
- It increases your confidence in speaking.
- It can change your attitudes.

POINTS TO REMEMBER

- Knowledge is strength. A candidate with good reading habits has more chances of success. In other words, sound knowledge on different topics like politics, finance, economy, science and technology is helpful.
- Power to convince effectively is another quality that makes you stand out among others.
- Clarity in speech and expression is yet another essential quality.
- If you are not sure about the topic of discussion, it is better not to initiate. Lack of knowledge or wrong approach creates a bad impression. Instead, you might adopt the wait and watch attitude. Listen attentively to others, may be you would be able to come up with a point or two later.
- A GD is a formal occasion where slang is to avoided.
- A GD is not a debating stage. Participants should confine themselves to expressing their viewpoints. In the second part of the discussion candidates can exercise their choice in agreeing, disagreeing or remaining neutral.
- Language use should be simple, direct and straight forward.

- Don't interrupt a speaker when the session is on. Try to score by increasing your size, not by cutting others short.
- Maintain rapport with fellow participants. Eye contact plays a major role. Non-verbal gestures, such as listening intently or nodding while appreciating someone's viewpoint speak of you positively.
- Communicate with each and every candidate present. While speaking don't keep looking at a single member. Address the entire group in such a way that everyone feels you are speaking to him or her.

GD PREPARATION

1. **PREPARING FOR A GROUP DISCUSSION:** While GD reflects the inherent qualities of an individual, appearing for it unprepared may not augur well for you. These tips would help you prepare for GDs.
2. **READING:** This is the first and the most crucial step in preparation. This is a never ending process and the more you read, the better you are in your thoughts. While you may read anything to everything, you must ensure that you are in good touch with current affairs, the debates and hot topics of discussion and also with the latest in the IT and ITES industry.
3. **MOCKS:** Create an informal GD group and meet regularly to discuss and exchange feedback. This is the best way to prepare. This would give you a good idea about your thoughts and how well can you convince. Remember, it is important that you are able to express your thoughts well. The better you perform in these mocks the better would be you chances to perform on the final day. Also try to interact and participate in other GD groups. This will develop in you a skill to discuss with unknown people as well.

DURING THE GROUP DISCUSSION

1. **LEADERSHIP SKILLS:** Ability to take leadership roles and be able to lead, inspire and carry the team along to help them achieve the group's objectives.
2. **COMMUNICATION SKILLS:** Candidates will be assessed in terms of clarity of thought, expression and aptness of language. One key aspect is listening. It indicates a willingness to accommodate others views.

3. **INTERPERSONAL SKILLS:** People skills are an important aspect of any job. They are reflected in the ability to interact with other members of the group in a brief situation. Emotional maturity and balance promotes good interpersonal relationships. The person has to be more people centric and less self-centered.

4. **PERSUASIVE SKILLS:** The ability to analyze and persuade others to see the problem from multiple perspectives.

SUB-SKILLS OF GD

1. **HOW DO I TAKE MY CHANCE TO SPEAK:** Trying to interrupt others while speaking would only harm your chances. Instead, you may try to maintain an eye-contact with the speaker. This would show your listening skills also and would help you gauge from his eye-movement and pitch of voice that he is about to close his inputs. You can quickly take it from there. Also, try and link your inputs with what he has spoken whether you are adding to or opposing his arguments. This would reflect that you are actually being participative rather than just doing a collective monologue.

2. **HOW TO I COMMUNICATE IN A GD:** Be crisp and to the point. Be fact based and avoid making individual opinions that do not have a factual base. Make eye contact with all the members in the group and avoid looking at the panelists while speaking. The average duration of the group discussion provides an average of about 2-3 minutes per participant to speak and you should try to speak about 3-4 times. Hence, you need to be really crisp to reflect the most in those 30-40 sec. slots.

3. **HOW DO I CONVINCE OTHERS AND MAKE THEM AGREE TO MY VIEW POINT:** A lot of candidates make it their mission to make the group reach to a conclusion on the topic. Do not forget that some of the topics have been eternal debates and there is no way you can get an agreement in 15 mins. on them. The objective is not to make others toe your line but to provide fact based, convincing arguments which create an impact. Stick to this approach.

4. **DO LEADERSHIP SKILLS INCLUDE MODERATING THE GROUP DISCUSSION:** This is a myth and many people do try to impose their order on the GD, ordering people when to speak and when not to. This only reflects poor leadership. Leadership in a GD would be reflected by your clarity of thought, ability to expand

the topic in its different dimensions, providing an opportunity to a silent participant to speak, listening to others and probing them to provide more information. Hence, work on these areas rather than be a self-appointed moderator of the group.

5. **LISTENING:** This is a key quality assessed during the GD about which many participants forget. Active listening can fetch you credit points and would also provide you with data to discuss. Also, if you have an average of 2-3 minutes to speak, the rest of the 20-25 minutes is required to spent in active listening. For this, maintain eye contact with the speakers, attend to them (like nodding, using acknowledging words like – I see ok, fine and great). This would also make you be the centre of attraction as you would appear non-threatening to the speakers.

6. **BEHAVIOUR DURING THE GD:** Be patient; don't get upset if anyone says anything you object to. Stay objective and don't take the discussion personally. Also, remember the six C's of communication – Clarity, Completeness, Conciseness, Confidence, Correctness and Courtesy. Be appreciative and receptive to ideas from other people and open-minded but do not let others to change your own viewpoint. Be active and interested throughout. It is better to participate less if you have no clue of the topic. You may listen to others and take clues from there and speak. You would be assessed on a range of different skills and you may think that leadership is key, you need to be careful that you don't dominate the discussion.

7. **QUALITY VS QUANTITY:** Often, participants think that success in group discussions depends on how much and how loudly they speak. Interestingly, it's the opposite. Also, making your point on the topic, your views are important and the group needs to know. This will tell you are knowledgeable and that you participate in groups

8. **SUMMARIZING:** If you have not been able to initiate the discussion, try to summaries and close it. Good summarizing would get you good reward points. A conclusion is where the whole group decides in favour or against the topic and most GDs do not have a closure. But every GD can be summarized by putting forth what the group has discussed in a nutshell.

KEEP THE FOLLOWING POINTS IN MIND WHILE SUMMARIZING A DISCUSSION

- Avoid raising new points.
- Avoid stating only your viewpoint.
- Avoid dwelling only on one aspect of the GD
- Keep it brief and concise.
- It must include all the important points that came out during the GD
- If you are asked to summarise a GD, it means the GD has come to an end.
- Do not add anything once the GD has been summarised.

SOME POSITIVE TASK ROLES IN A GROUP DISCUSSION: YOU MAY WANT TO PLAY ONE OR MORE OF THEM

1. Initiator
2. Information seeker
3. Information giver
4. Procedure facilitator
5. Opinion seeker
6. Opinion giver
7. Clarifier
8. Social Supporter
9. Harmonizer
10. Tension Reliever
11. Energizer
12. Compromiser
13. Gatekeeper
14. Summarizer

NEGATIVE ROLES TO BE AVOIDED

- Disgruntled non-participant
- Attacker
- Dominator
- Patronizer
- Clown

TIPS TO MANAGING A GROUP DISCUSSION

1. Initiation Techniques
2. Body of the group discussion
3. Summarization/Conclusion

INITIATION TECHNIQUES

1. When you initiate a GD, you not only grab the opportunity to speak, you also grab the attention of the examiner and your fellow candidates.

2. If you can make a favourable first impression with your content and communication skills after you initiate a GD, it will help you sail through the discussion. But if you initiate a GD and stammer/stutter/quote wrong facts and figures, the damage might be irreparable.

3. If you initiate a GD impeccably but don't speak much after that, it gives the impression that you started the GD for the sake of starting it or getting those initial kitty of points earmarked for an initiator!

4. When you start a GD, you are responsible for putting it into the right perspective or framework. So initiate one only if you have in-depth knowledge about the topic at hand.

BODY OF THE GROUP DISCUSSION

Different techniques to initiate a GD and make a good first impression:

1. **QUOTES:** Quotes are an effective way of initiating a GD. If the topic of a GD is: Should the Censor Board be abolished?, you could start with a quote like, 'Hidden apples are always sweet'. For a GD topic like, Customer is King, you could quote Sam (Wall-mart) Walton's famous saying, 'There is only one boss: the customer. And he can fire everybody in the company — from the chairman on down, simply by spending his money somewhere else.'

2. **DEFINITION:** Start a GD by defining the topic or an important term in the topic. For example, if the topic of the GD is Advertising is a Diplomatic Way of Telling a Lie, why not start the GD by defining advertising as, 'Any paid form of non-personal presentation and promotion of ideas, goods or services through mass media

like newspapers, magazines, television or radio by an identified sponsor'?

3. **QUESTION:** Asking a question is an impact way of starting a GD. It does not signify asking a question to any of the candidates in a GD so as to hamper the flow. It implies asking a question, and answering it yourself. Any question that might hamper the flow of a GD or insult a participant or play devil's advocate must be discouraged. Questions that promote a flow of ideas are always appreciated.

4. **SHOCK STATEMENT:** Initiating a GD with a shocking statement is the best way to grab immediate attention and put forth your point. If a GD topic is, The Impact of Population on the Indian Economy, you could start with, 'At the centre of the Indian capital stands a population clock that ticks away relentlessly. It tracks 33 births a minute, 2,000 an hour, 48,000 a day. Which calculates to about 12 million every year. That is roughly the size of Australia. As a current political slogan puts it, 'Nothing's impossible when 1 billion Indians work together'.'

5. **FACTS, FIGURES AND STATISTICS:** If you decide to initiate your GD with facts, figure and statistics, make sure to quote them accurately. Approximation is allowed in macro level figures, but micro level figures need to be correct and accurate. For example, you can say, approximately 70 per cent of the Indian population stays in rural areas (macro figures, approximation allowed).

6. **SHORT STORY:** Use a short story in a GD topic like, Attitude is Everything.

   This can be initiated with, 'A child once asked a balloon vendor, who was selling helium gas-filled balloons, whether a blue-colored balloon will go as high in the sky as a green-coloured balloon. The balloon vendor told the child, it is not the colour of the balloon but what is inside it that makes it go high.'

7. **GENERAL STATEMENT:** Use a general statement to put the GD in proper perspective. For example, if the topic is, Should Sonia Gandhi be the prime minister of India?, you could start by saying, 'Before jumping to conclusions like, 'Yes, Sonia Gandhi should be', or 'No, Sonia Gandhi should not be', let's first find out the qualities one needs to be a a good prime minister of India. Then we can compare these qualities with those that Mrs. Gandhi possesses. This will help us reach the conclusion in a more objective and effective manner.'

SUMMARIZATION/CONCLUSION

- Most GD do not really have conclusions. A conclusion is where the whole group decides in favor or against the topic.
- But every GD is summarized. You can summaries what the group has discussed in the GD in a nutshell.

KEEP THE FOLLOWING POINTS IN MIND WHILE SUMMARIZING A DISCUSSION

1. Avoid raising new points.
2. Avoid stating only your viewpoint.
3. Avoid dwelling only on one aspect of the GD.
4. Keep it brief and concise.
5. It must incorporate all the important points that came out during the GD.
6. If the examiner asks you to summaries a GD, it means the GD has come to an end.
7. Do not add anything once the GD has been summarized.

GD DO'S & DONT'S

DO'S

1. Be as natural as possible. Do not try and be someone you are not. Be yourself.
2. A group discussion is your chance to be more vocal. The evaluator wants to hear you speak.
3. Take time to organize your thoughts. Think of what you are going to say.
4. Seek clarification if you have any doubts regarding the subject.
5. Don't start speaking until you have clearly understood and analyzed the subject.
6. Work out various strategies to help you make an entry: initiate the discussion or agree with someone else's point and then move onto express your views.
7. Opening the discussion is not the only way of gaining attention and recognition. If you do not give valuable insights during the discussion, all your efforts of initiating the discussion will be in vain.

8. Your body language says a lot about you - your gestures and mannerisms are more likely to reflect your attitude than what you say.

9. Language skills are important only to the effect as to how you get your points across clearly and fluently.

10. Be assertive not dominating; try to maintain a balanced tone in your discussion and analysis.

11. Don't lose your cool if anyone says anything you object to. The key is to stay objective: Don't take the discussion personally.

12. Always be polite: Try to avoid using extreme phrases like: 'I strongly object' or 'I disagree'. Instead try phrases like: 'I would like to share my views on…' or 'One difference between your point and mine…' or ''I beg to differ with you''

13. Brush up on your leadership skills; motivate the other members of the team to speak (this surely does not mean that the only thing that you do in the GD is to say ''let us hear what the young lady with the blue scarf has to say,'' or ''Raghu, let us hear your views'' – Essentially be subtle), and listen to their views. Be receptive to others' opinions and do not be abrasive or aggressive.

14. If you have a group of like-minded friends, you can have a mock group discussion where you can learn from each other through giving and receiving feedback.

15. Apart from the above points, the panel will also judge team members for their alertness and presence of mind, problem-solving abilities, ability to work as a team without alienating certain members, and creativity.

DONT'S

1. Be as natural as possible. Do not try and be someone you are not. Be yourself.

2. A group discussion is your chance to be more vocal. The evaluator wants to hear you speak.

3. Take time to organize your thoughts. Think of what you are going to say.

4. Seek clarification if you have any doubts regarding the subject.

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8. Your body language says a lot about you - your gestures and mannerisms are more likely to reflect your attitude than what you say.

9. Language skills are important only to the effect as to how you get your points across clearly and fluently.

10. Be assertive not dominating; try to maintain a balanced tone in your discussion and analysis.

11. Don't lose your cool if anyone says anything you object to. The key is to stay objective: Don't take the discussion personally.

12. Always be polite: Try to avoid using extreme phrases like: 'I strongly object' or 'I disagree'. Instead try phrases like: 'I would like to share my views on…' or 'One difference between your point and mine…' or ''I beg to differ with you''.

13. Brush up on your leadership skills; motivate the other members of the team to speak (this surely does not mean that the only thing that you do in the GD is to say "let us hear what the young lady with the blue scarf has to say," or "Raghu, let us hear your views" – Essentially be subtle), and listen to their views. Be receptive to others' opinions and do not be abrasive or aggressive.

14. If you have a group of like-minded friends, you can have a mock group discussion where you can learn from each other through giving and receiving feedback.

15. Apart from the above points, the panel will also judge team members for their alertness and presence of mind, problem-solving abilities, ability to work as a team without alienating certain members, and creativity.

GROUP DISCUSSION EVALUATION FORM

Score: Maximum: 5   Minimum: 0

POSITIVE POINTS

	5	5	5	5	5
Initiation					
Assertion					
Time Conscious					
Coordination					
Subject Matter					
Communication					
Body Language					
Aggression (With polite language)					
Conclusion					
Total					

NEGATIVE POINTS

	5	5	5	5	5
Domination					
Interruption					
Critical					
Argumentative					
Unparlimentary Language					
Contradiction					
One to one conversation					
Total					
Grand Total (Positive – Negative) =					

NOTE

- Assertion – Strong statement claiming truth
- Coordination – Bringing points together
- Subject Matter – Issue, theme, focus
- Communication – Message
- Conclusion – Finish, Close, Ending
- Domination – Supremacy, Dominant
- Critical – Important
- Argumentative – Fond or arguing
- Contradictions – Disagreement
- Unparlimentary Language – Unsuitable words

STRATEGIES FOR IMPROVING GD SKILLS

OBSERVE

Attend as many seminars and tutorials as possible and notice what other students do. Ask yourself:

1. How do other students make critical comments?
2. How do they ask questions?
3. How do they disagree with or support arguments?
4. What special phrases do they use to show politeness even when they are voicing disagreement?
5. How do they signal to interrupt, ask a question or make a point?

PRACTICE

Start practicing your discussion skills in an informal setting or with a small group. Start with asking questions of fellow students. Ask them about the course material. Ask for their opinions. Ask for information or ask for help.

PARTICIPATE

Take every opportunity to take part in social/informal discussions as well as more structured/formal discussion. Start by making small contributions to tutorial discussions; prepare a question to ask, or agree with another speaker's remarks.

COMMUNICATION SKILLS

The first aspect is one's power of expression. In a group discussion, a candidate has to talk effectively so that he is able to convince others. For convincing, one has to speak forcefully and at the same time create an impact by his knowledge of the subject. A candidate who is successful in holding the attention of the audience creates a positive impact.

It is necessary that you should be precise and clear. As a rule evaluators do not look for the wordage produced. Your knowledge on a given subject, your precision and clarity of thought are the things that are evaluated. Irrelevant talks lead you nowhere. You should speak as much as necessary, neither more nor less. Group discussions are not debating stages.

Ability to listen is also what evaluators judge. They look for your ability to react on what other participants say. Hence, it is necessary that you listen carefully to others and then react or proceed to add some more points. Your behavior in the group is also put to test to judge whether you are a loner or can work in a group.

KNOWLEDGE AND IDEAS REGARDING A GIVEN SUBJECT

Knowledge of the subject under discussion and clarity of ideas are important. Knowledge comes from consistent reading on various topics ranging from science and technology to politics. In-depth knowledge makes one confident and enthusiastic and this in turn, makes one sound convincing and confident.

LEADERSHIP AND COORDINATING CAPABILITIES

The basic aim of a group discussion is to judge a candidate's leadership qualities. A candidate should display tactfulness, skill, understanding and knowledge on varied topics, enterprise, forcefulness and other leadership qualities to motivate and influence other candidates who may be almost equally competent.

EXCHANGE OF THOUGHTS

A group discussion is an exchange of thoughts and ideas among members of a group. These discussions are held for selecting personnel in organisations where there is a high level of competition. The number of participants in a group can vary between 8 and 15. Mostly a topic or a situation is given to group members who have to discuss it within 10 to 20 minutes.

ADDRESSING THE GROUP AS A WHOLE

In a group discussion it is not necessary to address anyone by name. Even otherwise you may not know everyone's names. It better to address the group as a whole. Confidence and coolness while presenting your viewpoint are of help. See that you do not keep repeating a point. Do not use more words than necessary. Do not be superfluous. Try to be specific. Do not exaggerate.

THOROUGH PREPARATION

Start making preparations for interview and group discussions right away, without waiting till the eleventh hour, this is, if and when called for them. Then the time left may not be adequate. It is important to concentrate on subject knowledge and general awareness. Hence, the prime need for thorough preparation. Remember, the competition is very tough. Only 460 candidates make it to the final list from 2.75 lakh civil service aspirants each year. It may so happen that you are called for interviews and group discussions from three or four organizations but are not selected by any. The reason obviously lies in your not being well-prepared.

Written Communication

PRECIS WRITING

DEFINITION

A précis is a clear, compact, logical summary of a passage. It preserves only the essential or important ideas of the original. A good précis shows the writing skills of a person. It must have the following qualities:

1. CLARITY

Clarity means getting your message across so that the receiver can understand what the writer is trying to convey. It is the basic and essential need of a précis. The ideas should be clear and understandable. There should not be any ambiguity in your writing. The writer can achieve clarity by using simple language and simple structure. If your précis is not understandable to the reader it will lose its importance and meaning for the reader.

2. CORRECTNESS

Mistakes in your writing always irritate the reader. Of course mistakes are never intentional; even so there is no excuse for them. At the time of writing or composing a précis the writer must ensure that the facts and figures are correct. Structure of sentences and spellings of words must be correct because a single mistake in structure and spelling may spoil the message. We may consider the mistakes under the following headings:

- Misspelled words
- Mistakes in figures and dates
- Mistakes in punctuation
- Mistakes of grammar and structure

3. OBJECTIVITY

Objectivity means the ability to present or view facts uncolored by feelings, opinions and personal bias. While making a précis, the writer should adopt an objective approach. He should not add his personal opinions and ideas in a précis. A précis should be purely a summary of the original text without any addition.

4. COHERENCE

Coherence means the logical and clear interconnection of ideas in a written piece of work. A good précis should be coherent. The ideas which are presented in a précis must have a logical connection and they all should be interrelated. In short we may say that the ideas should be well knitted so that the writer may not be confused and lose his interest.

5. COMPLETENESS

Another striking feature of a good précis is completeness. A précis should be complete in all respects. Completeness means that the writer should include all the important facts in a précis. To make it short he should not omit the important ideas. This mistake on the part of the writer will spoil the importance and meaning of the précis.

6. CONCISENESS

Conciseness is a desirable quality of a good précis. Conciseness means to say all that needs to be said and no more. The writer should write what is necessary and avoid writing unnecessary details. A concise piece of work conveys the message in the fewest possible words. But one point must be kept in mind that the writer should not omit some basic and essential facts to achieve conciseness. To achieve conciseness, notice the following suggestions:

- Omitting unnecessary details
- Eliminate wordy expressions
- Include only relevant material
- Avoid unnecessary repetition

SOME GENERAL CONSIDERATIONS

- It is generally accepted that a précis should be a third of the passage given. If the original passage has 300 words, the précis should not be more than 110 words in length.
- A précis should be in the language of the précis-writer. The original passage is not to be reduced in length by just removing unimportant or unnecessary sentences and by reproducing the rest

as the précis. It should be a brief gist or summary of the passage expressed in the writer's own words.

- A précis should be full i.e. it should contain all the essential thoughts, ideas or fact in the original passage. It should not contain repetitions or observations that are not relevant to the main theme of the original.
- A précis is always written in reported speech. The passage given may be a speech made by a person in direct speech, but the précis is to be in reported speech and in the third person and in the past tense.

RULES OF MAKING A PRÉCIS

A well written précis should be a serviceable substitute for the original work. The goal of a précis is to preserve the core essence of the work in a manner that is both clear and concise. While writing a précis, the writer should follow the below given rules to make it an effective piece of work.

1. **Read Carefully:** First read the passage twice or thrice carefully to summarize it. This will enable you to understand the main theme of the passage.
2. **Underlining:** Underline and mark the important ideas and essential points from the original text.
3. **Outline:** With the help of underlined ideas, draw the outline of your précis.
4. **Omission:** Omit all the unnecessary information or the long phrases which could be replaced by one word. All the adjectives and the adverbs can also be omitted in order to make a good précis.
5. **Don't Omit Important Points:** While making a précis, the writer should never omit the important points and ideas which are essential to be described.
6. **Size:** Keep the fact in your mind that the length of the précis should be the one third of the original passage.
7. **Indirect Speech:** A précis should be written in indirect speech. If there is direct speech in the passage, it should be changed into indirect speech.
8. **Tense and Person:** It should be written in the third person and past tense. In the case of universal truth the present tense should be used.

9. **Own Words:** A précis should be written in your own words and the writer should abstain from borrowing words from the original passage.

10. **Précis of a Dialogue:** The précis of a dialogue or conversation should always be expressed in the form of narrative.

11. **Objective Approach:** A précis writer should adopt an objective approach. He should not add his personal ideas to a précis. Put all the important points and ideas in a logical order.

12. **One Paragraph:** There could be two or more paragraphs in the original text. While making the précis, try to write all the ideas in one paragraph.

13. **Rough Draft:** After omitting all the unnecessary ideas, the writer should prepare a rough draft to finalize it.

14. **Final Draft:** Having read the rough draft and pointed out some mistakes which may be found in the rough draft, the writer can prepare the final draft.

SOLVED EXERCISE

Read the following passage and make a précis of the passage:

A life of action and danger moderates the dread of death. It not only gives us fortitude to bear pain, but teaches us at every step the precarious tenure on which we hold our present being. Sedentary and studious men are the most apprehensive on this score. Dr. Johnson was an instance in point. A few years seemed to him soon over, compared with those sweeping contemplations on time and infinity with which he had been used to pose himself. In the still life of a man of letters there was no obvious reason for a change. He might sit in an arm chair and pour out cups of tea to all eternity would it had been possible for him to do so. The most rational cure after all for the inordinate fear of death is to set a just value on life. If we mere wish to continue on the scene to indulge our head-strong humour and tormenting passions, we had better be gone at once; and if we only cherish a fondness for existence according to the good we desire from it, the pang we feel at parting which it will not be very server.

SOLUTION

Précis

If we lead an active life facing dangers, we will less fear death. People, who lead a lazy and peaceful life, are the most afraid of death. The

most sensible way of getting rid of the fear of death is to value life properly. If we do not give unnecessary importance to our life, we will not feel the pang of death.

SAMPLE 1

It is physically impossible for a well-educated, intellectual, or brave man to make money the chief object of his thoughts just as it is for him to make his dinner the principal object of them. All healthy people like their dinners, but their dinner is not the main object of their lives. So all healthy minded people like making money ought to like it and enjoy the sensation of winning it; it is something better than money.

A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay – very properly so and justly grumbles when you keep him ten years without it – till, his main mission of life is to win battles, not to be paid for winning them. So of clergymen. The clergyman's object is essentially baptize and preach not to be paid for preaching. So of doctors. They like fees no doubt – ought to like them; yet if they are brave and well-educated the entire object to their lives is not fees. They on the whole, desire to cure the sick; and if they are good doctors and the choice were fairly to them, would rather cure their patient and lose their fee than kill him and get it. And so with all the other brave and rightly trained men: their work is first, their fee second–very important always; but still second.

The Main Points:
1. Money making is a common attraction in life.
2. But it cannot be the principal aim of well-educated, intellectual and brave persons.

Precis Summary:

Money-making is a common attraction in life. But it cannot be the principal aim of well educated, cultured and brave man. A brave soldier prizes honour and victory more than his pay. A good clergyman is more interested in the moral welfare of his people than his returns. A doctor (good) values the care of his patient far more than his fees. Thus, with all the well-educated, intellectual persons, their work is first, money next.

SAMPLE 2

Home is the young, who known ''nothing of the world and who would be forlorn and sad, if thrown upon it. It is providential, shelter of the weak and inexperienced, who have to learn as yet to cope with the temptations which lies outside of it. It is the place of training of those

who are not only ignorant, but have no yet learnt how to learn, and who have to be taught by careful individual trail, how to set about profiting by the lessons of teacher. And it is the school of elementary studies – not of advances, for such studies alone can make master minds.

Moreover, it is the shrine of our best affections, the bosom of our fondest recollections, at spell upon our after life, a stay for world weary mind and soul; wherever we are, till the end comes. Such are attributes or offices of home, and like to these, in one or other sense or measure, are the attributes and offices of a college in a university.

Precis Summary

Home shelters the young who are weak and unexperienced and unable to face the temptations in life. It is a centre of their elementary education and a nursery of sweet affections and pleasant memories. Its magic lasts forever. A weary mind turn to it for rest. Such is the function of a home and in some measure of the university.

SAMPLE 3

Teaching is the noblest of professions. A teacher has a scared duty to perform. It is he on whom rests the responsibility of moulding the character of young children. Apart from developing their intellect, he can inculcate in them qualities of good citizenship, remaining neat and clean, talking decently and sitting properly. These virtues are not easy to be imbibed. Only he who himself leads a life of simplicity, purity and rigid discipline can successfully cultivate these habits in his pupils.

Besides a teacher always remain young. He may grow old in age, but not in spite. Perpetual contact with budding youths keeps him happy and cheerful. There are moments when domestic worries weigh heavily on his mind, but the delightful company of innocent children makes him overcome his transient moods of despair.

Precis Summary

Teaching is the noblest profession. A teacher himself leading a simple, pure and disciplined life can mould the character of the young children and make them neat and good mannered citizens. Besides he remains every young forgetting his own domestic worries in the constant company of the young.

SAMPLE 4

English education and English language have done immense goods to India, inspite of their glaring drawbacks. The notions of democracy and self-government are the born of English education. Those who

fought and died for mother India's freedom were nursed in the cradle of English thought and culture. The West has made contribution to the East. The history of Europe has fired the hearts of our leaders. Our struggle for freedom has been inspired by the struggles for freedom in England, America and France. If our leaders were ignorant of English and if they had not studied this language, how could they have been inspired by these heroic struggles for freedom in other lands? English, therefore, did us great good in the past and if properly studied will do immense good in future.

English is spoken throughout the world. For international contact our commerce and trade, for the development of our practical ideas, for the scientific studies, English – is indispensable "English is very rich in literature," our own literature has been made richer by this foreign language. It will really be a fatal day if we altogether forget Shakespeare, Milton, Keats and Shaw.

Precis Summary

Notwithstanding its various defects English education has done great good to India. The ideas of democracy and self-government are its gifts. Nursed on English education the Indian leaders were inspired by the Western thought, culture and freedom struggles. They fought for and won their motherland's freedom. Being spoken thoughout the world. English is necessary for international contact, trade, commerce and science. English is rich in literature; its master mind cannot be neglected.

REPORT WRITING

WHAT IS A REPORT?

A report is a highly structured document written in a formal style. Normally a report is based on your reading and some form of practical work, such as an investigation, survey, experiment or review of practice in other organisations.

Reports are written for a particular purpose, to inform, to persuade, or to offer recommendations. They are also produced for a specific audience. Reports generally draw conclusions based on their findings and may suggest a course of action or areas of further research.

REPORTS GENERALLY AIM TO

1. Set out the issue and explain why the activity was undertaken,
2. Describe what was done and how it was done,
3. Present the findings, conclusions, and any recommendations.

PREPARING AND WRITING YOUR REPORT

- Use your assignment brief to make sure you understand the purpose of the report and the intended audience.
- Have a plan allowing enough time to collect and organise your information and write, redraft, and proofread the report.
- You should write in a formal academic style with simple sentences avoiding slang and unnecessary jargon.
- Paragraphs need to be concise and focus on one issue or area of discussion.
- Tables and diagrams can be used in your report but make sure they add to the reader's understanding of the issues and that they are clearly labeled.

PRESENTATION AND LAYOUT

In a report the content is divided up into a number of sections each with a heading. These sections may be further divided into sub sections. Sections and sub sections make it easier for the reader to locate the information they need. Normally these sections and sub sections are numbered using a progressive numbering system. Most word processing software will do this numbering for you.

  1.0 Main Heading

     1.1 Subsection

     1.2 Subsection

     1.3 Subsection

REPORT STRUCTURE – WHAT SECTIONS SHOULD A REPORT HAVE?

This table outlines the main sections that a report should contain. However if you are given specific guidelines for your report you must follow them.

Title	The title page should have the title of the report, the author's name, and any other details required by the assignment brief such as module/ course titles.
Contents	List all the main sections including the appendices remembering to include the page numbers. Any illustrations, tables or diagrams that you have used also need to be included in a separate list in this section.

Abstract/ Summary	A brief summary or overview of the report. It should be a document which can be read independently of the main report.
Introduction	A brief description of what the report is about, what it will cover, any relevant background information and any limitations on the contents or coverage of the report.
Main section	Presents your results to the reader. Depending on the type of report and the instructions you have been given this section might be further divided into areas such as literature review, methodology, results and discussion.
Conclusions	Summarizes the key points from the main body of the report relating them back to the introduction. Do not introduce new material in this section.
Recommendations	This section provides you with the opportunity to suggest changes and improvements. Any recommendations should be based on your conclusions.
References	The reference list should detail all the sources you have used in your report.
Appendices	Use this section to include material that the reader might want to refer to but would disrupt the flow of the main report.

HOW TO WRITE A TECHNICAL PROPOSAL

A technical proposal, often called a ''Statement of Work,'' is a persuasive document. Its objectives are to:

1. Identify what work is to be done
2. Explain why this work needs to be done
3. Persuade the reader that the proposers (you) are qualified for the work, have a plausible management plan and technical approach, and have the resources needed to complete the task within the stated time and cost constraints.

WHAT MAKES A GOOD PROPOSAL?

One attribute is *appearance*. A strong proposal has an attractive, professional, inviting appearance. In addition, the information should be easy to access. A second attribute is *substance*. A strong proposal has a *well-organized* plan of attack. A strong proposal also has *technical details* because technical depth is needed to sell your project.

ORGANIZATION

Your proposal should have the following sections and endings:

TITLE PAGE

(*a*) Title of project in initial capital letters

(*b*) The sponsoring company and contact person's name and information

(*c*) Team name and individual member names

(*d*) Date

(*e*) An appropriate picture of the product, a team logo, or both

EXECUTIVE SUMMARY

(*a*) Content: A brief summary of the proposal

(*b*) Length: one-third to one-half page, never more than one page

(*c*) Emphasis: highlighting of the proposed technical and management approach

STATEMENT OF PROBLEM: THE "WHY?"

Summary of the request by the sponsor (the original problem statement) Background:

(*a*) Brief description of company and their business

(*b*) Relevance or importance of problem

(*c*) Background information to educate the reader

(*d*) Previous related work by others – literature review with credible sources, Patent search, if applicable

TECHNICAL APPROACH: THE "HOW?"

Although you may not know all the details of the problem-solution, you should know a first design on how you will attack the problem, and you should have some design concepts. The purpose of this section is to present the process by which you will arrive at the final answer.

PROJECT MANAGEMENT: "HOW AND WHEN?"

The Project Management section describes how the project will be managed, including a detailed timetable with milestones. Specific items to include in this section are as follows:

- Description of task phases (typical development tasks: Planning, Concept Development),
- System-Level Design, Detailed Design, Testing and Refinement, Production)
- Division of responsibilities and duties among team members
- Timeline with milestones

BUDGET: "HOW MUCH?"

Provide your best estimate of how project funds will be spent for your project. It is wise to divide up your budget into some major categories, such as equipment, materials, supplies, shipping, and Learning Factory costs (that is, for the computerized numerical control, rapid prototyping, etc).

TEAM QUALIFICATIONS: THE "WHO?"

- In a paragraph for each person, establish the team qualifications for the project. Highlight any specific job or course experiences that are relevant to the project.
- Include a one-page resume of each team member in the Appendix. Do not include your hobbies.

WRITING FOR CONFERENCES & JOURNALS

'Research' is defined as original investigation undertaken in order to gain knowledge and understanding. Research in this context specifically excludes routine testing and routine analysis of materials, components and processes (such as for the maintenance of national standards), as distinct from the development of new analytical techniques. It also excludes the development of teaching materials that do not embody original research.

THE SEVEN STEPS OF RESEARCH

1. Define your research question
2. Ask for help
3. Develop a research strategy and locate resources
4. Use effective search techniques

5. Read critically, synthesize, and seek meaning
6. Understand the scholarly communication process and cite sources
7. Critically evaluate sources

WHAT IS A RESEARCH PAPER?

A form of academic writing, usually between five and fifteen pages long, composed by students in colleges and universities. A research paper (also known as a term paper) requires students to locate information about a topic (that is, to conduct research), take a stand on that topic, and provide support (or evidence) for that position in an organized report. Writing the research paper is an exercise in logic, imagination, and common sense. As you chip away at the mass of data and information available on your chosen topic, you learn

- How to track down information
- How to organize
- How to use the Internet in your research
- How to discriminate between useless and useful opinions
- How to summarize
- How to budget your time
- How to conceive of and manage a research project from start to finish

GUIDELINES FOR PREPARATION OF RESEARCH PROPOSAL/THESIS

PROPOSED TOPIC OF RESEARCH

It specifies the area of the proposed research work and is not the exact title of the thesis. Title of the thesis emerges at a stage when the candidate is almost ready to submit his/her thesis. The proposed topic of research should be written in "Title Case" and should not be too lengthy.

OBJECTIVE OF THE PROPOSED RESEARCH

It should be clearly indicating the perception of the research work and should not be a mere repetition of the topic of research. What is to be achieved as an outcome of the research has to be visualized while mentioning the objective of the research? Objective should be given point wise (3-4 points).

BACKGROUND OF THE PROPOSED RESEARCH

This is normally prepared after the candidate has studied the contemporary literature and researches done in the same area as available from current research journals, published reports of the organizations, issues needing research and enquiry in any area of activity of the organization, etc. It is expected that a broad summary of the present status of work and unresolved academic issues in the area are highlighted while giving the background of the proposed research. To identify the research gap, the candidate should refer latest peer-reviewed journal articles.

It is important to make clear the impact of the proposed research and the particular aspect of the problem that is anticipated to produce an original contribution(s) by the candidate. The background of his proposed research should include the following parts:

- **INTRODUCTION (250-300 WORDS)**

  In this sub section, importance of subject area or of proposed topic of research can be written.

- **LITERATURE REVIEW OF RESEARCH TOPIC (1500-2000 WORDS)**

  Present Status of "Topic of Research" from existing literature can be written in this part of proposal

- **GAPS IN EXISTING RESEARCH**

  Unresolved issues on the topic of research and their importance of the proposed project in the context of current status are to be given in this part. Furthermore, possible utilization of research outcome can also be suggested.

- **METHODOLOGY**

  In the first paragraph of methodology, provide experimental/ infrastructural/ computing facilities which are necessary to carry out proposed research work. Methodology should be given phase-wise and brief explanation should be given under each phase (4-5 sentences under each phase).

WORK PLAN

The work plan (activity schedule) and the time by which these are to be achieved are to be indicated in the form of horizontal bar chart.
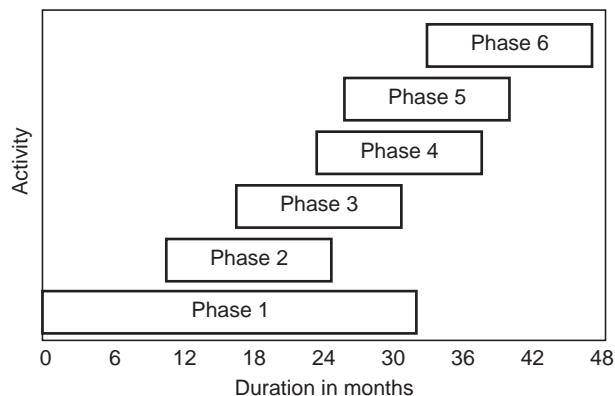
Fig. 3.1

- **REFERENCES**

  Reference list should identify references cited (e.g., book, journal article, conference proceedings, dissertations, theses etc.) in sufficient detail so that others may locate and consult your references.

  - Reference list should appear at the end of your report with the entries listed numerically and in the same order that they have been cited in the text.
  - It is important to be consistent when you are referencing
  - References should contain all the necessary parts. No part should be missing.
  - Sequence of the part of reference citation should be uniform for all the reference of same type.

FORMAT FOR THE REFERENCE SECTION

Journal article:

Neumann T., Ermert H. "*Schlieren visualization of ultrasonic wave fields with high spatial resolution*" *Journal of Ultrasonics*. 2006, 44: 561-566.

If Organization is the author

Diabetes Prevention Program Research Group "Hypertension, insulin, and proinsulin in parts with impaired glucose tolerance" *Hypertension*. 2002, 40:679-686.

Books

Goodman G. A. "*The Pharmacological Basis of Therapeutics*" 10th ed. McGraw Hill, New york, USA. 2001, 3-29.

If Book has both Author(s) and Editor(s)

Johnson D.B., Maltz D.A., Broch J. *DSR: The dynamic source routing protocol for multi-hop wireless ad hoc networks* C.E. Perkins(Ed.), Ad hoc Networking, Addison-Wesley, Reading, USA. 2001, 139-172.

If Organization is the Author of Book

Royal Adelaide Hospital: Department of Clincal Nursing, University of Adelaide, *Compendium of nursing research and practice development*, 199-2000. Adelaide (Australia): Adelaide University; 2001.

Chapter in a Book

Meltzer P. S., Kallionlemi A., Trent J.M. "*Chromosome alterations in human solid tumors*" In: The genetic basis of human cancer. (Vogelstein B., Kinzler K.W., Eds.) McGraw-Hill, New York, USA. 2002, 93-113.

Conference Proceedings

1. Martinola G., Bauml M. F. "*Optimizing ECC in Order to Prevent Shrinkage Cracking." Proceedings of the JCI International Workshop on Ductile Fiber Reinforced Cementitions Composites (DFRCC)* – Application and Evaluation, Takayama, Japan, 2002, Oct 21-22, 143-152.

2. Xiang G. Boult T. E., Coetzee F., Ramesh V. "*Error Analysis of Background Adaption*" Proceedings of IEEE Computer socity conference on Computer Vision and Pattern Recognition, South Carolina, USA, 2000, June 13-15, IEEE, 2000, 1:503-510.

Scientific or Technical Report

1. Russell M. L., Goth-Goldstein R., Apte M. G., Fisk W. J., *Method for measuring the size distribution of airbone Rhinovirus*. Berkeley (CA): Lawrence Berkeley National Laboratory, Environmental Energy Technologies Division; 2002 Jan. Report No.: LBNL49574. Contract No.: DEAC0376SF00098. Sponsored by the Department of Energy.

2. National manufacturing Competitive Council, *The National Strategy for manufacturing* Goverment of India Report, 2006.

Patent

Pagedas A.C., inventor; Ancel Surgical R&D Inc., assignee. *Flexible endoscopic grasping and cutting device and positoning tool assembly* United States Patent US 20020103498, 2002 Aug 1.

CD-ROM

Anderson S. C., Poulsen K.B., *Anderson's electronic atlas of hematology* [CD-ROM]. Philadelphia, USA. Lippincott Williams & Willkins; 2002.

Journal article on the Internet

1. Ruchir S., Bhardwaj V., Manoj M. "*On the Design of Adaptive and De-centralized Load Balancing Algorithms with Load Estimation for Computational Grid Environments*" 2002 June [cited 2002 Aug 12]

Monograph on the Internet

Foley K. M., Gelband H., editors *Improving palliative care for cancer* [monograph on the Internet]. Washington: National Academy Press; 2001[cited 2002 Jul 9].

Available from: http://www. nap.edu/books/0309074029/html

Database on the Internet

Jablonki S., *Online Multiple Congential Anomaly/Mental Retardation (MCA/MR)* Syndromes [database on the Internet]. Bethesda (MD): National Library of Medicine (US). c1999 [updated 2001 Nov 20; cited [2002 Aug 12].

Available from: http;//www.nlm.nih.gov/mesh/jablonski/syndrome_title. html

PhD Dissertation/Thesis

1. Klamecki, B. E., *Incipient Chip Formation in Metal Cutting –A 3-D Finite Element Analysis* Ph. D. Dissertion, Univ. of llinois at Urbana Champaign, USA, 1973.
2. Zhuang X., Compiler *Optimizations for Multithreaded Multi-core Network Processors* [Phd. Thesis], Georgia Intitute of Technology, USA, 2006.

FORMATTING THE PROPOSAL

Page Orientation	Portrait
Page Size	Letter or A4 size
Margins	1 inch from all sides
Headings	Times New Roman, Bold, Size-14 points, Title case

Contd...

Sub-Headings	Times New Roman, 12 points, Bold
Body-text (paragraphs)	Times New Roman, 12 points, Justified

TABLES

1. Number tables consecutively in the order of their first citation in the text and supply a brief title for each. Give each column a short or abbreviated heading.
2. Be sure to give caption to each table and they are cited in the text.
3. Table footnotes are to be avoided.
4. If a Table has been published, cite the original source.

ILLUSTRATIONS (FIGURES)

- Letters, numbers, and symbols on Figures should be clear and uniform throughout, and of sufficient size so as to make it legible.
- Figures should be made as self-explanatory as possible
- Be sure to give caption to each Figure and all figures are cited in the text.
- Figures should be numbered consecutively according to the order in which they have been first cited in the text.
- If a figure has been published, cite the original source.

Corporate Communication

Man is a social animal. Being the part of the society it requires him to communicate with other members of the society. An individual will has to play different role in their life like an employee, a neighbor, family member, social worker, superior officer etc. In order to perform all these roles he need to have contact with others, which necessitates the need for communication.

Whatever we know is of less use unless and until we communicate it to others. Only then the purpose or value of the knowledge is utilized. For this, that person will have to communicate in any of the communication forms. The various choices available are oral, written, etc. This is the essence of communication.

Sometimes people will have to communicate with their dear ones. In some situations, one may have to communicate some things personal with the others. When communication takes place between two persons, it is called inter personal communication. As the name implies, there will be a personal touch in inter personal communication because the two members involved in the communication are usually will be face to face and know each other.

SOCIAL INTERACTION

Communication arises out of the social interaction that people have with each other. In other words, communication is not inherent in objects. As human beings, we have the ability to name the objects. We can designate a particular person or identity an action. Sometimes we give our own ideas to the situations.

Speech is an important tool in organizing people. It distinguishes human beings from other animals. Through an oral speech, one can gather large number of people and get their support if he had conveyed the message effectively. This needs that interpersonal communication

needs much of communication skills in order to attain the communication objective. A meaningful and effective interpersonal communication will take place only if the listener understand what the message conveyed by the sender.

WHAT IS INTERPERSONAL COMMUNICATION?

Communication is our link to humanity. In its broadest sense, it is a process involving the deliberate or accidental transfer of meaning. One person does or says something, thereby engaging in symbolic behavior, while others observe what was done or said and attribute meaning to it. Whenever you observe or give meaning to behavior, communication is taking place.

WHAT IS INTERPERSONAL COMMUNICATION?

Interpersonal communication is a term usually applied to verbal and non-verbal interactions in one-on-one or small-group settings. It is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication.

Interpersonal communication is not just about what is actually said – the language used – but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

WHY DO WE NEED INTERPE RSONAL COMMUNICATION?

- We cannot be human alone.
- We live in a world filled with other people.
- We live together, work together and play together.
- We need each other for security, comfort, friendship and love.
- We need each other to mature through dialogue.
- We need each other to achieve our goals and objectives.

None of these needs could be addressed without interpersonal communication.

INTERPERSONAL COMPETENCE

Human relationships are vital to effective organizational functioning. Formal organizational structure, restrictive managerial controls, excessive direction from leaders, and the like often result in the reduction of human effectiveness. Argyris (1962) argues that the interpersonal relationships between people within an organization significantly affect the overall competence of an organization to achieve optimal effectiveness. Argyris

says that organizational competence incorporates at least two identifiable and interrelated components: the first has to do with ideas and things and the other with relationships between people. Argyris calls the first component intellective competency. Intellective competency refers to the things that organizations do and often is assessed by measures of how well an organization accomplishes its goals (i.e., profit and loss, budget variance, product quality, inventory turnover). The second component is interpersonal competency. It refers to the authenticity of interpersonal relationships between people. Organizations must be both interpersonally and intellectively competent in order to be maximally effective.

BUILDING EFFECTIVE INTERPERSONAL COMMUNICATION SKILLS: SELF-ASSESSMENT EXERCISE

The following self-assessment exercise is designed to help you evaluate your own interpersonal communication skills and style, and provide you with helpful tips for becoming a good communicator - and team player. In each of the following, read items A, B, and C, then mark the one that best describes your communication style.

1.
   A. When conversing with others, I usually do most of the talking.
   B. When conversing with others, I usually let the other person do most of the talking.
   C. When conversing with others, I try to equalize my participation in the conversation.

   Your Response _____

2.
   A. When I first meet someone, I wait for the other person to make the introduction first.
   B. When I first meet someone, I introduce myself with a smile and offer a handshake.
   C. When I first meet someone, I hug the person.

   Your Response _____

3.
   A. I usually ''warm-up'' new conversations with small talk.
   B. I usually avoid small talk and jump into more important matters.
   C. I usually avoid starting conversations.

   Your Response _____

4.
    A. I make an effort to remember and use peoples' names.

    B. I don't pay attention to names as I tend to forget them.

    C. I only learn the names of important people.

                                       Your Response _____

5.
    A. I frequently use courtesy words and phrases – ''Please,'' ''Thank you,'' ''You're welcome,'' ''I'm sorry.''

    B. I occasionally use these courtesy words and phrases.

    C. I never use these courtesy words and phrases.

                                         Your Response _____

6.
    A. I tend to be serious and don't smile often while conversing.

    B. I smile all the time while conversing.

    C. I smile at appropriate times while conversing.

                                       Your Response _____

7.
    A. I make eye contact while conversing.

    B. I sometimes make eye contact while conversing.

    C. I never make eye contact while conversing.

                                         Your Response _____

8.
    A. While conversing, I hold my head still at all times.

    B. While conversing, I nod my head at appropriate times.

    C. While conversing, I nod my head constantly.

                                       Your Response _____

9.
    A. While conversing, I stand one-foot away from the person.

    B. While conversing, I stand two- to three-feet away from the person.

    C. While conversing, I stand five- to six-feet away from the person.

                                       Your Response _____

10.
- A. I often stand while talking to a person who is sitting.
- B. I often sit while talking to a person who is sitting.
- C. I often lean down while talking to a person who is sitting

Your Response _____

11.
- A. To end a conversation, I often just leave.
- B. To end a conversation, I begin to look impatient hoping the person ill get the hint.
- C. To end a conversation, I wrap up with a closing statement.

Your Response _____

12.
- A. If a co-worker has put on weight, I say nothing about it.
- B. If a co-worker has put on weight, I tell the person that he or she has changed in appearance.
- C. If a co-worker has put on weight, I honestly tell the person that he or she looks fat.

Your Response _____

13.
- A. When I'm listening to the speaker, I often cross my arms over my chest.
- B. When I'm listening to the speaker, I often lean back and turn my body away from the speaker.
- C. When I'm listening to the speaker, I often lean slightly forward and face my body toward the speaker.

Your Response _____

14.
- A. When I cross my leg, I cross my leg facing the speaker.
- B. When I cross my leg, I cross my leg away from the speaker.
- C. When I cross my leg, I bob my foot.

Your Response _____

15.
- A. While listening, I tend to be distracted by things going on around me.
- B. While listening, I listen for meaning and ask questions.

C. While listening, I watch the person speak, but I don't ''hear'' a word.

Your Response _____

16.
A. When someone talks about an unfortunate or sad experience, I don't comment about it.
B. When someone talks about an unfortunate or sad experience, I try to change the subject.
C. When someone talks about an unfortunate or sad experience, I try to relate to the person's feelings and show sensitivity to his or her misfortune.

Your Response _____

17.
A. When I discuss a topic, I tend to talk about and focus on positive (good) aspects.
B. When I discuss a topic, I tend to talk about and focus on the negative (bad) aspects.
C. When I discuss a topic, I tend to complain.

Your Response _____

18.
A. When I have a negative opinion or comment, I just say it.
B. When I have a negative opinion or comment, I lead in with a positive comment first.
C. When I have a negative opinion or comment, I say nothing.

Your Response _____

19.
A. When I receive unfavorable feedback, I note where I need to improve.
B. When I receive unfavorable feedback, I get angry and defensive.
C. When I receive unfavorable feedback, I deny the problem, make excuses, or plead ignorance.

Your Response _____

20.
A. When I give a person negative feedback, I focus on the person's observable work or behavior and offer suggestions.
B. When I give a person negative feedback, I focus on what I don't like about the person.

C. When I give a person negative feedback, I simply tell the person what to do right.

Your Response _____

21.

A. When I give a person negative feedback, I do it around others so everyone can hear.
B. When I give a person negative feedback, I do it in front of the supervisor.
C. When I give a person negative feedback, I talk with the person alone in a private place.

Your Response _____

22.

A. When I disagree with a person, I listen first, ask questions for clarification, then disagree non-judgmentally.
B. When I disagree with a person, I quickly point out the person is wrong and why.
C. When I disagree with a person, I say little or nothing.

Your Response _____

23.

A. When I'm in a group, I tend to frown a lot.
B. When I'm in a group, I tend to smile and use humor at appropriate times.
C. When I'm in a group I tend to be serious.

Your Response _____

24. I'm a "hands-on" person. I tend to _____

prefer hands-on experiences and activities

A. focus on tasks to be done
B. refrain from discussions;
C. think in a logical and organized way;
D. do things in an orderly way
E. have difficulty adjusting to change

25. I'm a "thinker." I tend to _____

A. enjoy listening to a logical presentation of ideas;
B. enjoy analyzing problems and finding systematic ways to solve problems;
C. enjoy creating models based on theory and information;

     D. like structure and organization;

     E. act slowly in making decisions;

     F. show more interest in ideas than people

26. I'm an "explorer." I tend to _____

     A. try things by trial and error;

     B. explore practical uses for ideas and theories;

     C. make decisions that provide quick solutions;

     D. decide quickly;

     E. take risks;

     F. enjoy change;

     G. rely more on people for information

27. I'm a "free thinker." I tend to _____

     A. base views and opinions on feelings;

     B. enjoy tossing around ideas (brainstorming);

     C. approach and view problems and experiences from different perspectives;

     D. rely on intuition, not logic, for making decisions;

     E. dislike structure.

GROUP COMMUNICATION

Group communication may be defined as the exchange of information with those who are alike culturally, linguistically, and/or geographically. Group members may be known by their symbols, such as patches and insignia on a military uniform. They may be known by their use of specialized language or jargon; for example, someone in information technology may use the term "server" in reference to the internet, whereas someone in the food service industry may use "server" to refer to the worker who takes customer orders in a restaurant. Group members may also be known by their proximity, as in gated communities. Regardless of how the group defines itself, and regardless of the extent to which its borders are porous or permeable, a group recognizes itself as a group. Humans naturally make groups a part of their context or environment.

PUBLIC COMMUNICATION

In public communication, one person speaks to a group of people; the same is true of public written communication, where one person writes a message to be read by a small or large group. The speaker or writer may ask questions, and engage the audience in a discussion

(in writing, examples are an email discussion or a point-counter-point series of letters to the editor), but the dynamics of the conversation are distinct from group communication, where different rules apply. In a public speaking situation, the group normally defers to the speaker. For example, the boss speaks to everyone, and the sales team quietly listens without interruption.

MASS COMMUNICATION

Mass communication involves sending a single message to a group. It allows us to communicate our message to a large number of people, but we are limited in our ability to tailor our message to specific audiences, groups, or individuals. As a business communicator, you can use multimedia as a visual aid or reference common programs, films or other images that your audience finds familiar yet engaging. You can tweet a picture that is worth far more than 140 characters, and are just as likely to elicit a significant response. By choosing messages or references that many audience members will recognize or can identify with, you can develop common ground and increase the appeal of your message.

VIRTUAL GROUP

A Virtual Group also known as a Geographically Dispersed Team (GDT) is a group of individuals who work across time, space, and organizational boundaries with links strengthened by webs of communication technology. They have complementary skills and are committed to a common purpose, have interdependent performance goals, and share an approach to work for which they hold themselves mutually accountable. Geographically dispersed teams allow organizations to hire and retain the best people regardless of location.

A virtual group does not always mean teleworkers. Teleworkers are defined as individuals who work from home. Many virtual teams in today's organizations consist of employees both working at home and small groups in the office but in different geographic locations.

VIRTUAL COMMUNITY

A virtual community is a group of people who share common interests, feelings or ideas, or pursue similar goals over the Internet or over any collaborative network. Social media is the most common vehicle for this sharing and interaction, which can potentially transcend geographical boundaries, race, culture, political views and religion when people are connected by another common interest or agenda.

LEARNING GROUP

A collection of persons who are emotionally, intellectually, and aesthetically engaged in solving problems, creating products, and making meaning – an assemblage in which each person learns autonomously and through the ways of learning of others.

SELF-HELP GROUPS

Self-help groups, also known as mutual help, mutual aid, or support groups, are groups of people who provide mutual support for each other. In a self-help group, the members share a common problem, often a common disease or addiction. Their mutual goal is to help each other to deal with, if possible to heal or to recover from, this problem.

SERVICE GROUP

Service group composed largely of volunteers who donate their time, energy, and effort to help others in need of a particular service or who lack something that would help them lead a functional life. Although volunteers may belong to a service group for any number of reasons, a service group's task is to help someone less fortunate. A common service group may be found on many college campuses.

DIFFERENCES BETWEEN GROUP AND INTERPERSONAL COMMUNICATION

The mere fact that groups include multiple people leads to at least four consequences. Whether these consequences prove to be advantageous or not depends on the skill level and knowledge of a group's members.

First, since not everyone in a group can talk at the same time (at least, not if they intend to understand and be understood by each other), members have to seek permission to speak. They need to decide how to take turns. In this respect, a group is inherently more formal than a single individual or a dyad.

Second, members of a group have to share time together. The larger the group, the less average time per person is available and the fewer opportunities each member will likely have to contribute to discussions

Third, communication in groups is generally less intimate than in interpersonal settings. Because there are so many personalities and levels of relationship to consider, people in groups are less inclined to share personal details or express controversial views.

MEETINGS

Meetings are a technique of bringing a group or team together to work for a common purpose. Effective meetings are an important aspect of making a group or team successful. Meetings allow the team to perform beyond the potential of each individual member. In meetings, the individual contributions are synergized to maximize the potential of the team. By bringing together members in meetings to pursue a common focus, better decisions, commitment, support, and implementation can result. The key is making the meeting effective. Effective meetings require an action-oriented focus. All members must share the focus, understand each others role, and use a common process geared toward specific outcomes. Meetings can be more efficient through the use of meeting tools. These tools include:

1. Focus statement
2. Agenda
3. Code of conduct
4. Meeting roles and responsibilities

TYPES OF MEETINGS

- Informational: The purpose here is to share information such as facts, data, decisions, or policies.
- Planning: The purpose of the planning meeting is to discuss a long range plan (one to ten years) for the organization.
- Problem Solving: Similar to a planning meeting but problem solving considers one day to six months. The focus is on day to day business.
- Evaluation:
- The purpose of this meeting is to assess progress according to the planning and/or problem solving meetings.
- Training: A training meeting is held to educate the members; to expand knowledge, improve skill, or change attitudes of participants.
- Celebration: This time is spent enjoying being together and having a good time

MEETING LEADER

The role of the meeting leader is to guide the group/team to achieve the focus statement. The leader balances process and content with the emphasis on the meeting process. The leader oversees the preparation

for the meeting, leads the meeting process, and ensures action and follow-up after the meeting. The meeting leader requires assistance from others to perform his or her role.

MEETING LEADER RESPONSIBILITIES

- Leads by example
- Empowers the group/team
- Acts to guide the group/team to achieve the focus
- Develops balanced participation of all members
- Encourages teamwork
- Recognizes and rewards appropriate behaviors

MEMBER

The role of the member is just to do it. The group/team members must balance relationships and tasks. They must prepare for the meeting by doing research on agenda items. During the meeting, members must participate to their maximum potential. After the meeting, they must complete assignments.

GROUP/TEAM MEMBER MEETING RESPONSIBILITIES

- Maintain focus
- Expect to contribute your ideas
- Maximize the participation of others
- Build constructive relationships with other group/team members
- Encourage open and honest communication
- Require win/win solutions
- Support the group/team's decisions

RECORDER

The recorder(s) serves as the memory. In some groups/teams, one recorder is sufficient. However, many teams, especially project, process improvement, or problem solving teams, use more than one recorder for assumptions, glossary terms, and action items. In addition, many groups appoint a chart scribe to capture ideas on flipcharts. It is recommended that detailed minutes need not be taken. The agenda provides a record of the group's progress. It should be sufficient to inform people outside the group about the group's activities. Typically, members take sufficient notes to be able to actively participate and to inform other team members.

RECORDER RESPONSIBILITIES

- **R**emember group/team meeting content
- **E**mphasize recording of ideas
- **C**ommunicate internal and external
- **O**rganize correspondence
- **R**eport progress
- **D**ocument meeting

MEETING CHECKLIST

The following checklist can be used to make it easier to plan each meeting. All meetings vary, so you may have to adjust it to meet your particular needs.

- **PUBLICITY -**
  – Notices to members including date, time, location, purpose.
- **AGENDA AND RESOURCE MATERIAL TO INCLUDE COPIES OF –**
  – Agenda,
  – Materials to be discussed
  – Past meeting minutes
  – Committee reports.
- **BEFORE THE MEETING**
  – Assignments,
  – Contacts,
  – Reports,
  – Test equipment (LCD project, conference phone etc)
- **LOCATION**
  – Size of room,
  – Ventilation,
  – Electrical outlets,
  – Parking,
  – Acoustics,
  – Traffic Directions,
  – Temperature,
  – Lighting,
  – Washrooms,
  – Telephone access,

 - – Stairs/elevators,
 - – Wall Space for Flipcharts
- **EQUIPMENT**
  - – Tables (numbers, size, shape)
  - – Extension cords
  - – Chairs (numbers, comfort)
  - – Flip chart/extra paper
  - – Screen
  - – Coffee, tea, water or other refreshments
  - – White board/markers
  - – LCD projector
  - – Laptop
- **MATERIALS**
  - – Name tags
  - – Masking tape
  - – Felt markers
  - – Pens
  - – Paper

EACH MEETING SHOULD BEGIN WITH THE FOLLOWING ACTIVITIES

- **ATTENDANCE:** A record of participants and those absent ("regrets") are recorded in the meeting minutes.
- **REVIEW MINUTES OF PREVIOUS MEETING:** Meeting participants should come to the meeting having read the minutes of the previous meeting. Only items that there is disagreement on whether they have been accurately recorded are to be briefly discussed and updated.
- **REVIEW OF THE AGENDA:** This is the point additional agenda items should be put forward. These items should be included only if they are relevant to the meeting and there is time available, or if the team agrees they should take precedence over another agenda item that can be deferred.
- **STATEMENT OF PURPOSE AND OBJECTIVES:** The chairperson should review the purpose of the meeting and the expected outcomes. If necessary, a reminder of meeting policies can be made at this point.

GUIDELINES FOR CONDUCTING
EFFECTIVE MEETINGS

MEETING PREPARATION

- **DECIDE ON THE PURPOSE OF THE MEETING:** The purpose of the meeting should be what the team expects to accomplish during the meeting. In other words, the meeting should have a measurable outcome. If the purpose is not measurable, evaluate alternatives other than a meeting to satisfy this type of purpose.

- **PREPARE AND DISTRIBUTE AN AGENDA:** If an agenda wasn't created at the previous meeting, poll the team members for agenda items to be submitted at least two days prior to the meeting. If action items are to be completed for the meeting, ask the persons responsible if they will be prepared to report on the action items. Agenda items should be accompanied by the time that should be allotted to address the specific agenda item. (See Attachment A for a sample agenda). For meetings longer than two hours, include a 10-minutes break in the agenda. Distribute the agenda well enough in advance so attendees have time to prepare and be ready to contribute. As a precaution, make hardcopies of the agenda to bring to the meeting. Someone inevitably always forgets to bring his or her agenda.

- **DETERMINE THE REQUIRED LENGTH OF THE MEETING:** It is common to set meeting lengths to an hour or multiples of an hour and participants will often 'fill' the entire length of the meeting. If a meeting only requires 20 minutes or 75 minutes, then set the meeting to that length. Make sure the agenda indicates both a starting and ending time for the meeting.

- **FIND A LOCATION AND TIME FOR THE MEETING:** For some teams, it is useful to set a regular time and place to meet that satisfies everyone's schedule, then cancel the meeting if there is not a need to get together. When schedules are tight, sometimes working lunches are the easiest way to get together.

DURING THE MEETING

- **STICK TO THE AGENDA:** Stay on the topic of the agenda item and be compliant with the allotted time.

- **TAKE NOTES:** One person should be responsible for keeping meeting minutes. These minutes should not detail entire conversations but should record decisions as well as any action
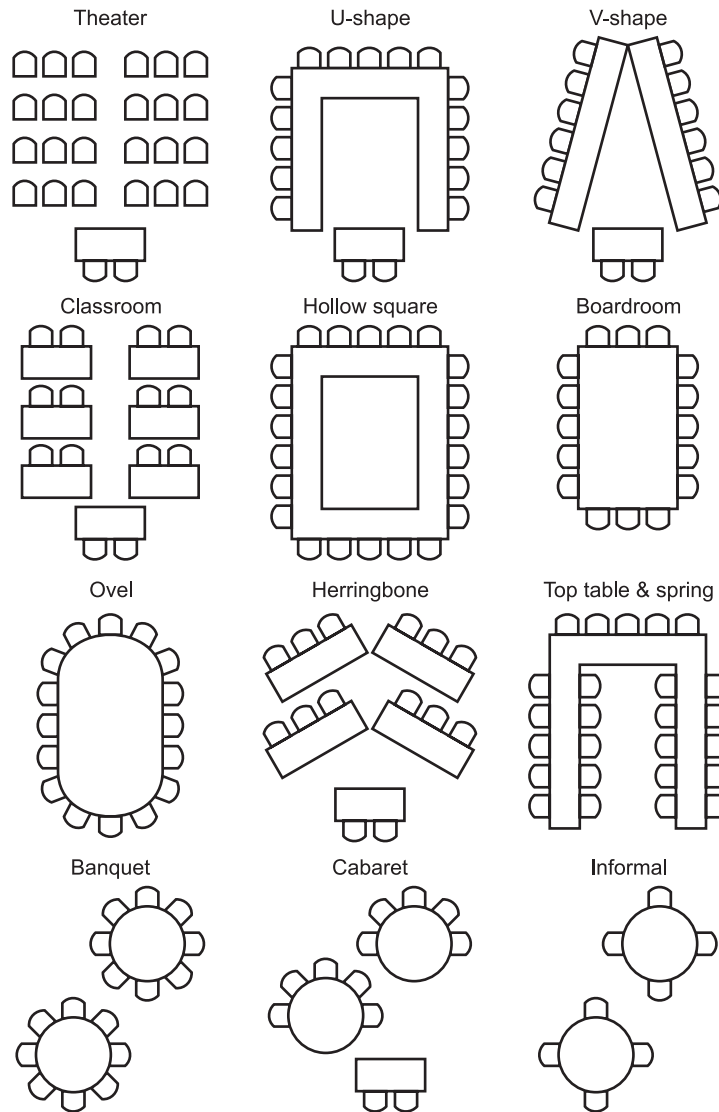
items (What needs to be done? Who is responsible? When is it to be done?). Individuals should maintain their own record of actions assigned to them in their logbooks.

CONCLUDING THE MEETING:

- **SET THE AGENDA FOR THE NEXT MEETING:** In the agenda, include the purpose and objectives of the meeting as well as a time to meet. Any unfinished or unaddressed business from the current meeting should be noted.
- **EVALUATE THE MEETING:** Briefly discuss if the meeting addressed the intended purpose and objectives, and if not, why.
- End on time

AFTER THE MEETING

- Consolidate and distribute the minutes: The minutes of the meeting should be distributed to the team members within a day of the meeting.
- Thank guests: If any guests attended the meetings, such as a customer, accompany a copy of the meeting minutes with a brief note of thanks.

SEATING PLANS

Seating plans

Theater

U-shape

V-shape

Classroom

Hollow square

Boardroom

Ovel

Herringbone

Top table & spring

Banquet

Cabaret

Informal

The range of scaling plans above are the most common arrangements requested.
If you require a specific layout not shawm, we will do everything
we can to accommodate you.

MEETING PERSONALITIES

The Initiator	• Always starts something • Generally the chairperson • Clarifies, defines, identifies and states ideas to others
The Orientor	• Assists the group in getting proper focus on the topic • Keeps discussion on the right track • Chairperson's task but hopefully others will play this role too
The Facilitator	• Keeps the discussion going by asking for explanation or asking questions concerning the topic
The Encourager	• Shows approval (smiles, nods head) and verbally gives approval
The Harmonizer	• Key role of the chairperson • Attempts to have all sides of the question considered
The Recorder	• Keeps written records of decisions and actions of the group
The Summarizer	• Brings idea together which have been contributed by other members • Not necessarily the role of the chairperson
The Expeditor	• Interested in the comfort of the members, the physical setting and the materials • Opens windows, distributes pens and paper, etc.
The Fact-seeker	• Needs more information on a topic before making a decision • Add stability to meeting
The Compromiser	• Gives ground or admits that are two sides to the question in order that progress be made
The Monopolizer	• Speaks u at every opportunity (Interrupting other to do so) • Uses 30 words when 1 would do
The Recognition Seeker	• The know-it-all • Draws attention to his/her self
The Whisperer	• Whispers throughout the meeting • Rarely, if ever, contributes to the group as a whole
Mr. / Mrs. Zipper	• Does not talk

AGENDA

An agenda is simply a brief outline of what you intend to discuss and in what order. Its purpose is to assist the chairperson in seeing what order. Its purpose is to assist the chairperson in seeing that business is conducted fairly and quickly, as well as to provide direction, order and advance information to those attending.

- Acts as the group/team's meeting guide
- Gets the meeting's desired outcomes
- Encourages effective and efficient meetings
- Nurtures a focused group/team meeting
- Documents key group/team activities
- Acts to stimulate progress

PURPOSE OF MEETING AGENDAS

The main purpose of meeting agendas is to keep the meeting focused. The agenda is basically an outline of all topics that need to be covered during the course of the meeting. In addition, there is typically a set amount of time in which to cover each topic in order to have a more productive, faster meeting. When given in advance, meeting participants have time to prepare any questions or comments before the meeting. Below, you'll find some common meeting agenda formats you can utilize.

INFORMAL AND FORMAL

An informal agenda basically refers to an informal list of items that will be discussed during a meeting and is often thrown together at the last minute. A formal agenda follows more of a format. This format includes the type of meeting, lists the meeting facilitator and lists all of the attendees. The agenda then follows a specific order: call to order, roll call, minutes from last meeting, open issues, new business and adjournment.

FORMAL MEETINGS

Formal meetings require a set agenda. There is no room for change. The topic of the agenda should be clearly listed at the top along with the leader of the meeting. The date, time and location is also listed. All major attendees are listed either at the beginning or at end of the agenda.

INFORMAL MEETINGS

Informal meetings have a more flexible agenda. The topic, meeting leader, date, time and location are all usually listed. However, an informal meeting agenda does not have the same amount of detail as a formal agenda. The main sub-topics are listed, but additional details or topics are not required. A set time frame is not required, but a time frame for the entire meeting may be listed.

Essentially there are three kinds of items that are a part of most meetings:

ITEMS FOR INFORMATION

- Simply inform the board of action taken affecting the members.
- Announcements, copies of correspondence
- Serve as progress reports from committees

ITEMS FOR DISCUSSION, REFERRAL OR TABLING

- require further input by members prior to a recommendation for decision or action.
- lack sufficient information and need to be referred to a committee or the executive
- may be poorly timed or those that you do not wish to take immediate action on.

ITEMS FOR DECISION AND ACTION

- require action of an immediate and visible nature by board members.
- result in specific recommendations
- in order for your meetings to be fruitful some decisions and actions must be evident

WRITING CLEAR AGENDAS

In order to make an agenda more useful, it should consist of specific measurable objectives, rather than topics. Writing clear and complete objectives for a meeting requires practice. One simple guide to follow is to start each statement with to and follow it with a verb.

AGENDA WORKSHEET

1. Purpose of the Meeting
2. List of all committees to present reports

3. List of all of the items to be covered at the meeting
   (*a*) Items from last meeting
   (*b*) New items
4. Prioritize items according to the required length of time needed to accomplish each
5. Develop these items into specific, measurable objectives - not topics
6. Type out the order of the agenda
7. Additional information attached to the agenda
8. Inform members of the agenda by email or fax or mail

GENERIC MEETING AGENDA

Date	
Start Time	
End Time	
Location	
People Attending	
Materials/Information to Bring	
Purpose	
Objectives	

TIME ALLOTTED	AGENDA ITEM
8 min	**Introductory**
2 min	**Introductions**
3 min	Review of minutes from previous meeting
2 min	Review of agenda
1 min	**Announcements**
3 min	**Report - Project/Programme progress, Schedule, Budget**
15 min	**Meeting Topics**
10 min	**Arising**

5 min	**Preparation for next meeting**
4 min	Prepare agenda
1 min	Agree upon time and place
5 min	**Evaluation of meeting, review of action items & adjournment**

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.

MINUTES USUALLY INCLUDE

- the names of the participants,
- the agenda items covered,
- decisions made by the participants,
- the follow-up actions committed to by participants,
- due dates for the completion of commitments
- any other events or discussions worth documenting for future review or history.

MINUTES CHECKLIST

Good minutes are essential because they are the only record of business for your organization. They will be required for constant referral.

GOOD MINUTES SHOULD INCLUDE THE FOLLOWING

- Heading
- Date
- Time
- Location
- Name of chair
- Names of members present
- Names of members absent
- Starting time
- Adoption of minutes from last meeting

- Summary of ideas and topics discussed
- Suggestions proposed, action by whom, by when
- All motions made
- Name of members who made motions
- Name of members who seconded motions
- Outcome of motions (carried or defeated)
- Time of adjournment
- Date, time, location of next meeting

SAMPLE MEETING MINUTES

Date/Time of Meeting	
Location of Meeting	
Members Present	List all members that attended meeting
Guests	List any guests that attended such as speakers, or any potential new members
Reading and Approval of Minutes	Specify date of minutes being approved
Agenda Item	agenda items
Discussion	Summarize the discussion at the meeting
Action	List any action to be taken by whom and by when
Announcement	List any announcements made
Future Agenda Item	List any suggested agenda items that are to be tabled for the next meeting.
Next Meeting	List Date/Time/Location of the next meeting
Minutes Prepared By	Minutes of meetings should be written up and emailed to all members for review within one week of the meeting. Copies may also be provided at the next chapter meeting

SOFTWARE FOR WRITING MEETING MINUTES

Do you hate writing meeting minutes? Are you looking for an easy and fast way to write your meetings minutes? MEETING KING is the most efficient meeting minutes software to easily write your meeting minutes.

The MEETING KING meeting minutes software automates most of the work for you. All you have to do is take shorts notes during the meeting and after the meeting MEETING KING will create professional meeting minutes and populate the meeting task list for you.

MEETING KING automatically formats your meeting minutes. No need to format your information in Word or Google docs, MEETING KING does it all for you. During the meeting you take short notes and MEETING KING will format it into professional minutes. After the meeting, you can email the minutes to all participants directly from the application. No need to create an email message and attach your minutes to it. Note: invitees to the meeting do NOT need a MEETING KING account!

MEETING KING provides a number of standard meeting minutes templates that make it really easy to structure your meeting. It provides a standard meeting minute's template for board meetings, a staff meeting agenda template, management team meeting agenda template, sales meeting agenda template, rotary meeting agenda template, etc.

Minutes of Sample Staff Meeting - 02/19/14

Date and time:	02/19/14 09:30 am to: 02/21/14 10:30
Organizer:	Edwin Siebesma
Participants:	wilma flintstone, Jason Bourne, James Bond
Location:	Conference room "vista" 36th floor

Access meeting at: http://app.meetingking.com/meeting/79083

This information can be copied from Outlook or Google calender.

Topics

1 New business department A

Assign tasks while taking notes.
Tasks are emailed and added to task manager.

     1-1 Project 1

       Note   See how much more effective we are since we started using Meeting

         📎 sales-results-after-meetingking-implementation.png

       Decision   We need to roll out MeetingKing throughout the company.

       Task   ☐   Sign up for a 100-user MeetingKing subscription.
       Owned by wilma flintstone due 02/25/14

     1-2 Project 2

2 New business department B

Attach files to your minutes

       Note   You can make notes, decisions and tasks under each top
     One you start using Meetingking you will have more time spend
       📎 shorter-meetings-more-beach-time.jpg

3 Closing

     3-1 Summary and review new tasks

     3-2 Date and time next meeting

Task Summery

New Tasks

       Task   ☐   Sign up for a 100-user MeetingKing subscription.
       Owned by wilma flintstone due 02/25/14

Ⅿ MeetingKing

MS Word Meeting Minutes Template Software 7.0

This software offers a solution to users who want to organize meeting minutes. It is designed to accommodate any number of meeting topics and to organize all the records in a charted fashion. The template is structured in a standardized format which makes the document easy to read. This software will save you time by providing a template for a job which typically requires rewriting and manual reformatting. Word 2000 or higher required.

MEMO

DEFINITION FOR MEMORANDUM (MEMO)

A memo is intended to inform a group of people about a specific issue, such as an event, policy, or resource, and encourages them to take action. The word "memorandum" means something that should be remembered or kept in mind. Informal written brief, note, record, reminder, or summary used as a means of communication, or to outline the terms of an agreement in its draft-stage.

WHAT IS THE ROLE OF A MEMO WITHIN THE OFFICE?

It is important to remember that memos are usually meant for use only within the office and are sent through the internal mail system of the company. Anything that needs sending externally, to clients or suppliers etc, should be written in the more formal format of a letter. Secondly, they should be used when the information needs to be put in writing, not as a way to avoid speaking with people face-to-face. And lastly, they should be clear and brief. If what needs to be communicated is long and complex another format, such as a report, may be more appropriate. Memos are often used to:

- **instruct** – about fire or health and safety procedures, new equipment and so on
- **remind** – when staff need to remember an important time or date, such as a monthly meeting
- **highlight** – informing others of changes in staff roles, such as promotion or dismissal

WHEN PREPARING TO WRITE A MEMO, ASK YOURSELF THE FOLLOWING QUESTIONS:

1. What is the purpose of the memo? What will it tell its recipient(s)?
2. Why do the recipients need this information?
3. What are the most important facts that the recipients need to have?
4. Is there a change that will be occurring? If so, what is the change and when will it occur?
5. Is there an action that the recipients need to take? If so, exactly what do they need to do? How do they take this action?
6. Is there any information (contact names, numbers, URLs) they need to have in order take this action?
7. Is there any accompanying documentation (reports, forms, charts) that the recipients need? (These can be included as attachments to the memo.)
8. Why do the recipients need to take the action? What are the benefits? How will it affect them?

Etiquette and Manners

The difference between etiquette and manners is especially true for the 1990s. Etiquette is protocol. It includes rules of behavior that you memorize; it seldom allows for personal variations, individual concerns and needs. Manners, on the other hand, relate to kindness and caring about others. Having good manners goes beyond socially acceptable behavior and relates more to how you treat others because you care about them, their self-esteem and their feelings. Good manners are under your control because they come from your heart, not a formal etiquette book. Good manners form the basis for good human relationships wherever you are – at home, at work, at the grocery store, in church, in an airport or on the golf course. Having good manners allows us to change with the times because the basis for manners is a genuine concern for others. When we're faced with new circumstances, manners help us deal sensitively with the situation.

More and more business people are faced with the challenges of knowing acceptable or expected etiquette for today's business world. In fact, business etiquette is big business, with special courses being offered for those who are entering the work force as well as for those who want to gain extra skills as they move up the corporate ladder. Spouses are often invited along and taken into consideration when job interviews include receptions, dinners and other special occasions. A gracious, etiquette-savvy spouse is just as important in many situations as the person who is actually applying for the job.

TABLE ETIQUETTE

Table manners play an important part in making a favorable impression. They are visible signals of the state of your manners and therefore are essential to professional success. Regardless of whether you are having

lunch with a prospective employer or dinner with a business associate, your manners can speak volumes about you as professionals.

PLACE SETTING – FORMAL
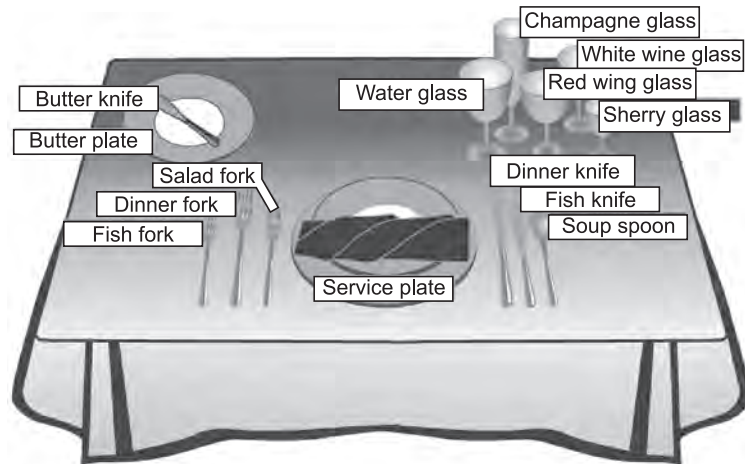
Champagne glass

White wine glass
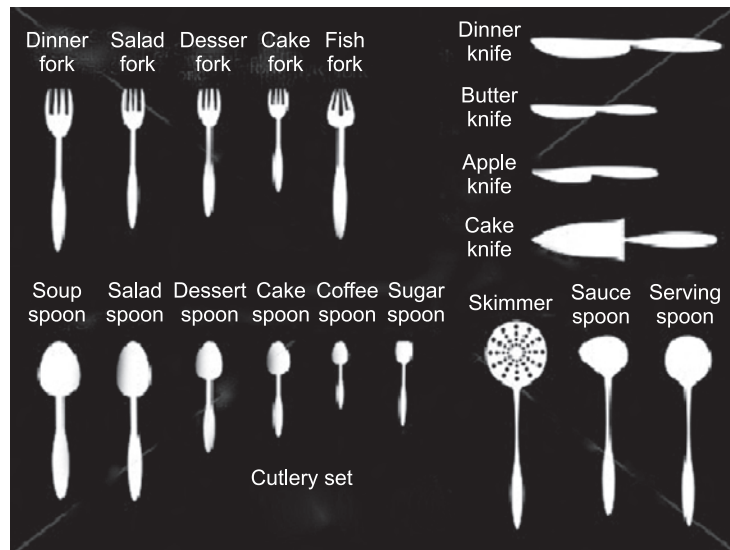
Red wing glass

Butter knife

Water glass

Sherry glass

Butter plate

Dinner knife

Salad fork

Fish knife

Dinner fork

Soup spoon

Fish fork

Service plate

Fig. 5.1

SETTING – INFORMAL

Desert fork & spoon

Water glass

Bread plate

Wine glass

Salad fork

Soup spoon

Dinner fork

Dinner knife

Fig. 5.2

Fig. 5.3. Cuttery Settings.

Fig. 5.4. Cuttery Settings.

Pause   Ready for second plate   Excellent

Finished   Do not like
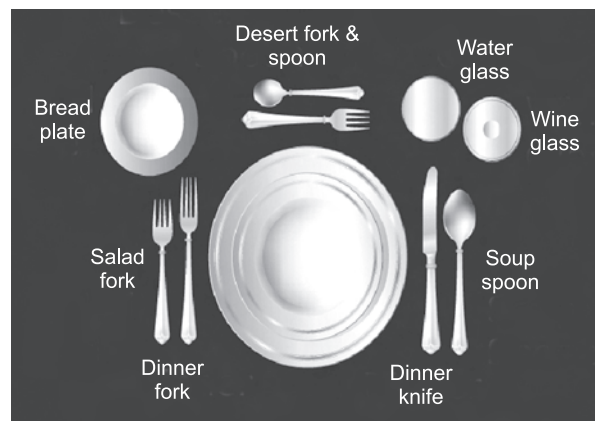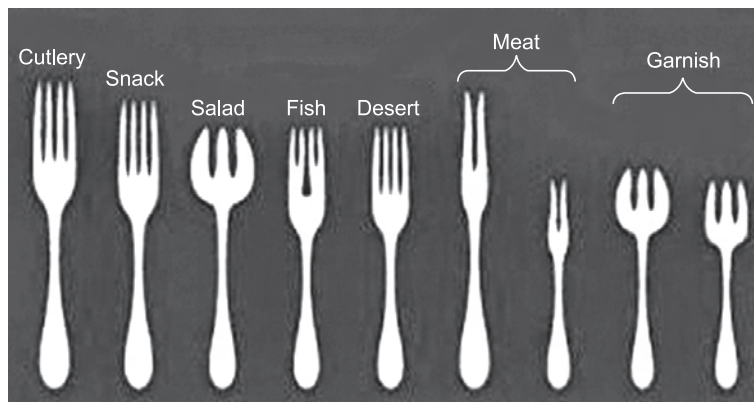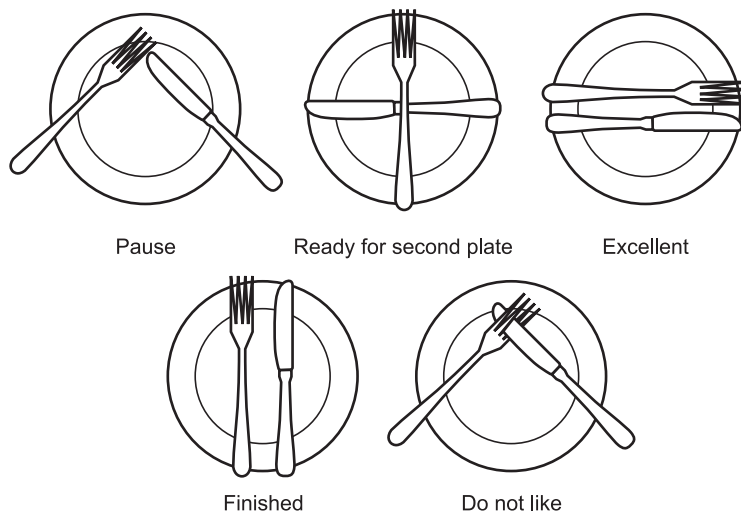
Fig. 5.5. Dinner/Lunch Table Cuttery Setting.

GENERAL TIPS

1. **DINNER PLATE:** The center of the place setting. When finished eating, do not push the plate away from you. Instead, place both your fork and knife across the center of the plate, handles to the right. Between bites, your fork and knife are placed on the plate, handles to the right, not touching the table.

2. **SOUP BOWL:** May be placed on the dinner plate. If you need to set your soup spoon down, place it in the bowl. Do not put it on the dish under the bowl until finished.

3. **BREAD PLATE:** Belongs just above the tip of the fork. Bread should be broken into bite-sized pieces, not cut. Butter only the piece you are preparing to eat. When butter is served, put some on your bread plate and use as needed.

4. **NAPKIN:** Placed to the left of the fork with the fold on the left. Sometimes placed under the forks or on the plate.

5. **SALAD FORK:** If a salad fork is used, it belongs to the left of the dinner fork.

6. **DINNER FORK:** Placed to the left of the plate. No more than three forks to the left of the plate. If there are three forks, they are usually salad, fish and meat, in order of use from outside in. An oyster fork always goes to the right of the soup spoon.

7. **BUTTER KNIFE:** Place horizontally on bread plate.
8. **DESSERT SPOON:** Above the plate.
9. **CAKE FORK:** Above the plate.
10. **DINNER KNIFE:** To the right of the plate. Sometimes there are multiple knives, perhaps for meat, fish and salad, in order of use from outside in.
11. **TEA SPOON:** To the right of the dinner knife.
12. **SOUP SPOON:** If needed, to the right of the tea spoon.
13. **WATER GLASS:** Just above the tip of the knife.
14. **RED WINE GLASS:** To the right of the water glass.
15. **WHITE WINE GLASS:** To the right of the red wine glass. A glass of white wine is held by its stem to preserve the chill. It should be served at 45 to 55 degrees Fahrenheit.

BREAD (B) ON THE LEFT, DRINK (D) ON THE RIGHT

Here is an easy tip to help you remember. Hold both hands in front of you, palms facing each other. Using the tips of your thumb and forefinger, make circles on each hand. The remaining three fingers in each hand point upwards. Your left hand will form a "b" and your right hand will form a "d." Bread (b) is on the left, and drink (d) is on the right.

WINE TASTING ETIQUETTE

Once it is poured into the proper glass, it's time to evaluate and enjoy the wine. Evaluating wine involves four basic steps – looking, swirling, smelling, and tasting.

- **Step #1 – Look.** Holding the wine glass up against a white background, such as a napkin or table cloth, to evaluate its color and clarity. Red wines should range in color from deep purple to brick red. White wines should range in color from lemon gold to golden amber.
- **Step #2 – Swirl.** Swirl the wine in your glass to aerate it.
- **Step #3 – Smell.** Put your nose in the glass and take a deep breath. Older wines should have subtler aromas than younger ones.
- **Step #4 – Taste.** To taste the wine, fill your mouth about ½ full and subtly swish the wine around.

NAPKINS

Napkins belong in your lap. Large napkins can be folded in half or quarter-folded over the top. They should never be tucked into your

shirt like a bib. Wait for the host to unfold his napkin before unfolding yours. In a banquet setting or at a restaurant, simply place your napkin in your lap as soon as you are seated. If you excuse yourself from the table, loosely fold the napkin and place it to the left or right of your plate. Do not refold your napkin or wad it up on the table either.

GENERAL ETIQUETTE RULES

1. Arrive at least 10 minutes early unless otherwise specified.
2. Pass food from the left to the right.
3. Always say please when asking for something. Be sure to say thank you to your servers and attendants after they have removed any used items.
4. If asked for the salt or pepper, pass both together, even if a table mate asks for only one of them. This is so dinner guests will not have to search for orphaned shakers. Set any passed item, whether it is the salt and pepper shakers, a bread basket, or a butter plate, directly on the table instead of passing hand-to-hand. Never intercept a pass. Snagging a roll out of the breadbasket or taking a shake of salt when it is en route to someone else is frowned upon.
5. Butter, spreads, or dips should be transferred from the serving dish to your plate before spreading or eating.
6. Never turn a wine glass upside down to decline wine. It is more polite to let the wine be poured and not draw attention. Otherwise, hold your hand over the wine glass to signal that you do not want any wine.
7. Always scoop food away from you.
8. Taste your food before seasoning it.
9. Try a little of everything on your plate, indicating your willingness to try new things.
10. Do not blow on your food to cool it off. If it is too hot to eat, take the hint and wait.
11. Keep elbows off the table. Keep your left hand in your lap unless you are using it.
12. Do not talk with your mouth full. Chew with your mouth closed.
13. Cut only enough food for the next mouthful. Eat in small bites and slowly.
14. Do not clean up spills with your own napkin or touch items that have dropped on the floor. You can use your napkin to protect yourself from spills. Then, simply and politely ask your server to

clean up and to bring you a replacement for the soiled napkin or dirty utensil.

15. Do not blow your nose at the dinner table.

16. Excuse yourself to visit the restroom. If you cough, cover your mouth with your napkin to stop the spread of germs and muffle the noise. If your cough becomes unmanageable, excuse yourself to visit the restroom. Always wash your hands before returning to the dining room.

17. Turn off your cell phone or switch to silent or vibrate mode before sitting down to eat, and leave it in your pocket or purse. It is impolite to answer a phone during dinner. If you must make or take a call, excuse yourself from the table and step outside of the restaurant.

18. Whenever a woman leaves the table or returns to sit, all men seated with her should stand up.

19. Do not push your dishes away from you or stack them for the waiter when you are finished. Leave plates and glasses where they are.

20. Wait until everyone is seated before beginning to eat. Take your queue from your host, if present at the table.

21. Order easy-to-eat foods, avoid things that are hard to cut or eat politely (pasta or cheesy toppings).

22. Take your ordering queue from your host or others. Do not order the most expensive item. Do not order dessert if no one else does.

HOW TO USE A FORK AND KNIFE

SPOON

1. Pick up the utensil in your preferred/dominant hand holding it by the handle.
2. The thumb on top with the utensil resting on the pointer (index) and middle finger. The ring and little fingers are curled up.
3. The arm moves to scoop up the food in a thumb down (pronation) then thumbs up (supination) pattern.

FORK

1. The fork is angled on its side.
2. The pointer (index) finger is straight along the side of the fork.
3. The thumb and middle finger pinch together to hold the fork.

4. The pointer (index) finger presses the fork down through the food to pierce.

KNIFE

1. The preferred/dominant hand holds the knife in a thumb down (pronated) grasp.
2. The pointer (index) finger is straight along the side of the knife handle with the sharp side of the knife pointing down.
3. The thumb and middle finger pinch together to hold the knife. The helper/non-dominant hand holds the fork in a thumb down (pronated) grasp.
4. The pointer (index) finger is straight along the back of the fork handle with the fork tip pointing down.
5. The thumb and middle finger pinch together to hold the fork.
6. To cut, the fork holds the food still while the knife moves in a back and forth motion to cut the food.

WORKPLACE ETIQUETTE

Work etiquette is a code that governs the expectations of social behavior in a workplace, in a group or a society. Work etiquette tells the individual how to behave when dealing with situations in a working environment however trivial the situation is.

Workplace etiquette pays in two ways for you and your team. First, it elevates you as an individual – and it's a good thing to be known as someone who shows respect and courtesy to others. In fact, research shows that workplace etiquette is essential for keeping and being promoted in a job.

DO'S AND DON'TS OF WORKPLACE

1. Be timely. Arrive to work and meetings on time. Complete work assignments on time.
2. Be polite, pleasant and courteous.
3. Learn office politics
4. Utilize effective listening skills to discover appropriate office behavior. Pay attention to the way things are done.
5. Understand the unwritten rules of business.
   (*a*) Make your supervisor look good. Promotion and opportunities will arise when you help to reach the organization's goals.

(*b*) Keep your supervisor informed. Good or bad, you don't want the boss to hear information mentioned from an inappropriate source.

(*c*) Never go over the head supervisors, without telling him/her first

6. Appear as professional as possible. Being well groomed and clean is essential. Dress for your next job/promotion.

7. Adopt a 'can do' attitude. Those who accept challenges and display creativity are valuable.

8. Be flexible. By remaining flexible and implementing change you gain a reputation as a cooperative employee.

MEETING PEOPLE

When meeting people, both your nonverbal and verbal behavior, help to define your social skills. Using effective handshakes, good eye contact, and making the proper introductions show proper etiquette.

HANDSHAKES

Handshakes are the physical greetings that go along with your words. The handshake developed from greetings in the middle ages. Today, we use this same greeting ritual to check whether a new person is open, confident, sincere, and friendly.

WHEN TO SHAKE HANDS

1. When meeting someone and when you say good bye.
2. When renewing an acquaintance.
3. When someone enters your home or office.
4. Upon arrival when you are greeting a host, others you already know, and when being introduced to people.
5. When you meet someone you already know outside your work or home.
6. When ending a transaction or leaving a business or social event.

A GOOD HANDSHAKE

1. Keep the fingers together with the thumb up and open
2. Slide your hand into the other person's so that each person's web of skin between thumb and forefingers touches the other's squeeze firmly.

A PROPER HANDSHAKE

1. Should be firm, but not bone-crushing
2. may be "pumped" once or twice from the elbow
3. should be released after the shake, even if the introduction continues
4. includes good eye contact with the other person
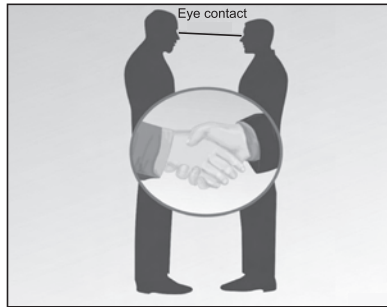
HOW TO HAVE AN EFFECTIVE HANDSHAKE

STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

STEP 6
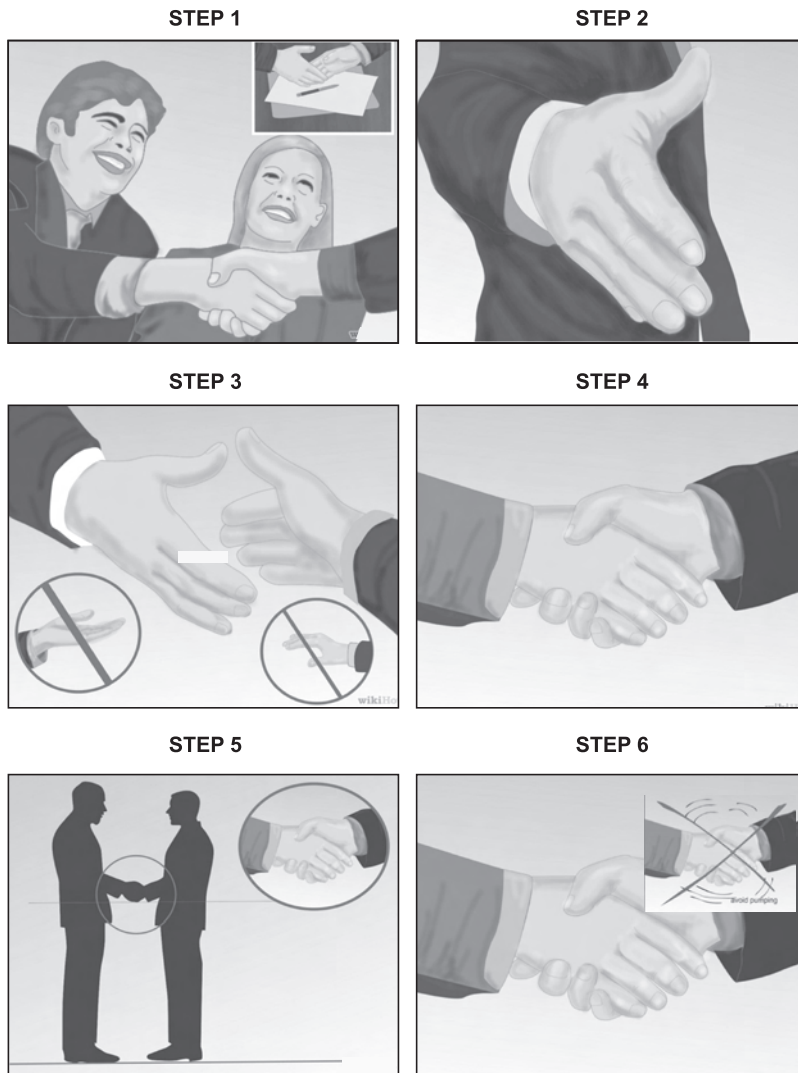
Fig. 5.5

STEP 7

Fig. 5.6. A Normal Handshake Lasts about 5 Sseconds

CUBICLE ETIQUETTE

1. Respect privacy and ownership.
2. Since there is no door to open or close, consider posting a sign or flag at the entrance to your cubicle to signal that you can be interrupted. Avoid making eye contact with people if you don't want to be interrupted.
3. When entering other cubicles, act as if there is a door to the cubicle. Announce yourself and ask permission before entering. This can be accomplished verbally or by making eye contact.
4. When visiting other cubicles, refrain from reading computer screens or commenting on conversations you've overheard.
5. Avoid "borrowing" supplies, much less personal belongings, from a cubicle just because there's no door to stop you.

CUBICLE PHONES HAVE SPECIAL RULES

1. Answer your phone quickly; choose a pleasing ring tone and set the ringer volume low.
2. Remember that your neighbors can hear your end of all conversations.
3. Turn your phone ringer off when you leave your cubicle. Use your voicemail or forward your phone number to your new location.
4. Use a meeting room for conference calls, rather than a speakerphone.
5. All audio devices should be set at low volumes – radios, PCs, pagers, screensavers. Use a headset where possible. When you leave, turn all devices off

MEETINGS, CONVERSATIONS AND OTHER NOISY ACTIVITIES

1. Go to a conference room or break room for impromptu meetings, particularly with clients.
2. Speak quietly in deference to others who are concentrating on work or having conversations.
3. Email and instant messaging reduces volume and preserves privacy.
4. Personal space can be enhanced if you arrange to take lunch breaks at different times.
5. Avoid noisy activities such as pen tapping.

DESK ETIQUETTE

An individual spends his maximum time at the workplace and thus it is essential for him to feel comfortable there. Every employee should be assigned a separate workstation for him to concentrate on his work and contribute to his level best. A separate workstation also ensures employees do not interfere in each other's work.

DO'S AND DON'TS

- Keep your workstation clean and organized.
- Make sure you don't throw paper and wrappings here and there. Throw them in dustbin.
- Throw all unwanted pens, pencils, highlighters, erasers, markers and so on. Keep all your stationery items at their proper places. Throw away what all you don't need.
- Avoid keeping stacks of files at your desk. It gives a cluttered look to your workstation. Keep them at their respective drawers with a label on top of each file to avoid unnecessary searching.
- Avoid bringing soft toys, photo frames, candle stands to work.
- The official phone should be used only for official purposes. Avoid long calls as your Boss might need you urgently.
- Don't put posters of your favourite celebrities on the walls at the workplace. It is completely unprofessional and childish.
- Keep a notepad and pen handy to jot down important contact numbers. Avoid writing on walls or loose paper.
- Eating at the workstation attracts cockroaches and insects. Go to the cafeteria for lunch. Not only it will keep your desk clean but also allow you to relax and spend quality time with your colleagues.

If you have the habit of eating chocolates or wafers, make sure you throw the wrappers in dustbin. Ask the housekeeping staff to clean up the leftovers.

- Never peep into other's workstation. Knock before entering into boss's cabin.
- Take care of your tone and pitch while speaking. Remember there are other employees sitting around you as well.
- If you need to talk to any of your colleagues, use the extension phone. Never shout from your desk. It is bad manners and disturbs others. If you do not have access to the extension phone, get up and walk to the other person's desk.
- Keep your car keys, Bluetooth, earphones and other personal belongings at one place. Female employees should not keep their bags on the desk. Male employees can also keep their wallets in their desk drawer but do remember to take it back home.
- Develop the habit of using a table top calendar. Mark important tasks against the deadlines to avoid forgetting them.
- Ask the attendant to clean your drawer once in week. Staple important documents together and keep them in their respective files.
- Avoid giving unnecessary printouts.
- Turn off your printer, scanner, computer, light when you leave for the day.
- Do not bring newspaper from home and pile on your desk.
- Smoking at the workstation is an offence.

VISITING CARD ETIQUETTE

Visiting card is nothing but a small document which bears the name, designation of the individual concerned as well as the organization's name and other necessary contact details.

A Visiting card must include:

- Name of the individual concerned.
- His/her designation.
- Organization's name/Logo.
- Website of the organization.
- Address of the organization.
- Contact number (Hand phone and fixed line) and email id.

DO'S AND DON'TS

1. Do not choose stylish fonts for visiting cards. A visiting card should not have flashy designs or bright colours. The font style however to some extent also depends on the nature of the job.

2. Visiting cards should be handled with care. Do not fold your business cards. They must be kept properly and should not have pen marks.

3. Remember visiting cards are not meant to be kept at home. An individual must carry his/her visiting cards for all official meetings. Visiting cards play a pivotal role in introducing an individual to others. Make sure you have plenty of them when you go out to meet your clients or external parties.

4. One must exchange his/her business card either in the beginning of the meeting or once the meeting is over. Do not stand up in the middle of a meeting to exchange your card. Wait for the right time. Place your card right in front of you on the table when you sit for meetings and conferences.

5. Never exchange your visiting cards with left hand. It is a sign of disrespect to your card. Remember your visiting card is a reflection of your professional achievements.

6. Keep your card at a place where it can be found easily. Prefer keeping them in a card holder. Searching your visiting card in front of your client looks unprofessional and childish. It shows how irresponsible and careless you are.

7. Organizations must use top quality paper for visiting card of employees. The quality of the visiting card talks about your brand.

8. Whenever you exchange your visiting card with someone, ask for his card as well. Remember visiting card plays an important role in networking. Keep the other person's card in a visiting card album/folder to avoid misplacing them. You never know when you might need them. Never keep visiting cards in shirt or trousers pockets.

OFFICE LUNCH ETIQUETTE

Etiquette refers to behaving in a socially responsible way. Etiquette teaches individuals to be civilized and create an everlasting impression on others. Etiquette is a code of behavior expected out of a professional to help him stand apart from the crowd. It is essential to behave in an appropriate way at the workplace to gain respect and appreciation from others. Be a little more responsible and sensible. Do not behave as if

you are at home. There are certain rules one must follow while taking lunch at the workplace. Office Lunch Etiquette refers to the skill sets required during lunch time at the workplace.

DO'S AND DON'TS

1. Take lunch only during the assigned hours. Be on time for lunch. Do not keep others waiting.
2. Individuals should avoid having their lunch at their workstations.
3. Never discuss work at the lunch table.
4. Do not start eating unless everyone else on the table has received food.
5. Choose the right table for lunch. Sit where you feel comfortable.
6. Always keep a sanitizer in your hand. Wash your hands before eating to avoid transmission of germs.
7. Place a napkin on your lap while having lunch.
8. Avoid bringing smelly food to work. Employees should not bring fish, chicken or eggs to work. Vegetables any day are a better option for lunch at workplace.
9. Make sure your lunch is properly packed. Bring your lunch in airtight containers and aluminum foil.
10. Never eat with hands in public. It is important to eat without making a mess at the workplace. Use forks and spoons.
11. It is good manners to share your food amongst your fellow workers.
12. Employees should not carry rotten fruits to work.
13. Do not make noise while eating. It irritates the individual sitting next to you. Make sure you chew properly.
14. Talking or laughing with one's mouth full is considered unprofessional.
15. Eat slowly to avoid burping in public.
16. Do not pick anyone else's food with your hand. The other person might not like it. Use a spoon.
17. Don't stare at someone else's plate.
18. Finish your food properly. Do not leave anything on your plate.
19. Once you are done, keep the utensils at the proper place.
20. Do not get up from the table until everyone has finished eating.
21. Never put fingers in your mouth while eating around other people.

22. Avoid attending phone calls during lunch hours unless it is an emergency.

DRESS ETIQUETTE

Etiquette helps human beings to behave in a socially responsible way. Etiquette helps you gain respect, trust and appreciation from others. There is a huge difference between an individual's college and professional life. One needs to follow a proper dress code at the workplace for the desired impact.

It is essential to dress appropriately at the workplace for an everlasting impression. Individuals who dress shabbily are never taken seriously at work.

One must dress as per the occasion. Avoid wearing jeans, capris, shorts, T-Shirts or sleeveless dresses to work. Follow a professional dress code. Make sure you feel comfortable in whatever you wear. It is not always necessary to wear expensive clothes rather wear something which looks good on you.

Choose professional colours like black, blue, brown, grey for official attire. Bright colours look out of place in corporates. Light and subtle colours exude elegance and professionalism and look best in offices. Make sure your clothes are clean and ironed. One should never go shabbily dressed to work. Prefer wrinkle free clothes. Hair should be neatly combed and kept short. Spikes hairstyle looks good only in parties and informal get together. Females should tie their hair. It gives a neat look.

TIE

Tie is a dress code that for men consists of the traditional tuxedo and accompaniments: a black dinner jacket and matching trousers, an optional formal waistcoat, a formal shirt, a bow tie or alternatively a long tie, dress socks and formal shoes.
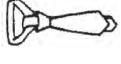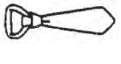
The half-windsor knot Wide and triangular— for wide-spread shirt collars

Your left in mirror | Your right in mirror

1 Start with wide end of tie on your right and extending foot below narrow end.

2 Cross wide and over narrow and bring up through loop

3 Bring wide end down, around behind narrow and up on your right

4 The put down through loop and around across narrow as shown

5 Turn and pass up through loop and

6 Complete by slipping down through the knot in front Tighten and draw up snug to collar

The half-windsor knot Medium symmetrical triangle— for standard shirt collars.

1 Start with wide and of tie on your right and extending a narrow end

2 Cross wide and over narrow and turn back underneath

3 Bring un and turn down through loop

4 Pass wide end around front from left to right

5 Then, up through loop ...

6 And down through knot in front. Tighten carefully and draw up to collar.

The four-in-hand knot Long and straight— fot complement a standard shirt collar.

1 Start with wide end of tie on your right and extending a loot below narrow and.

2 Cross wide and over narrow, and back underneath

3 Continue around, passing wide end across front of narrow once more

4 Pass wide end up through loop

5 Holding front of knot loose with index finger, pass wide end down through loop in front

6 Remove finger and tighten knot carefully. Draw up tight to collar by holding narrow end and sliding knot up snug.

The bow tie For the man who dresses with a certain fair.

1 Start with end in left hand extending 1-1/2" below that in right hand.

2 Cross longer and over shorter and pass up through loop.

3 Form front loop of bow by doubling up shorter end [hanging] and placing across collar point

4 Hold this front loop with thumb and lore linger of left hand. drop long end down over front.

5 Place right forefinger, pointing up, on bottom half of hanging part. Pass up behind front loop and ...

6 Poke resulting loop through knot behind front loop (see **illustration**). Even ends and tighten.

Fig. 5.7. Procedure for Tieing a Necktie.

WHAT IS THE RIGHT TIE LENGTH?

As a general rule, a proper tie length is for the end of the tie to just touch (or almost touch) your belt buckle. How long a tied necktie is, depends on the starting position when tying it. As a general rule, the wide end should hang 10-12 inches longer down than the narrow end of the tie. But this depends on the person's height, so you maybe have to try sometimes to get the right length for you. If you want a longer tie, simply let the wide end of the tie hang longer down when starting to tie. Tall persons maybe need to let the wide end of the tie to hang as long down as possible.

TIE LENGTH CALCULATOR

When you feel that your tie comes out just too short after you have tied your necktie's knot, it might be that you are using regular length ties when extra-long ties might be a better choice. The difference between a regular tie and an extra-long one is three to four inches. Regular-length ties are normally 58/59 inches, whereas extra-long ones are usually 61/62 inches long. As a rule of thumb, take your height in inches, and add your neck size in inches to it. If the number exceeds 91 inches you are better off with XL neckties.
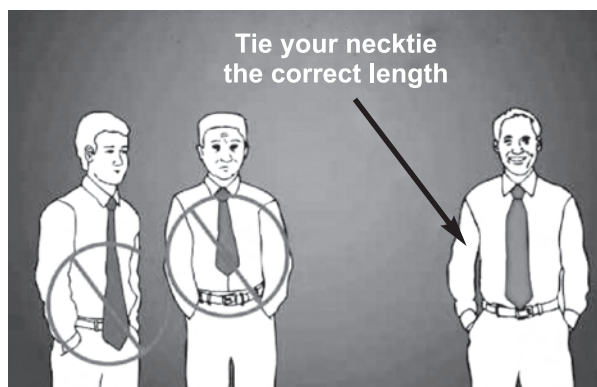
CORRECT TIE LENGTH

Fig. 5.8. The Correct Length of Necktie.

TIE COLORS FOR DIFFERENT OCCASIONS

The color of the tie is not indifferent. Some colors are better for special occasions, and different colors also can influence the people around you in different ways.

DRESS CODES FROM CASUAL TO WHITE TIE

OCCASION/ DRESS CODE	MEN	WOMEN
White Tie	• Black dress coat (tailcoat), matching trousers with a single stripe of satin or braid in the US; two stripes in Europe or the UK • White piqué wing-collared shirt with stiff front • Braces, to ensure a good fit • Shirt studs and cuff links • White vest • White bow tie • White or gray gloves • Black patent shoes and black dress socks	• Formal (floor length) evening gown • Long gloves (optional)
Black Tie	• Black tuxedo jacket and matching trousers • Formal (piqué or pleated front) white shirt • Shirt studs and cuff links • Black bow tie (silk, satin, or twill) • Black cummerbund to match tie, or a vest • Dressy braces to ensure a good fit (optional) • No gloves • Black patent shoes and black dress socks	• Formal (floor length) evening gown • Dressy cocktail dress

	• In summer, in the tropics, or on a cruise: White dinner jacket, black tuxedo trousers plus other black tie wardrobe	
Creative Black Tie	• Tuxedo combined with trendy or whimsical items, such as a black shirt or a matching colored or patterned bow tie	• Formal (floor length) evening gown • Dressy cocktail dress • Fun or unique accessories
Black Tie Optional	• Tuxedo (see ''Black Tie'' above) • Dark suit, white dress shirt, and conservative tie • Leather dress shoes and dark dress socks	• Formal (floor length) evening gown • Dressy cocktail dress • A ''little black dress''
Semiformal	• Dark, business suit • Matching vest (optional) • Dress shirt • Tie • Leather dress shoes and dark dress socks	• Short afternoon or cocktail dress • A ''little black dress'' • Long skirt and top
Festive Attire (usually for the holidays)	• Seasonal sport coat or blazer in color of choice, and slacks • Open-collar shirt, or dress shirt • Tie – festive or with a holiday theme	• Cocktail dress • Long dressy skirt and top • Dressy pants outfit or separates • A ''little black dress'' • Feature holiday colors
Business Formal *	• Dark business suit • Matching vest (optional) • Dress shirt • Conservative tie • Leather dress shoes and dark dress socks	• Suit • Business-style dress • Dress with a jacket • Stockings (optional in summer) • Heels, low or high

Business Casual*	• Seasonal sport coat or blazer with slacks or khakis • Dress shirt, casual button-down shirt, open-collar or polo shirt • Optional tie • Loafers or loafer-style shoes, and socks	• Skirt, khakis, or pants • Open-collar shirt, knit shirt or sweater • (no spaghetti straps or décolleté) • Dress
Dressy Casual	• Seasonal sport coat or blazer, and slacks • Dress shirt, casual button-down shirt, open-collar or polo shirt • Optional tie	• Dress • Skirt and dressy top • Dressy pants outfit • Nice jeans and dressy top
Casual	• Khakis or good jeans (clean, no holes) • Cargo or Bermuda shorts – depending on occasion and climate • Plain T-shirt (no slogans), polo shirt, turtleneck • Casual button-down shirt and/or sweater • Loafers, sneakers (with or without socks), sandals	• Sundress • Long or short skirt • Khakis or nice jeans • Shorts (depending on occasion and climate) • Plain T-shirt (no slogans), polo shirt, turtleneck • Casual button-down blouse

GOOD PERSONAL GROOMING – MEN

Dress pants   Chinos/Khakis   Cotton pants   Capri pants

Jacket sleeve length should break at the wrist when arm is hanging down

Allow ¼ – ½″ of shirt cut to show

Jacket length should reach the tip of your thumb

Suit jacket should cover buttocks
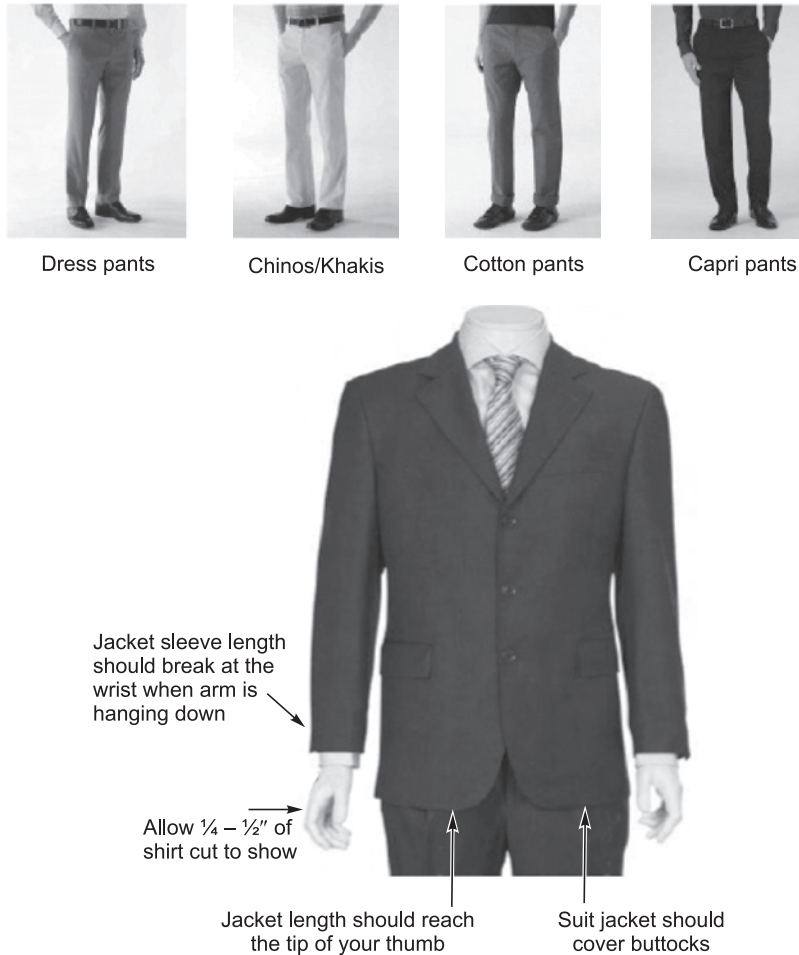
Fig. 5.9. Formal dressing (men).

MALE EMPLOYEES

- Male employees ideally should combine a simple shirt with trousers. Make sure that the colours are well coordinated. Prefer a light colour shirt with a dark trouser and vice a versa. Do not wear designer shirts to work. Prefer plain cotton or linen wrinkle free shirts in neutral colours.

- The shirt should be properly tucked into the trouser for the professional look. Prefer full sleeves shirts at workplace. Never roll up your sleeves.
- Silk ties look best on professionals. Don't go for designer ties. The tie should neither be too short nor too long. The tip of the tie ideally should touch the bottom of the belt buckle. Slim ties are not meant for offices.
- Wear leather belts to work preferably in black or brown shades. Do not wear belts with flashy and broad buckles.
- Socks must be well coordinated with the outfit.
- Don't wear shoes that make noise while walking. Prefer soft leather shoes in black or brown colour. Make sure your shoes are polished and laces properly tied. Never wear sports shoes or sneakers to work.
- Shave daily. Use a good after shave lotion and make sure your skin does not look dry and flaky.
- Body odour is a big turn off. One must always smell good in public. Use a mild perfume or deodorant.

GOOD PERSONAL GROOMING – WOMEN

Neat, conservative hairstyle

Use minimal eye shadow, blush and lipstick for a natural look

Dark colored suit

Little or conservative jewelry

Little to no cleavage

Wear natural/clear or muted tone nail polish Fingernails shorter than 1/2 inch in length

Fig. 5.10. Formal dressing (women).

Dress pants   Chinos/Khakis   Cotton pants   Suit pants   Capri pants
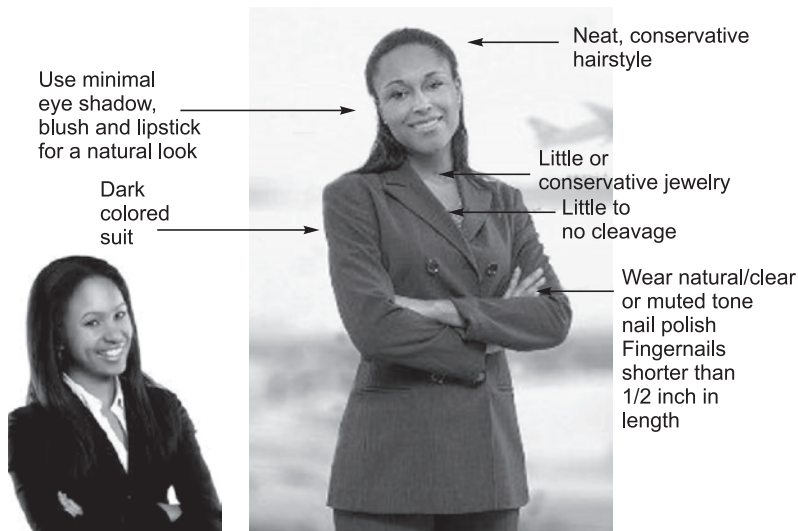
Fig. 5.11

FEMALE EMPLOYEES

- Females should not wear revealing clothes to work. Avoid wearing outfits which expose much of your body parts. Wear clothes which fit you best. Don't wear too tight or loose clothes.
- Understand the basic difference between a party wear and office attire. Never wear low neck blouses to work. Blouses with deep back or noodle straps are a strict no at the workplace. Avoid transparent saris.
- Females who prefer western dress can opt for light coloured shirts with dark well fitted trousers. A scarf makes you look elegant.
- Never wear heavy jewellery to work. Avoid being a make up box. Nude make up does wonders. Nails should be trimmed and prefer natural shades for nail paint.
- Avoid wearing sharp pointed heels to work.
- The colour of the handbag must coordinate with the outfit.
- Eyebrow, naval, lip piercing must be avoided at the workplace.

HOW TO DRESS FOR A JOB INTERVIEW

1. **Suit:** A conservative, two-piece dark grey or a dark blue business suit would be the ideal suit to wear on the day of your job interview.
2. **Shirt:** A white, long-sleeved dress shirt that is neatly pressed and has a good fit is recommendable.
3. **Tie:** Go for a plain colored, non-distracting, conservative dark blue or dark red necktie made of 100% pure silk.
4. **Tie accessories:** A classic silver tie bar ensures that your tie is held in place during the interview. Without one, you often end up adjusting your tie several times during the interview, which will make you look nervous.

5. **Shoes:** Clean and polished conservative dress shoes, black lace-ups if possible, would be your best choice.
6. **Socks:** Dark socks, black if possible, would be ideally suited.
7. **Belt:** The belt should match the color of your shoes, so go with a black one if possible
8. **Hair:** Make sure that you get a well-groomed hairstyle before the interview. Be aware that short always fares best in interviews.
9. **Beard:** A beard needs to be shaved off.
10. **Mustache:** Mustaches are a possible negative, but if you must, then at least make sure it is neat and trimmed.
11. **Fingernails:** Ensure that they are clean and trimmed.
12. **Rings:** Wedding or college rings are generally acceptable but other rings are not.
13. **Earrings and piercings:** Both earrings and visible body piercings should be taken out on the day of the interview.
14. **Body odor and fresh breath:** Make sure that you do not smell badly and chew some gum before the interview, yet never during the interview.
15. **Perfume and cologne:** Keep perfume and cologne to a minimum

SOCIAL ETIQUETTE

Etiquette is a code of polite conduct. If you practice proper etiquette, you are less likely to offend or annoy people — and you may even charm them. Many people think etiquette is about table manners in fancy restaurants, but quite simply, it is expected behavior that shows respect, meant to make everyone feel comfortable.

Social etiquette generally refers to proper behavior in everyday interactions with other people. It begins when meeting someone for the first time. It is polite to stand to greet someone, and offer the right hand for a handshake. Previously, men would not offer to shake a woman's hand unless she offered it first, but this is no longer the case. Anyone can and should offer to shake hands with someone they have just met. A handshake should not be too firm or too loose, and the palms should touch, not just the fingers.

ESSENTIAL SOCIAL ETIQUETTE RULES

1. Always be punctual.
2. If invited to a function bring no one, unless the invitation states ''and guest''.

3. Don't smoke, chew gum or tobacco.

4. Avoid hanging out exclusively with your friends; mingle and make conversation.

5. Make attempts to meet as many people as possible.

6. The art of small talk is asking questions.

7. If alcohol is served and you are underage, don't drink!

8. If alcohol is served and you are over 21, drink conservatively!

9. Cocktail parties are not about the food! Don't hover around the hors d'oeuvres!

10. If you are of legal drinking age, it is best to keep your head clear and don't drink.

11. Wear your nametag on your right chest area.

TOILET ETIQUETTE

Toilet Etiquette refers to set of rules an individual needs to follow while using the office restroom. It is essential to keep toilets clean and hygienic to avoid transmission of germs and infections. A dirty and unhygienic toilet is the breeding ground of several diseases.

Office is the second place, after home, where you spend the maximum amount of your time. Thus, to keep yourself up the whole day, it is extremely necessary for the surrounding things to be in place. One of the things topping the list is a clean and healthy bathroom.

A GUIDE TO WASHROOM ETIQUETTE

Please sit on the toilet and do not stand on it

Please flush the used toiled paper down the toilet and not the bin

Please throw plastic cups in the bin and not down the toilet

Please flush the toilet after use with your hand and not your foot

Please use your hand to open the door and don't leave toilet toll on the door handle

The sinks are for washing your hands only. No hand towels or toilet paper should be used as alug

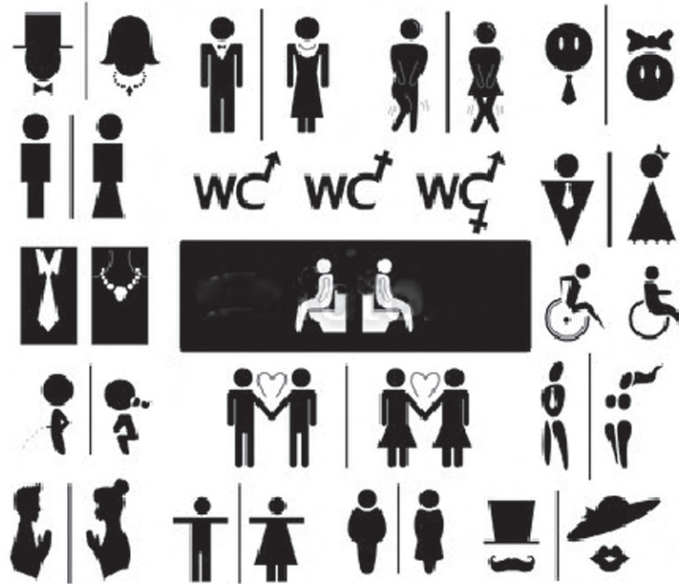Fig. 5.12. Washroom Etiquettes.

A GUIDE TO WASHROOM SIGNS

Fig. 5.13. Washroom Usage Signs.

DO'S AND DON'TS

1. Never leave the restroom dirty. Smelly toilets are big turn offs.
2. Lock the door carefully when you are inside.
3. If someone is inside, don't peep under the doors or knock endlessly. Wait for the other person to come out.
4. Female employees should avoid carrying their handbags inside the washroom. Do not carry expensive items to the restroom.
5. Make sure you do not wet the toilet seat. Do not throw water on the floor as someone might slip and get hurt.
6. Never forget to use flush once you are done. Check the toilet seat for unwanted stains or substance. Do not hesitate to call the toilet attendant if the flush is not working.
7. Make it a point to wash your hand with an antiseptic soap or sanitizer every time you use the restroom. Use a tissue paper to wipe off hands.

8. Do not spit on walls. It is absolutely childish to write names or make designs on toilet walls.

9. Don't take much time inside the restroom. One should avoid taking hand phones inside the washroom.

10. Make sure you do not throw anything in the commode. Tissue paper must be thrown inside the dustbin and not anywhere else. Sanitary napkins must be wrapped in polybags and disposed in dustbins.

11. Do not leave the restroom with taps on. It is important to conserve water.

12. One should not smoke inside the office toilet. It leads to suffocation.

13. Make sure you turn on the exhaust fan once you are inside the toilet. Do not forget to switch off the lights and exhaust fan when you leave the restroom.

14. Do not throw unwanted hair or soap wrappers in the washbasin.

21st Century Skills

Dr. M. Richard Robert Raa

ABOUT THE BOOK

'Preparing students for work, citizenship, and life in the 21st century is complicated. Globalization, technology, migration, international competition, changing markets, and transnational environmental and political challenges add a new urgency to develop the skills and Knowledge students need for success in the 21st century context. In recent years, education systems worldwide have also developed frameworks with an increased emphasis on developing the skills, knowledge, and attitudes necessary for success in the 21st century.

The activities designed in the book ensure that the students will improve their creativity, innovation, critical thinking, cultural awareness and ways of working (Communication and Teamwork).

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He has presented and published 20 papers in National/International Conferences on English Language and Technology. He has attended 4 short-term courses sponsored by AICTE & UGC. He is a research guide for M. Phil & PhD scholars at Bharathiar University. He has organized a Two Day National Level Workshop.

Dr. M. Richard Robert Raa is a resource person at various educational institutions and training agencies. He is a British Council certified Trainer and Cambridge English Presenter.