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iii Business Communication & Soft Skills Course Introduction The course Business Communication & Soft Skills provides an introduction to the need for effective and clear communication in business, and how managers can best manage themselves and their organizations, by managing their time efficiently and handling stress in the right manner. Businesses today thrive on communication, and it is important for managers to not only write the correct things, but also write them correctly. A lot of importance is placed on grammar and punctuation, and one can judge a person from the use of his/her communication skills. With rising skills, also comes shortage of time, and increase in stress. It is important for one to learn to manage time and stress well, in addition to being an empathetic manager. For overall well being, there is also the need to strike a balance between work and leisure. This course effectively covers all these areas. The course content is distributed in five Blocks. Block 1 of the course 'Non-Verbal, Oral, and Group Communications' introduces the students to the fundamentals and importance of communication, and how non-verbal signals can be interpreted. They will also learn how good negotiation skills can help one grow. Block 2 of the course 'Writing Business Letters, Resumes and Memos' deals with writing effective resumes, tackling interviews, and making effective presentations and speeches. The course gives an overview of written communication and how visual aids and graphics enhance understanding of the written word. The unit also provides an understanding on how to write clear, concise and effective business letters for all situations that can arise in business. Block 3 of the course 'Formatting Letters and Writing Business Reports' deals with formatting letters and resumes lists the various ways in which managers can mould themselves to be more effective and efficient managers at work. It explains how to manage stress and time in the best possible manner and how creativity can be used and enhanced for management situations. Block 4 of the course 'Managing the Self' lists the various ways in which managers can mould themselves to be more effective and efficient managers at work. It explains how to manage stress and time in the best possible manner and how creativity can be used and enhanced for management situations. Block 5 of the course 'Managing People' explains the non-quantifiable factors in management such as emotional intelligence, interpersonal skills, leadership and change management skills and the importance of multi-cultural communication skills. On completion of this course, the student will be able to generate effective business communication skills, identify the characteristics of a successful manager, and will develop an understanding on how to handle various management situations. The course content is updated in 2021 and additional three units -17, 21 and 22 were added-and in all units current industry examples are exhibits were added.

iv BLOCK 1: NON-VERBAL, ORAL, AND GROUP COMMUNICATIONS The first block of the course on Business Communication & Soft Skills 'Non-Verbal, Oral, and Group Communications' deals with the fundamentals of communication. The block contains eight units. The first three units deal with non-verbal communication, unit four talks about negotiation skills, unit five and six are about interviewing and group communication. The last two units seven and eight discuss making presentations and organizing and presenting a speech. The first unit is on Fundamentals of Communication: Communication is the process of exchanging messages or information between two or more parties. Effective communication plays a key role in fulfilling organizational needs and contributes significantly to individual as well as organizational success. This unit explains the importance of communication, as well as the basic forms of communication such as verbal and non-verbal. This unit illustrates the communication process and the possible problems that could arise in communication. The unit also discusses the barriers to communication and how they can be overcome. The second unit is on Non-verbal Communication:

Non-verbal communication is all those messages expressed through non-linguistic means. Non-verbal messages primarily communicate emotions and attitudes. They can contradict, substitute for, emphasize or regulate verbal messages.

This

unit describes the various characteristics and components of non-verbal communication, such as paralanguage, kinesics, proxemics, mode of dress etc. The unit also explains how non-verbal signs can be interpreted. The third unit is on Listening:

Listening is considered an important tool in business communication because people spend a good amount of time listening to their bosses, peers or subordinates. Listening is the most frequent and important type of on-the-job communication.

This unit discusses how

listening can help an individual to update and revise his/her collection of facts, skills and attitudes, as well as improve their speaking skills.

It lists the barriers to listening, the best approaches

to listening, how to be a better listener and what speakers can do to ensure and encourage effective listening.

The fourth unit is on Negotiations: Negotiation plays a vital role in business, at all levels. Effective negotiation must result in providing solutions to the parties involved. This unit discusses negotiation and the bargaining, lose-lose, win-win, and compromise approaches to negotiation. It explains the various elements of negotiation preparation and the negotiation tactics used in different scenarios. The fifth unit is on Interviewing: An interview can be described as a goal oriented, interpersonal communication between an interviewer and respondent, primarily undertaken to accomplish a specific purpose. This unit discusses how to plan for an interview, how to conduct an interview and the ethics of interviewing. It also discusses the various types of interviews.

v The sixth unit is on Group Communication: Communication among group members is very important, as it leads to group decisions. If these decisions are to be effective, a group's members must be able to communicate freely and openly with the others. This unit will discuss the

factors in group communication, such as size, longevity, leadership, perception and self-concept

and status. It also shows the stages in group decision making and how to plan for an effective meeting. The seventh unit is on Making Presentations: Getting Started: This unit discusses the

factors in group communication, such as size, longevity, leadership, perception and self- concept

and status. It also shows the stages in group decision making. This unit will explain the types of speeches – informative, persuasive and entertaining. It also explains the general and specific purposes of speech, the methods of speaking and analysing the audience. It also puts forward the non-verbal dimensions of presentations. The eighth unit is on Organizing and Presenting the Speech: Organizing the contents of a presentation is helpful to both the speaker and the listeners and it makes the presentation more effective. This unit will introduce the methods of organizing presentations and explain how organized presentations are more effective, and have greater impact on the listeners.

Unit 1 Fundamentals of Communication Structure 1.1 Introduction 1.2 Objectives 1.3

The Importance of Communication 1.4 The Basic Forms of Communication 1.5 Principles of Communication – 7Cs of Communication 1.6 The Process of Communication 1.7 Barriers to Communication 1.8

Dealing with Communication Barriers 1.9 Importance of Latest Technology in Business Communication 1.10 Business Communication Challenges in Modern Day Organizations 1.11

Summary 1.12 Glossary 1.13 Self-Assessment Test 1.14 Suggested Readings / Reference Material 1.15 Answers to Check Your Progress Questions 1.1 Introduction

Communication is the process of exchanging messages or information between two or more persons. Today, businesses are heavily dependent on information to meet organizational needs.

Effective communication plays a key role in fulfilling these needs and contributes significantly to the individual as well as the organizational success. This unit

explains the importance of communication, as well as the basic forms of communication such as verbal and non-verbal.

It illustrates the communication process and the possible problems that could arise in communication. The unit also

discusses the barriers to communication

and how they can be overcome. 1.2

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Objectives After studying this unit, you will be able to: •

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Objectives After studying this unit, you will be able to: • Explain the importance of effective communication

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Objectives After studying this unit, you will be able to: • Explain the importance of effective communication

for smooth flow of information • List the various types of verbal and non-verbal communication for accomplishing organizational tasks effectively

Block 1: Non-Verbal, Oral, and Group Communications 2 • Illustrate the communication process for clarity in sending and receiving messages • Identify the barriers communication and the ways to overcome them for handling the given tasks effectively

1.3 The Importance of Communication Effective communication is essential for the success of individuals and organizations. Individuals can effectively interact if they have good communication skills. These skills help in their career development, provide clarity of thought and smooth flow of information. Most of the successful managers have good communication skills. Organizations benefit from the internal and external information exchanged by the employees. It can be used by the managements to gain an edge over their competitors. Communication also makes employees feel that they are an integral part of the organization as the organization keeps them informed about the happenings in the organization, and also receives inputs and suggestions from them for better management practices.

1.4 The Basic Forms of Communication As mentioned, communication is vital for organizational functioning. Communication takes place both vertically and horizontally across hierarchies to accomplish organizational tasks. It is both internal, within an organization, as well as external, outside the organization. It can be of two types: verbal or non-verbal communication. Meetings, speeches, written communications, gestures, etc. constitute various forms of communication. Let us look at different types of

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communication. Non-verbal Communication Non-verbal communication is a primeval form of communication without the use of words.

It is commonly used to express emotions like respect, disrespect, love, dislike, unpleasantness etc. It is spontaneous and less structured. It is considered more reliable as it reflects the true feelings of the sender of the communication. Generally, gestures and body language connect easily and quickly with the receivers than verbal communication. A communication could be more effective if one combines both verbal and non-verbal forms together. However, non-verbal communication has its limitations, more so when one needs to convey complex ideas, thoughts or messages. This leads to the need for verbal communication.

Unit 1: Fundamentals of Communication 3 Verbal Communication Verbal communication needs appropriate words and phrases, duly adhering to the grammatical syntax. The message is then conveyed to the audience in either spoken or written form. Speaking and Writing: While oral communication is more effective in reaching a focused target audience, written communication is necessary for reaching a large number of scattered recipients. Depending on the situation and the requirements, businesses use both the spoken and written channels for communication. Listening: Oral communication is considered successful only if the receiver has listened and understood. This needs good listening skills on the part of the receiver. Listening becomes a prerequisite for understanding the contents of any oral communication. Check Your Progress - 1 1. A written communication is better than an oral one if a. Immediate feedback is required b. The decoder is reluctant to receive the message c. The decoder is likely to misunderstand the message d. The message is supposed to have detailed accuracy e. The message is ambiguous Activity 1.1 In certain situations, oral communication is preferred to written communication; at other times, a written message is preferable. Identify the forms of communication that should be used when Immediate feedback is necessary.

_____ The chances that the other party will not understand the message are more. _____ There is a need to document the communication. _____ The message should have detailed accuracy.

Block 1: Non-Verbal, Oral, and Group Communications 4 1.5 Principles of Communication – 7Cs of Communication In order to ensure that different forms of communication translate into productive outcomes, Professors of the University of Wisconsin, Scott M Cutlip and Allen H Center suggested the 7Cs of effective communication, in their book Effective Public Relations (Refer Table 1.1). They are: Table 1.1: 7Cs of Communication 1 Completeness and cooperation The message must convey the complete idea. All the important and relevant facts including, date, location, time, etc. should be included. The audience must get access to all the information need to be aware of the situation. The message must convey the 'action to be taken. 2 Conciseness The message should be brief and repetitions should be avoided Fillers like basically, definitely, kind of, etc., and use of cliché's to be avoided. 3 Consideration Benefit to the audience, ('You' attitude instead of 'I' attitude) must be considered. All the points mentioned must be relevant to the main topic and handled well to build the interest level of the audience. The points must be logically connected with no hidden meanings. 4 Concreteness The message should be focused. The message should be judiciously filled with details and facts. 5 Courteousness The message conveyed must be honest and open. Passive-aggressive tones should be avoided. A positive tone should be maintained as much as possible. 6 Clearness/Clearity The message should be conveyed in a simple manner. The purpose or goal of the message should be clearly conveyed. The language used must convey the same meaning to the sender and receiver. Complex and ambiguous language should be avoided. 7 Correctness Communication should be error-free. The jargon and terminologies used must be in sync with the audience's level of understanding Spelling mistakes, grammatical errors, etc. should be avoided Facts, figures, titles, etc. should be correct and if necessary; source may be provided. Source: <https://fe13cs.blogspot.com/2013/05/the-seven-principles-of-business.html>

Unit 1: Fundamentals of Communication 5 Various versions of the 7Cs of Communication, often unattributed are being discussed by various authors and communication experts which include credibility, context, consistency, content and so on. 1.6 The Process of Communication Any good communication will go through the following process. The process of communication is presented in Figure 1.1. Sender The sender initiates the communication. The sender encodes, i.e. selects and formulates the information to be conveyed. A sender should visualize the communication from the receiver's point of view and prioritize the order of the content that needs to be communicated. For better receptivity, communication should always begin with a simple message. Message The message is the information being transmitted. This includes both verbal and non-verbal data. Verbal information is the part of the message that is heard or read, whereas non-verbal information includes gestures and body as discussed in the earlier paragraphs. The way the message is interpreted can alter its intended meaning. Source: ICFAI Research Center Channel The channel is the tool used to convey the message. The channel and the medium of communication have to be selected to physically transmit a message. Various communication channels used are non-verbal, spoken or written. The tool could be your phone, fax, a formal letter, memo, face-to-face communication etc. Figure 1.1: The Communication Process Sender (encoder) perception attitudes beliefs experiences communication ability Message Channels: verbal, non-verbal Communication Network: downward upward lateral informal Receiver (decoder) perception attitudes beliefs experiences communication ability Feedback (verbal, non-verbal)

Block 1: Non-Verbal, Oral, and Group Communications 6 When choosing a specific channel or medium, it is important to be aware of the internal communication network within which the message is to be conveyed. Organizational information flows in four ways through the internal communication network: • Downward -- superior to subordinate • Upward -- subordinate to superior • Lateral or horizontal • Informal -- the "grapevine". Receiver The receiver is the purpose of communication. The extent to which the receiver comprehends the message will depend on a number of factors, including (1) the individual's knowledge of the topic, (2) his or her receptivity to the message, (3) the relationship and trust that exists between the sender and the receiver and (4) the receiver's understanding and perception of the information being conveyed. These attributes may also end up as barriers to communication. Perception refers to an individual's view of reality. It results from many factors, such as past experience, attitude toward the message and the sender, intelligence, and communication skills such as speaking and listening. Perception varies among individuals. For example, while the management of a company may consider itself open to its employees and their suggestions, the employees might not agree with this perception. The management's perception of its communication style differs from that of employees and this difference changes the way the groups communicate with each other. Feedback Feedback is the receiver's response to a message. It can take a number of verbal and non-verbal forms. A verbal feedback could be either to seek more information or close the communication by sending a return-message that it has been received and will be acted upon. In non-verbal forms, some examples of feedback are nodding one's head, shrugging, grimacing, smiling, winking, rolling one's eyes, looking the other person directly in the eyes or looking away. Check Your Progress - 2 2. Communication is made up of a chain of events that can be broken down into five phases_____. a. Sender, message, channel, receiver, feedback b. Seeker, message, channel, receiver, feedback

Unit 1: Fundamentals of Communication 7 c. Sender, letter, channel, receiver, feedback d. Sender, message, network, receiver, feedback e. Sender, channel. network, receiver, feedback 3. The sender is sometimes known as the_____. a. Recorder b. Encoder c. Decider d. Beginner e. Channel 4. In the internal communication network, a message flows in a _____. a. Downward, upward, lateral or informal manner b. Distorted, upward, lateral or informal manner c. Downward, lateral, horizontal or informal manner d. Downward, upward, lateral or formal manner e. Upward, lateral, downward and informal manner 5. Feedback is the receiver's response to the message. Some of the most common responses are designed to a. Obtain more information or to provide closure b. Retain more information or to provide closure c. To close the argument d. To bring the receiver closer to the speaker e. To pinpoint the mistakes of the receiver 6. If the roles of the encoder, the decoder and the medium in communication are to be compared, the most important is a. The encoder b. The decoder c. The medium d. The encoder, the medium and decoder e. Both the decoder and the medium 1.7 Barriers to Communication More often than not, the communication process is disrupted by barriers. They are: • Problems caused by the sender, • Problems with message transmission, Block 1: Non-Verbal, Oral, and Group Communications 8 • Problems with reception, and • Problems with receiver comprehension. Problems Caused by the Sender A number of barriers can prevent the sender from correctly handling a communication task. One is the quantum of information the individual has about the message subject. The sender will be unable to make a comprehensive presentation with inadequate information. The sender should therefore thoroughly research the subject before making a presentation. Secondly, too much knowledge about the subject can also pose a problem. The sender may give too many details, making it complex and confusing. A third barrier is the indecision on information selection. The sender must be aware of the topics to be included or excluded in a presentation. A fourth barrier is the order or sequence of presentation. It is considered worthwhile to start a presentation with simple and general material. A fifth barrier is lack of familiarity with the audience. A sender who does not know the audience very well is likely to be unsure about the approach to adopt. Presentations to be made to a knowledgeable audience should start with the core of the subject, unlike presentations for a not-so-knowledgeable audience, which should ideally begin with a general discussion for laying the ground. A sixth barrier is lack of experience in speaking or writing. When senders have limited education or training in communication, they often have difficulty in expressing. Problems with Message Transmission Communication can also break down because of transmission problems. One major difficulty is the number of transmission links. When a verbal message is transmitted through three or four different people before reaching its final destination, the message will most likely be altered or changed in the process. This distortion occurs often in upward and downward communication. Another problem could be transmitting unclear or conflicting messages. The receiver does not know, which one to adopt/accept. Problems with Reception Sometimes there are communication problems because of hassles in reception. They could be different distractions called "noise". The following are various noise distractions: • Physical noise refers to external sounds that distract communicators. Other

Unit 1: Fundamentals of Communication 9 types of external noise do not involve sound. Examples of such distractions are an overcrowded room or a smelly cigar. These can disrupt concentration. • Physiological noise refers to hearing disorders that make it difficult to receive messages. • Psychological noise consisting of forces within the receiver that interfere with understanding. Egotism, defensiveness, hostility, preoccupation, fear - all these constitute psychological noise. Problems with Receiver Comprehension Sometimes the receiver will have a problem in comprehending the message. One common reason is that he or she might not understand the technical words being used. Another reason is the involvement of personal interests that are not common to the sender and the receiver. Activity 1.2 The head of a Shipping department has received a memo that directs him to reduce shipping costs immediately while ensuring that all deliveries are made expeditiously. Identify the barrier in the message. How should the head respond to the memo? Answer: Check Your Progress - 3 7. Communication scholars use the term _____ to refer to factors that interfere with the exchange of messages. a. Deafness b. Illness c. Noise d. Mindfulness e. Distraction

Block 1: Non-Verbal, Oral, and Group Communications 10 8. Sounds that distract communicators fall into the category of _____. a. Physical noise b. Psychological noise c. Physiological noise d. Thunder noise e. Technological noise 9. Hearing disorders interfere with the communication process. In what category can you put this type of interference? a. Physiological noise b. Physical noise c. Psychological noise d. Thunder noise e. Technological noise 10. Communication barriers can be placed in four categories: _____. a. Problems caused by the sender, message transmission, reception, and receiver comprehension b. Problems caused by the receiver, message transmission, reception, and sender comprehension c. Problems caused by the sender, static in the line, message transmission, reception, and receiver comprehension d. Problems caused by sender, receiver, channel and transmission e. Sender, message, transmission and channel 1.8 Dealing with Communication Barriers These barriers need to be dealt with differently depending on the type of barrier. These methods are discussed below. Know Your Subject The speaker should get to know all the relevant and important details of the topic without which he or she cannot make an effective presentation. The speaker must have a clear idea of the content to be conveyed. While too little content would affect the effectiveness of a presentation, too much content

Unit 1: Fundamentals of Communication 11 would go over the heads of the audience. Hence, the sender has to ensure that the content is optimal. Focus on the Purpose The purpose of the message is crucial in deciding the amount and type of information to be included in the presentation. A presentation made without understanding the purpose would not be effective and would consist of general information that is not of much use to the audience. Know Your Audience To convey the message effectively, the speaker must know and understand the audience. An idea of their biases, education, age and status will help the speaker to create an effective message. Examining the message from the receiver's point of view will also help the sender to identify some problems that may be encountered. They can then be minimized. Be Organized Knowledge of the subject, purpose and audience will help in the proper organization of material. If the receiver is not familiar with the subject, the speaker can first give some background information. If the speaker has to persuade the receiver to accept a decision or take a certain course of action, giving the rationale for the recommendation will help in convincing the receiver. Communication should be organized so that it conveys the sender's message effectively. It should be structured to make it easily readable and understandable to the audience. If a message is short, it can be organized in a single paragraph. The use of headings, subheadings, underlining and numbering will be useful for longer messages. Thus, the organization of content plays an important role in a presentation, enhancing it and making it more effective.

1.9 Importance of Latest Technology in Business Communication The growing use of technological devices like computers and smartphones has altered the way the business world functions and communicates. Skype, video conferencing, podcasts and vodcasts have made workplace boundaries redundant. Organizations can now target a wider and diverse audience. The advent of the technological era has brought about significant advancements in business communication. There are advantages, disadvantages and demographic issues related with technological advancements. Benefits of technological devices in communication are presented in Table 1.3.

Block 1: Non-Verbal, Oral, and Group Communications 12 Table 1.2: Benefits of Technology in Communication

Technology / Technological Device	Benefits
Smartphones	<ul style="list-style-type: none"> • Employees are reachable 24 x 7 • Access to emails and chat applications like WhatsApp have led to ease of communication irrespective of physical location • Reduces the response time in communication • Employees can stay connected with the progress at work even on their days off or when out-of-office.
Personal Digital Assistants or Personal Data Assistants (PDAs) like palmtops	<ul style="list-style-type: none"> • It offers information storage and retrieval capabilities • It typically includes a 'to-do list', an address book for contacts, some sort of a memo or note program and an appointment calendar
Social Media (Facebook, Twitter, Myspace, etc.)	<ul style="list-style-type: none"> • Allows companies to interact with a wider audience • Companies can instantly spread brand awareness and promote their products and services using these social media platforms • They can advertise their company websites and create profiles on social networks like Facebook. • Companies may 'listen to' and respond to consumer's queries and concerns on platforms like Twitter.
Instant Messaging Services (WhatsApp, Snapchat, etc.)	<ul style="list-style-type: none"> • Allows companies to stay connected with their employees, clients, etc. through real time instant chats • Supports multimedia including voice and video messages thereby offering wider options for communication. • Supports group communication of up to 50 members. Organizations can form chat groups which will allow employees, business clients, customers, etc. to constantly stay connected with the company. For instance, Rare Pink, the diamond ring maker, used WhatsApp to offer online consultation to the customers who want unique, custom-made rings. As a part of their sales and marketing strategy, the company's employees send videos of the sparkling jewel from different angles to their clients.

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Unit 1: Fundamentals of Communication 13 Source: ICFAI Research Center 1.9.1 Advantages of Technologically Improved Communication for Business Technology has improved communication among employees across geographies. Thus, multi-national companies interact globally in real-time saving on time and money. It has also helped companies to • Increase in productivity: Devices like smart phones and PDAs connect employees virtually irrespective of their physical location and make them available on call round the clock. Companies are now encouraging Tablets • Mobile devices like tablets are widely used by people in the sales and marketing functions. • It aids work collaboration and decreases paperwork. Cloud Computing and Cloud Communications • Cloud computing enables businesses to share resources on the internet. • Cloud communications offer cost effective, 'Voice over Internet (VoI)' communication service to companies For instance, Cloud telephony is being used by advertising and e-commerce firms. Teleconferencing, Videoconferencing etc. (Skype, etc.) • Enables virtual meetings using video and/or audio links • Helps to save travel time and money. • Improves connectivity especially between employees at distant branches of an organization or between organizations located in different parts of the world. • Access to tools like data-sharing platforms and whiteboards, etc. aids in the creation of a virtual workplace. Image Scanning • It allows employees to convert diagrams, plans and all other forms of paperwork into electronic files which can be stored and transmitted with ease • The speed of transmitting data and receiving feedback is significantly higher. For instance, an architectural company could scan and send updates on an existing plan to its client and receive their feedback in a much shorter time span.

Block 1: Non-Verbal, Oral, and Group Communications 14 employees to bring their own devices to work (BYOD) creating enterprise wireless networks. This has benefited the employers in improving employee satisfaction, engagement and thus productivity, up-to-date devices, less pressure on IT department, increase in savings, and attracting the best applicants who can work flexibly and often work on the go. • Recruiting the right human capital: Businesses use online job portals and social media platforms, like Facebook and LinkedIn, to advertise vacancies and explore prospective candidates. Technology has provided tools for screening and personality assessments and thus aided in finding individuals for the right job fit. • Increase in efficiency: Technological advancements have enabled faster and accurate business communication. Organizations can save time and speed up the pace of their workflow. • Increase in collaboration: Collaboration in projects has been enabled through programs like Google Docs that allow many users to access and work on a single document in real-time. • Access to a wider customer base: Emails, social network pages, chat rooms, blogs have reduced the gap between the company and the consumer. 1.9.2 Disadvantages of Technology Aided Business Communication Most of the business units rely on technology to be on race against their competitors and bring in innovative products and provide speedy internal and external communication channels. However, technology is not without its disadvantages: • Imposition on employees' personal time: The ease of communication offered by these technological devices has created the expectation of quicker, instantaneous response to emails or texts even after office hours or on holidays and off days • May increase work stress: technology has made employees accessible 24x7, get connected mentally and thus feel over-worked. Employees have now begun to experience increased work stress and are finding it difficult to strike a balance between their personal and professional lives. 1.9.3 Demographic Aspects of Technology Generation Y, also referred to as the 'Millennials', is the term used to define individuals born between the early 1980s and early 1990s (1982-1993). Generation Z, also known as the 'Home landers', is the term used to define

Unit 1: Fundamentals of Communication 15 individuals born between the mid or late 1990s and 2000s (1994-2010). Researchers are divided about the precise dates of the starting and ending periods of both these generations. They use birth years, ranging between the periods of the early 1980s and 2010 to demarcate these generations. Stereotypes Surrounding Generation Y and Generation Z Generation Y and Z are more attached to social networks such as Twitter, Facebook and WhatsApp. But there are few stereotypes surrounding them as discussed below: • Over-dependence and constant interaction with technology makes it difficult to develop real interpersonal relationships • Expectation of quick promotions. A study by American Express and Millennial Branding revealed that 3 of the 4 managers surveyed concurred that a minimum of 4 years was required to be promoted to a managerial position. However, the younger workers disagreed. • Inability to prioritize work and lack of adequate teamwork skills • Short attention span and poor work ethics • Unrealistic compensation expectations Striking the Expectation Balance with Generation Y and Generation Z Striking the Expectations of Generation Y and Generation Z is presented in Exhibit 1.1. Exhibit 1.1: Pandemic and After: A Gen Z Perspective COVID-19 disruptions are testing times on the resilience and sustainability in businesses. A noteworthy effect of the pandemic is the millennials and Gen Z, with their lucid ideas and the determination to speak Perspective Pointers The Deloitte Global Millennial Survey Report 2021 gives insights to the youngsters' perspective about their concerns. Contd.

Block 1: Non-Verbal, Oral, and Group Communications 16 Health and Employment: 66% of the millennials and gen Z are anxiety struck due to financial insecurity, family well-being and job uncertainty. Income and Wealth Inequality: 65% of the youngsters are concerned about the gap in the distribution of wealth and income among the employed people. Discrimination: 60% of the millennials and Gen Z consider discrimination as a major hindrance for the progress. Support for Stakeholders' Capitalism: 50% of the respondents support stakeholders' capitalism i.e. being sensitive to all stakeholders rather than focusing solely on profit and the shareholders. Environmental Concern: 40% of the respondents are concerned about environment and climate issues. They felt that these issues impacted the businesses feel environmental concerns will improve once the pandemic scare dies down. Source: The Deloitte Global Millennial Survey Report 2021. "A call for accountability and action."2021-deloitte-global-millennial-survey-report.pdf 1.10 Business Communication Challenges in Modern Day Organizations Factors like globalization, the advent of the technological era, increased competition, etc. have changed the landscape of the contemporary business environment. These changes in the work environment have in turn led to certain business communication challenges. Activity 1.3 'Shoes for All' is a leading shoe retailer in the US. The company has hired you to set up its operations in India. A team from the parent company was sent to train the local employees. Despite replicating the company's successful business strategy, the company struggled to gain a foothold in the Indian market. There are constant communication problems between the management and local employees leading to low sales. As the head of Indian operations, what measures would you take to resolve these communication issues? Answer: Table 1.5 deals with challenges and coping mechanisms of business communication.

Unit 1: Fundamentals of Communication 17 Table 1.3: Challenges and Coping Mechanisms of Business Communication

Challenges Reasons How to Tackle These Challenges Globalization and Increase in Workforce Diversity ? Cross-border interactions, multi- cultural teams and relationships with clients and customers. ? Diversity no longer restricted an employee's origin, religion, race, color, etc. but generation and gender diversity. ? Cross-cultural sensitivity education and training ? Flexibility in the style of communication Team- oriented Approach ? Reliance on teamwork and effective communication between teams ? Effective communication framework, encourage frequent interactions within and between teams and bridge communication gaps. Increased Reliance on Technology ? Reliance on technology for internal and external communication like emails, voicemails, etc. may create interpersonal conflicts. ? Choose the best mode of communication and not completely do away with personal, face-to-face interactions Intense Competition ? Makes it difficult for managers to find time to sit and patiently listen to the concerns, needs, etc. of customers, employees, etc. ? Organize frequent town hall events or a weekly team gathering, allow free expression of their concerns

The Rise in the Matrix Organization Structure ? Matrix organizational structure leads to multiple reporting. For instance, an employee may report to a functional manager and a product manager; may lead to communication barriers or miscommunication ? Encourage open communication, matters pertaining to deadlines, targets, etc. should be set after discussion with team members, conduct weekly meetings or to submit daily or weekly progress reports to avoid communication gaps Source: Compiled by ICFAI Research

Block 1: Non-Verbal, Oral, and Group Communications 18 1.11 Summary • Communication is the process of transmitting messages. • Communication can be verbal, non-verbal or both. Non-verbal communication involves the use of gestures and facial expressions to convey a message. • Verbal communication involves the written and spoken forms. • The 7 Cs of communication are clarity, conciseness, concreteness, correctness, coherence, completeness and courteousness. • The process of communication comprises the sender, message, channel, receiver, and feedback. • There

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are many barriers to effective communication. • These barriers can arise at the level of the sender, receiver, in the channel of communication, the medium or at the stage of message comprehension. • The barriers to effective communication

can be overcome by a thorough knowledge of the subject, by focusing on the purpose, by knowing the audience and by organizing content. • Technology and the growing use of technological devices like computers, smart phones, etc. have altered the way the business world functions and communicates. • The use of technology for business communication offers many benefits for companies including increased productivity, better job efficiency and increasing collaboration. • Increased reliance on technology may also lead to certain disadvantages like increased work stress and lack of personal time for employees.

1.12 Glossary

Barriers to Communication: Barriers to communication are problems caused by the sender, problems with message transmission, problems with reception, and problems with receiver comprehension.

Downward Communication: Information flows from superior to a subordinate.

Feedback: Feedback is the receiver's response to a message.

Informal Communication: Employees form informal communication channels or networks to complement formal channels. Informal channels are often collectively referred to as the "grapevine".

Message: The message is the information being transmitted. This includes both verbal and non-verbal data.

Perception: Perception refers to an individual's view of reality. It results from many factors, such as past experience, attitude toward the message and the sender, intelligence, and communication skills such as speaking and listening.

Unit 1: Fundamentals of Communication

19 Process of Communication: The process of communication comprises the sender, message, channel, receiver, and feedback.

Upward Communication: Information flows from subordinate to superior.

Verbal Communication: Verbal communication involves the arrangement of words in a structured and meaningful manner, adhering to the rules of grammar. The message is then conveyed to the audience in either spoken or written form.

1.13 Self-Assessment Test 1. Both the internal and external communication in an organization take place in verbal and non-verbal manner. Explain these two forms of communication with suitable examples.

2. Communication is essential for the survival of an organization. What are the different types of communication channels that are used in an organization for information sharing?

3. Effective communication requires overcoming of several barriers encountered during the communication process. Identify the barriers to effective communication and the measures that can be adopted to overcome them.

1.14 Suggested Readings / Reference Material

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Block 1: Non-Verbal, Oral, and Group Communications 20 1.15 Answers to Check Your Progress Questions 1. (d) The message is supposed to have detailed accuracy Immediate feedback is possible in oral communication. A written communication might delay the process of feedback. In all the other cases, written communication would be more effective than oral communication. 2. (a) Sender, message, channel, receiver, feedback The phases in the communication process are sender, message, channel, receiver, feedback 3. (b) Encoder The sender is the individual who initiates the communication. This person is sometimes known as the "encoder." Encoding is the process of selecting and formulating the information that has to be conveyed. 4. (a) Downward, upward, lateral or informal manner Information flows in four ways through the internal communication network: downward (superior to subordinate); upward (subordinate to superior); lateral or horizontal (between employees at the same hierarchical level); and informal, also known as the "grapevine." 5. (a) Obtain more information or to provide closure Feedback is the receiver's response to a message; it can take a number of verbal and non-verbal forms. In verbal form, some of the most common responses are designed to obtain more information or to provide closure by letting the sender know that the message has been received and will be acted upon accordingly. 6. (d) The encoder, the medium and the decoder The encoder, the decoder and the medium of the message are all equally important. A problem in any of these can distort the message and result in a failure in communication. 7. (c) Noise The term noise is used to refer to factors that interfere with the exchange of messages. Deafness and illness are types of noise. 8. (a) Physical noise Sounds that distract communicators are referred to as physical noise 9. (a) Physiological noise Hearing disorders are referred to as physiological noise.

Unit 1: Fundamentals of Communication 21 10. (a) Problems caused by the sender, message transmission, reception, and receiver comprehension There are many types of communication barriers. For the purpose of analysis, they can be placed into four categories:
 problems caused by the sender, problems with message transmission, problems with reception, problems with receiver comprehension and perception.

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Unit 2 Non-verbal Communication Structure 2.1 Introduction 2.2 Objectives 2.3 Characteristics of Non-verbal Communication 2.4 Components of Non-verbal Communication 2.5

Limitations of Physical Appearance 2.6 Summary 2.7 Glossary 2.8 Self-Assessment Test 2.9 Suggested Readings / Reference Material 2.10 Answers to Check Your Progress Questions Introduction The previous unit explained the importance of communication in today's business world. It discussed how effective communication plays a key role in fulfilling business needs and contributes significantly to the individual as well as organizational success. This unit is about non-verbal communication. Non-verbal communication is all those messages expressed through non- linguistic means. It also means 'without the use of words.' We may ask that why do we need non-verbal communication when we have so many words to express our feelings and thoughts? The answer is because

non-verbal messages primarily communicate emotions and attitudes. They can contradict, substitute for, emphasize or regulate verbal messages. They can often be ambiguous, but they are more reliable as they are difficult to fake. Non-verbal signals

largely communicate a person's subjective responses such as anger, appreciation, dislike or resentment to a particular situation.

Despite the widespread attention being given to verbal messages in communication, studies show that over 90 percent of meaning in a message is accounted for by nonverbal communication. For example, one may repeat the verbal message while pointing in a direction when he is already explaining it verbally, in order to make the message more clear for the receiver. Further, we can emphasize on a particular verbal message by using a tone that indicates the real meaning of a specific word being spoken. For example, a commentator during a football match may emphasize through tone when a team hits a goal, in order to show excitement and pleasure. One may also use non-verbal communication as a substitute for the verbal message.

Unit 2: Non-

verbal Communication 23 For example, one may use gesture such as putting a finger to his lips for indicating the need to be quiet or using facial expressions such as nodding instead of saying yes.

This unit describes the various characteristics and components of non-verbal communication, such as paralanguage, kinesics, proxemics, mode of dress, etc. The Chapter also explains how non-verbal communication often says more than words do, and how these signs can be interpreted.

Non-verbal communication is all those messages expressed through non- linguistic means. Non-verbal messages primarily communicate emotions and attitudes. They can contradict, substitute for, emphasize or regulate verbal messages. They can often be ambiguous, but they are more reliable as they are difficult to fake. Non-verbal signals largely communicate a person's subjective responses such as anger, appreciation, dislike or resentment to a particular situation.

This unit describes the various characteristics and components of non-verbal communication, such as paralanguage, kinesics, proxemics, mode of dress, etc. The unit also explains how non-verbal communication often says more than words do, and how these signs can be interpreted. Objectives By the end of

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this unit, you should be able to: • Explain the concept of non-verbal communication for regulating the flow of information • List the various types of non-verbal communication

for effective communication • Identify the characteristics of non-verbal communication for effective usage in communication •

Discuss the

components of non-verbal communication to know how communication is transmitted Characteristics of Non-verbal Communication Having understood the impact of non-verbal communication,

let us now look at some of its characteristics. 1) Non-verbal messages primarily communicate emotions, attitudes: Non-verbal signals largely communicate a person's subjective responses – anger, appreciation, dislike, resentment – to a particular situation. Messages on ideas or concepts can rarely be conveyed through non-verbal channels. In the case of facts, non-verbal communication cannot be used. For instance, a message that "The sales meeting is coming up next Monday," cannot be communicated using non-verbal signals. However, the attitude to the "sales

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meeting" – dread, eager anticipation – can be communicated through non-verbal signals. 2)

Non-verbal cues substitute for, contradict, emphasize, or regulate verbal messages:

A person's non-verbal response of pointing to something in response to an inquiry – like the location of the MD's room – acts as a substitute for verbal communication. Non-verbal cues might sometimes contradict verbal messages as in a case when somebody praises something while his or her face reflects absolute dismay. Often, the flow of conversation is regulated non-verbally

by raising an index finger, nodding and leaning forward, raising the

eyebrows, and/or using eye contact. 3)

Non-verbal cues are often ambiguous: Non-verbal cues are not always easy to understand

and interpret. There is no standard for interpretation or reading non-verbal cues. They are construed based on the context of usage and the regional culture. Owing to this, meanings that were never intended, sometimes get conveyed. It may be assumed that a random gesture has meaning when nothing of the sort was intended.

For example, if an individual smiles after making a statement, one may interpret it as being funny while another may conclude it as friendliness. 4)

Non-verbal cues are continuous: Verbal communication can be planned, while non-verbal communication is spontaneous and continuous. Verbal communication can be started or stopped as intended, but it is generally not possible to stop sending out non-verbal cues. Even

long periods of silence communicate that something may be wrong. 5) Non-verbal cues are more reliable: When verbal and non-verbal cues contradict each other,

non-verbal cues are considered more reliable and the message is interpreted based on them.

An experiment reported by Zuckerman, DePaulo and Rosenthal (Verbal and Non-verbal Communication of Deception) showed that

lie detection heavily relies on non-verbal cues of a person. For instance, lie detector tests use physical responses like the rise in blood pressure and pulse rate to find out

if a person is lying. As Sigmund Freud said, "No mortal can keep a secret. If his lips are silent, he talks with his fingertips; betrayal oozes out of him at every pore." 6)

Non-verbal cues are culture-bound: Many non-verbal gestures are universal. Most of us, irrespective of our culture, smile when we are happy and frown when we are unhappy. It should be noted that certain gestures considered as positive in some parts of the world may be treated as obscene in some other parts. Non-verbal messages often have different meanings in different

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culture and one needs adequate understanding of a culture before using any non-verbal cues. 7) Gains more attention than verbal message: If a boss taps pen on the desk while making a statement, the employee may fail to register the words spoken by the boss and pay more attention to the gesture of his boss. Similarly, a grammatical error may receive more attention than the idea being conveyed. 8) Non-verbal cues help in understanding the motives and background of the sender: Frequent use of complicated words and jargons during a conversation may reflect that a person is well read or has above average qualification. It may also reflect the need of social recognition or the motive to stand out from the crowd.

Components of Non-verbal Communication Now that we have studied the characteristics of non-verbal communication, let us examine some ways in which non-verbal messages are transmitted. The study of non-verbal signals is divided into three main areas: (1) paralanguage, the way we say what we say, (2) kinesics, the study of body language and facial expression, and (3) proxemics, the study of how physical space is used. Other forms of non-verbal communication look at the use of time and the mode of dress. 2.4.1 Paralanguage The study of paralanguage focuses on the way things are said. As we saw in the example at the beginning of the unit, two identical verbal messages may communicate entirely different meanings when the tone of voice is different. A great deal is conveyed by the tone of voice, the pitch, the rate of speech and the emphasis on words. In fact, the entire meaning of a sentence can change by altering the emphasis on certain words. Sentences Possible meaning 1) I never said that. I didn't say it. Somebody else might have. 2) I never said that. At no time did I ever say that. What makes you think I did? 3) I never said that. I didn't say it in so many words. I may have implied it, but I didn't say it. Listeners may see various meanings in each of these sentences as non-verbal cues are often ambiguous.

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Paralanguage has several component parts. They are: (1) voice qualities, (2) voice qualifiers, (3) voice characteristics, and (4) vocal segregates. 1. Voice Qualities:

Voice qualities include volume, rate of speech, pitch, rhythm, pronunciation, and enunciation.

Volume: The volume of speech is an important parameter that determines the effectiveness of communication. A person may sometimes speak louder to attract attention. However, overly loud speech can be annoying or disturbing. On the other hand, though a soft voice conveys a sense of calm, in a business setting it may give an impression of weakness or indecisiveness. Thus, the volume has to be attuned to the situation. Rate of speech: On an average, it has been found that people speak at the rate of about 150 words a minute. When the rate is higher or lower, it might have a negative impact on the receivers. Fast speech often makes people nervous, while slow speech causes boredom or makes people believe that the speaker is not quite sure of what to say next. Voice pitch: Voice pitch is often associated with emotion. Shrieking away at high pitch generally indicates excitement or nervousness. A low pitch commands attention and respect, as it indicates that the speaker is in control of the situation. Rhythm: Rhythm refers to the pattern of the voice: whether it is regular or irregular and whether it flows smoothly or moves in fits and starts. A smooth rhythm, like a moderately low pitch, indicates a confident, authoritative attitude, while an uneven rhythm may convey a lack of preparation and clarity. Pronunciation and enunciation: Which is the correct way of pronunciation is a difficult question to find an answer. While it is opined that the vowel sounds must be uttered correctly and the right syllables accented, it is found to differ in different countries. Let us take the way English is spoken in different parts of our country. The pronunciation is influenced by the mother tongue. Pronunciation plays an important role in an individual's image building. Pronunciation varies from country to country. Taking the example of English, in the country of its origin, England, the acceptable pronunciation is called RP or Received Pronunciation. However, different parts of England, say the South and North, have different dialects of their own. American English is very different from British English, as it has a marked drawl. The best solution would be to adopt a clear way of pronouncing words that can be understood by everyone, including non-English speakers.

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Enunciation refers to the correctness of how a word is uttered without dropping the endings, or without slurring the speech and speaking clearly. 2. Voice qualifiers: Temporary variations in pitch, volume, and rate of speech are known as voice qualifiers. If persons can observe the voice qualifiers of another person, they can become aware of their voice qualifiers in their speech. 3. Vocal characteristics: Certain audible sounds like sighing, laughing, crying, clearing the throat, whistling, and groaning, that serve to communicate something, are called vocal characteristics. Activity 2.1 Mr. John's personal

secretary, Maria Anderson, who usually speaks in a low and even tone, starts talking louder and faster. What is communicated by this in her expression? Answer: As a communication expert put it: "Awareness of the more subtle voice characteristics, such as pleasantness, especially in combination with voice qualifiers, can do much to help individuals and organizations improve communication. Think, for instance, how much a company's

image can be helped by a receptionist who sounds, both in person and over the telephone, 'pleasant,' 'confident,' and 'competent'." 4. Vocal segregates: "Er.....um.....will you lend me some money, please?" Now, in this sentence, the words, "er," and "um" do not mean anything. Such meaningless words or sounds that are used to punctuate or pace- sentences are called vocal segregates. Sometimes people use filler expressions like "right?", "you know what I mean" or "OK" or 'you know' to fill in gaps in speech. It is suggested to avoid such vocal segregates as they indicate a lack of confidence and expose the speaker's stress.

Exhibit 2.1 gives examples of non-verbal communication that generally happen in workplaces.

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Exhibit 2.1: Nonverbal Communication Communicating with superiors, subordinates and colleagues is important at workplace. People use both verbal and nonverbal communication types to understand, express and communicate with others. They use tone of voice, gestures and other nonverbal cues to communicate effectively. While verbal communication can be properly understood, nonverbal cues and gestures throw challenges. Some of the nonverbal communication that generally happens in a workplace setup are listed below: • Eye contact: • Positive tone of voice: • Personal appearance: • Sitting/standing in a good posture: • Appropriate touch: • Facial expressions: • Hand gestures: • Body language:

Source: <https://www.indeed.com/career-advice/career-development/nonverbal-communication-examples>, June 18, 2021

Check Your Progress - 1 1. Laughing, crying, sighing and whistling are all examples of_____. a. Vocal characteristics b. Vocal segregates c. Vocal qualifiers d. Rhythm e. Kinesics 2. Voice qualities include all of the following except_____.

a. Volume b. Gestures c. Rate of speech d.

Pronunciation e. Voice pitch 3. A smooth rhythm with a moderate pitch indicates_____.

a. Confidence b. Lack of confidence c. Lack of clarity

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d. Confusion e. Lack of preparedness 4. Enunciation refers to_____ a.

Pitch of the voice b. Rhythm of speech c. Rate of speech d. Articulation of speech e. Disconnectedness 2.4.2 Kinesics

Kinesics, according to Oxford Dictionary, is the study of the way in which certain body movements and gestures serve as a form of non-verbal communication.

In other words, kinesics is communicating by body movements and gestures. There are basically five different types of kinesics; emblems, regulators, illustrators, affective display and adaptors. Emblems: Emblems are gestures that have a meaning understood by the people at large. Of course, most of them are culture-specific. Sometimes the same emblem may have different meanings in different cultures. For instance, forming an "O" with the index finger and thumb means "OK" in the US, but it denotes "Money" in Japan and in France it refers to 'worthless'. Adaptors: We pick quite a few behavioral patterns from our childhood. They are called 'adopters'. The way individuals use spoons or hands while eating is a good example. Similarly, postures in sitting also indicate whether a person is facing an interview or casually sitting and watching a movie. Regulators: These are gestures controlling the communication exchange. Patting an employee on the back may encourage that person to keep talking. Shuffling through the papers while he or she is talking is certainly an indication to stop. Illustrators: These are gestures, which depict and complement the verbal message. When a person asks somebody to come and sit in a chair, along with a nod of the head or a wave of the hand, he or she is using an illustrator. Activity 2.2 A candidate attending an interview sits back in his chair expansively, wraps his arm over the back of the chair and stretches out his legs in front. What does the posture of the candidate communicate? Contd.

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Answer: Affective Display: A person displays expressions without using any words. Generally, facial expressions display emotions, anger, happiness, through eyes. Face is the index of mind..... a well-known saying and it is true when we want to understand non-verbal communication... eyebrows, eyes, smile on the lips, etc. indicate different feelings and emotions. Eyes: Of all facial expressions, the eyes can reveal the most. Studies have provided numerous insights about the eyes. Eye to eye contact while talking indicates his/her honesty, self-confidence, truthfulness and interest or concern in communicating. Avoiding eye contact is regarded as one being nervous or embarrassed. This opinion is not universally true. For example, in some of the Latin American cultures, the children are taught to avoid looking at the face of an adult. The eyes are expressive. Dancers convey emotions ranging from happiness to sadness using their eyes alone. People who blink often are perceived as nervous. It is important for multi-national organizations to understand kinesics in order to properly function and communicate with all their stakeholders. The Exhibit 2.2 captures the various other forms of kinesics and their implied meanings. Exhibit 2.2: Kinesics SLN Kinesics Example 1 Haptics – Touch; also called tactile sensation In high context cultures like Asian and Middle East countries, touching, holding hands, hugging between a man and a woman is considered inappropriate. A handshake is extended only in some cultures, whereas in India 'Namaste' is preferred. 2. Oculistics – eye movements like eye contact, gaze In western cultures, speakers maintain eye contact 40% of the time and the listeners nearly 70% of the time if the topic is comfortable. Staring at women is considered rude in almost all cultures.

Contd.

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Olfactics – the sense of smell In many other countries of the world, incense sticks are used in places of worship. The fragrance fills the atmosphere with positive energy and makes the place eligible for worship. 4 Chronemics – use of time North America, Germany and other European countries consider 'Time is money' and give importance to time management, whereas in Arab countries, least importance is given to time 5 Chromatics – Color In many countries white color symbolizes peace and purple indicates royalty 6 Objectics – attire, jewelry Demonstrates an individual's culture, confidence, interests, values/beliefs, authority 7 Gustorics - taste Role of culture on taste, food preferences, taste expectations, colors and textures for eating and drinking and signals of communication they send across. 8 Paravocalics – Paralanguage in speech Tone, volume, pace, emphasis, and pauses while delivering a speech

Source: <http://www.opsu.edu/Academics/Colleges/Arts-and Education/>

Speech/files/COMM1113/NONVERBAL.pdf 2.4.3

Proxemics Proxemics studies how people use the physical space around them and what this communicates. The distance maintained between the sender and receiver(s) is called personal feature space. There are four such categories: The personal distance zone: This zone extending from 1 ½ to 4 feet is also reserved for friends and family. Of course, there are cultural variations. Certain cultures are more tolerant of intrusions into personal space than others. The social distance zone: This zone extends from 4 to 12 feet. Normal business transactions are done in this zone. The public distance zone: This zone usually extends from 12 to 25 feet. Thus, the physical distance between two individuals can be used as a basis for judging the relationship between them.

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The higher the person's status, the easier it is for him or her to invade someone else's space. For instance, it is all right for a manager to walk into a subordinate's office, but the subordinate must seek permission to enter the manager's room.

2.4.4 Use of Time The way an individual uses time also gives clues about the kind of person he/she is and what others can expect in terms of dependability. In the office, junior staff is expected to conform strictly to time guidelines.

However, those in senior management can have some flexibility and control their own time and others' time to good effect. The amount of time spent on a task also indicates its importance.

2.4.5 Mode of Dress Most of the times, people are judged by their dress; it is generally found that promotions and other benefits go to people who dress the way that those in power feel is suitable. As William Shakespeare said in "Hamlet", "The apparel oft proclaims the man". In more modern times, John Molloy, author of *Dress for Success*, says: "The overriding essential of all corporate business clothing is that it establishes power and authority. If you can accomplish nothing else, presenting yourself as a person who is capable of the job he has been given is an acceptable goal." (Of course, attire alone cannot get one to rise in a job!)

Limitations of Physical Appearance One cannot deny the fact that one is better off looking good. Many factors contribute to personal attractiveness- the way one dresses, the way one behaves, the way one carries oneself etc. The brain is a great beauty detector. We live in a society that is obsessed with physical beauty. The focus rests on how we look than how we are. The material world and skin-deep beauty matter a lot and not the soul that beautifies them. We stop at the physical level and ignore the mental and spiritual levels. We consider the body as the ultimate frontier. Despite knowing fully well that physical appearances matter the least we give utmost importance to them and most of the times at the cost of values and relationships. Physical looks always take precedence over quality and character. The first impression based on appearance is made with an emotional mindset and not rationally. Though in 30 seconds people judge a person's economic and educational level, social position, level of sophistication and success based on his appearance, it takes the next 4 minutes to judge his trustworthiness, compassion, reliability, intelligence, capability, humility, friendliness and confidence level. However, it is also true that appearances are deceptive. One cannot assess an individual's personality, both internal and external through attire and looks.

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Many times, they prove to be deceptive. One cannot also deny that they also play a major role in partially defining one's personality. Nevertheless, to assess an individual, it is necessary to focus on one's mind along with external appearances. It is true that looks are distracting and have a tremendous impact on our mind, but the influence of quality of thought process is infinite. The beauty of one's physical attributes is only part of what makes you attractive. Psychologically, the beauty lies in the mind. Beautiful thoughts manifest as beautiful actions and they, in turn, define one's attitude. Attractive people are evaluated and assessed beyond the initial impressions. People do judge a book by its cover, but a beautiful cover also prompts a closer reading. Like the body, the mind also can be chiseled and made beautiful. The mind becomes beautiful with age. The wisdom that is acquired through different experiences of life makes it beautiful. This beauty of mind surpasses all. Let us take the example of a candidate appearing for an interview. By grooming himself well and by exhibiting a good behavior, he can create a good first impression on the recruiters. The recruiters' through various stages of the recruitment process like group discussion, technical interview, stress interview and personal interview try to understand the candidate's knowledge, skills, and attitude to deduce if he is the right person for that job.

Non-verbal Communication and Gender Several studies in the area of communication suggest that each gender uses non-verbal cues differently when communicating. Following are the examples of how non-verbal cues are used differently by men and women: Facial Expressions: Studies suggest that humans are capable of demonstrating more than 10000 facial expressions. However, it has been found that men use fewer facial expressions when compared to women. According to a study by science and people, women rely highly on facial expressions such as eye contact and nodding while men smile less. Paralanguage: Women are found to use paralanguage several times higher than men. This includes use of fillers such as "hmm," "I know," "you see" and "oh". These are also known as gestures which convey that they are actively listening and understanding what others are trying to say. Men have also been found to use paralanguage during communication but less frequently than women. Proxemics: Men often prefer face-to-face communication and are more likely to use personal space than women. Men prefer the opportunity to pat someone's shoulder or shake hands. Women, on the other hand, are usually more comfortable being in close proximity with other women and they prefer speaking side by side.

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Haptics: Men are likely to use an introductory handshake to set a premise for communication with others while women are more likely to reach out and offer a hug to build a connection. Posture: Women are more likely to keep their arms closer to their bodies and cross their legs whereas men generally stand with their arms farther away from their bodies and legs apart. Oculistics: Men use eye contact most often to showcase or emphasize their power or position. Women, however, use more eye contact during a communication in order to build a connection or strengthen a relationship. However, given the gender based differences in non-verbal communication, one is advised not to fall victim to the stereotypes. It is because not all men and women fit into the generalization and it is variety of other factors which directs how one communicates and acts. Thus, it is of use to understand the different communication styles being used by men and women so as to avoid being offensive if the opposite gender reacts or responds in a manner not expected by you, but at the same time, it is necessary to avoid the stereotypes and biases which may restrain the open communication between genders. Limitation of Non-verbal Communication Knowingly or unknowingly, we express most of our feelings through non-verbal communication. However, many of the non-verbal expressions that are being accepted in our own culture may be unacceptable in another culture and as such it may put us into trouble if we are working in an intercultural setting or travelling to other parts of the world. We may also end up offending others unintentionally due to the cross-cultural differences in non-verbal communication. Thus, we need to understand that non-verbal communication is not a universal language and that every culture interprets non-verbal communication differently. Further, there are high chances of miscommunication, if non-verbal communication alone is being used in a cross-cultural context. As also discussed in Exhibit 2.2, there are extensive differences in non-verbal communication across cultures. Therefore, one needs to exercise caution before using any non-verbal cues, when working in a multi-cultural setting. This implies that when you need to communicate with people from different cultures, it is of utmost importance to keep yourself informed about the acceptability of various non-verbal cues and the meaning it conveys across different cultures. Following this practice can save people from misunderstanding; miscommunication; and embarrassment when interacting with people from different cultures.

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Check Your Progress – 2 5. A high pitched voice can be equated with _____. a. Dejection b. Encouragement c. Respect d. Excitement e. Boredom 6. Four common gestures are _____. a. Emblems, adaptors, regulators, illustrators b. Embellishments, adaptors, regulators, illustrators c. Emblems, adaptive, regulators, illustrators d. Emblems, adaptors, regulations, illustrators e. Adaptors, Facial expressions, Regulators, illustrators 7. Normally, in a professional context, maintaining eye-contact is an indication of _____. a. Confidence b. Arrogance c. Ignorance d. Nervousness e. Friendship 8. You are presenting a new idea to your boss. He listens to you, his hands crossed, leaning back in his chair, with a stern expression. It shows _____. a. He is very keen on your idea b. He is not open to your idea c. He is relaxed and attentive d. He wants you to change your idea e. He is indifferent to your idea 9. You are interviewing candidates for the post of a front office manager for an organization that provides services to senior citizens. You prefer the candidate clad in a saree to the one dressed in a mini-skirt because _____. a. A saree complements the image of the organization b. You don't like girls wearing minis c.

You like the color of the saree d. People look beautiful in sarees e. Women are attractive in sarees

Block 1: Non-Verbal, Oral, and Group Communications 36 10.

Proxemics is the study of how people use the _____ around them.

a. Color schemes b. Sound levels c. Physical space d. Emotional storms e.

Confidence levels of people Summary • Oral communication is a combination of verbal and non-verbal messages. •

Non-verbal messages communicate emotions, and substitute, contradict, or regulate verbal messages. •

Non-verbal messages are often ambiguous and continuous; are considered more reliable than verbal messages and are culturally bound. • The study

of

Paralanguage emphasizes the way people say what they said. • Paralanguage includes voice qualities, voice qualifiers, voice characteristics, and vocal segregates. • Kinesics is the study of communication through body movements and facial expressions. • Proxemics is the study of how people use the physical space around them, and its interpretation. • A good communicator is one whose non-verbal cues authenticate and reinforce his or her words.

Glossary Adaptors: These are learned behavior patterns picked up in childhood. Emblems: Emblems are gestures that have a meaning understood by the people at large. Enunciation: Enunciation relates to the correctness of how a word is pronounced, but is more a matter of clear expression and utterance. People with poor enunciation drop word endings, slur their speech, or do not speak clearly. Facial Expressions: The face plays a vital role in communicating various messages. The brow, eyes, the nose and the lower face, are all capable of conveying attitudes and emotions. Gestures: Gestures are body movements used to express thought or emphasis.

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Kinesics:

Kinesics is the study of communication through body movements and facial expressions.

Non-verbal Communication: Non-verbal communication is all those messages expressed through non-linguistic means. Oral Communication: Oral communication is a combination of verbal and non-verbal messages. Paralanguage: The study of paralanguage focuses on the way things are said. Posture: The way people sit or stand can reveal a lot about their attitudes and emotions. Posture can portray confidence, anxiety, fear, aggressiveness and a host of other emotions. Pronunciation: Good pronunciation is the correct oral delivery of a word. It is the generally accepted way of uttering a word. Proxemics: Proxemics studies how people use the physical space around them and what this communicates. People often put an invisible boundary between themselves and others. Vocal Characteristics: Certain audible sounds like sighing, laughing, crying, clearing the throat, whistling, and groaning, that serve to communicate something, are called vocal characteristics. Vocal Segregates: Vocal segregates are usually awkward components of speech and should be avoided as far as possible. These sounds indicate a lack of confidence and reveal stress on the part of the speaker. Voice Pitch: Voice pitch is often associated with emotion. Shrieking away at high pitch generally indicates excitement or nervousness. A low pitch commands attention and respect, as it indicates that the speaker is in control of the situation. Voice Qualifiers: Temporary variations in pitch, volume, and rate of speech are known as voice qualifiers. A person aware of the normal voice qualities of another person can easily detect the voice qualifiers in his or her speech. Self-Assessment Test 1. Non-verbal communication involves the use of non-linguistic means of expression. Write about the characteristics of non-verbal communication and the impact it can have on the meaning of an expression, with the help of a few situations as examples. 2. Human beings communicate a lot through body movements and facial expressions. Explain the different body movements and facial expressions that are used to convey messages.

Block 1: Non-Verbal, Oral, and Group Communications 38 3.

The distance between people involved in communication reveals a lot about the relationship between them. Explain the personal feature space maintained by individuals and the categories.

Suggested Readings / Reference Material

Adler, Ronald B. and Jeanne Marquardt Elmhurst. Communicating at work. 12th ed. McGraw-Hill, 2019 Bovee Courtland & Thill John, Business Communication Today, 14th Edition. Pearson, 2017 Clappitt, Phillip. Communicating for Managerial, Effectiveness, SAGE Publications, 6e, 2017 Courtland L. Bovee, John V. Thill, Roshan Lal Raina (2018) Business Communication Today | Fourteenth Edition | Pearson Paperback – 12 July 2018 Donna Gerson and David Gerson, The modern rules of business etiquette, Chicago, USA, 2015 Griffin, Ricky W. and Michael W. Pustay. International, Business: A Managerial Perspective. 9rd ed. Person, 2020 Jeff Butterfield, Soft Skills for Everyone, 2nd edition, Cengage, 2020 Lehman, Dufrene, Sinha –B.COM Cengage Learning – 2nd Edition: Cengage Learning India Private Limited, 2016 Reddy, C.R. Business Communication Paperback, Dreamtech Press, 2019 Sharma, R C, Krishna Mohan, Virendra Singh Nirban Business Correspondence and Report Writing - A Practical Approach to Business and Technical Communication | 6th Edition Paperback, McGraw, 2020

Answers to Check Your Progress Questions 1. (a) Vocal characteristics Laughing, sighing, etc., are sounds that serve to communicate some meaning and are called vocal characteristics. 2. (b) Gestures Volume, rate of speech and pronunciation are all vocal/voice qualities. Gestures are in fact non-verbal modes of communication. 3. (a) Confidence A smooth rhythm with a moderate pitch indicates the confidence of the speaker. 4. (d) Articulation of speech Though enunciation sounds similar to pronunciation, it refers to the clarity and articulation of speech.

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e) Excitement A high pitched voice is normally equated with excitement. Individuals tend to shriek when they are excited.

6. (a) Emblems, adaptors, regulators, illustrators Gestures are divided into four types. They are emblems, adaptors, regulators and illustrators. However, they can tend to overlap. For example, one gesture like patting on the back for a good job can be both an illustrator and a regulator.

7. (a) Confidence Maintaining eye contact with the person(s) one is speaking to indicates confidence, especially in the professional context. In some cultures, though, it may be treated as arrogance.

8. (b) He is not open to your idea The non-verbal message conveyed by the boss by his posture and gestures indicates that he is not open to your idea. There are no positive verbal/non-verbal messages from his side to indicate that he is willing to accept your new idea.

9. (a) A saree complements the image of the organization The dressing style of an individual conveys a message to the people around him. A saree is more suitable and more acceptable than a mini skirt, in this context of a service-oriented organization for the old. A saree conveys the image of a homely and friendly personality, especially for the aged.

10. (c) Physical space
Proxemics is the study of how people use the space around them.
For example, the space within 18 inches from an individual is called 'intimate distance' and is reserved for family and close friends.

Unit 3

Listening Structure 3.1 Introduction 3.2 Objectives 3.3

Importance of Listening 3.4 Barriers to Effective Listening 3.5 Approaches to Listening 3.6 How to be a Better Listener 3.7

What Speakers Can Do to Ensure Better

Learning 3.8 Active Listening Skills 3.9 Summary 3.10

Glossary 3.11 Self-Assessment Test 3.12 Suggested Readings/Reference Material 3.13 Answers to Check Your Progress

Questions 3.1 Introduction The previous

unit

explained the various characteristics and components of non- verbal communication, such as paralanguage, kinesics, proxemics, mode of dress, etc. The unit also explained how non-verbal communication often says more than words do, and how these signs could be interpreted

differently in various cultures. This unit is about Listening. Listening is considered an important tool in business communication; it is a common observation that

people spend a good amount of time listening to their bosses, peers or subordinates. Listening is the most frequent and most important type of on-the-job communication. Studies indicate that on an average, personnel at all levels spend more time on listening than on speaking and writing.

Listening can improve work quality and boost productivity. This unit discusses how listening can help an individual to update and revise his/her collection of facts, skills and attitudes, as well as improve their speaking skills.

It lists the barriers to listening, the best approaches to listening, how to

Unit 3: Listening 41 be a better listener and what the speakers can do to ensure and encourage effective listening. 3.2

Objectives After studying this unit, you will be able to: •

Explain

the importance of listening for improving work quality and productivity • List different types of barriers to listening for understanding the impediments to effective listening • Enumerate the approaches to listening for gaining insights for active listening • Describe various tips to ensure better listening for becoming effective listeners

3.3 Importance of Listening

Listening constitutes an important component of workplace studies indicate that on an average, personnel at all levels spend more time on listening than on speaking and writing. Top executives prefer to listen more with a view to getting a better feel about the issues

Most managers agree that "active listening" is the most crucial skill that a person needs to become a successful manager. Listening can improve work quality and boost productivity. Good listening skills help employees to update and revise their collection of facts, skills, and attitudes, and to improve their speaking skills.

However, despite the benefits derived from good listening, it is rare to come across people with good listening skills.

Several studies that have been conducted have revealed why people continue to listen poorly despite the many advantages of good listening. Let us look at some of the common barriers to effective listening.

3.4 Barriers to Effective Listening

There is a difference between hearing and listening. You may hear someone speak, but you may not actually be listening to him. This is because hearing involves only perception of sound by the ear, whereas listening involves making an effort to hear and pay attention to what is being said. In listening, hearing is accompanied by a deliberate and purposeful act of the mind. Listening involves deriving a meaning from what is heard. Let us look at some of the factors that impede effective listening

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Physiological Barriers

Hearing impairment: Sometimes, poor listening can be traced to hearing deficiencies. These can be overcome through medication and treatment.

Speaking-Thinking rate: Human beings can process information faster than they can speak. While individuals speak an average of 120-150 words per minute, the human mind processes approximately 500 words within that time. This speaking-thinking gap allows receivers to get diverted and to daydream. To overcome this, receivers should analyze the message in the time gap. This will help them in listening better.

Environmental Barriers

Physical distractions: Distracting sounds, poor acoustics, and uncomfortable seating arrangements can all hinder effective listening. Focused attention and

Barriers to Effective Listening Differences in Sender and Receiver • Education • Age • Culture • Background/experiences
Mental Distractions • Differences in sending and receiving messages • Preoccupation with other matters • Developing a response rather than listening • Inappropriate timing Speaker Characteristics • Unclear, nonspecific message • Lack of sympathy for listener • Distracting appearance, mannerisms, voice, expressions, etc. • Suspect motive (coercive) Listener Characteristics • Poor listening habits • Unreceptive to new and different ideas • Lack of empathy for sender • Negative feelings about the speaker • Low interest level • Unwilling to concentrate Speaker/Listener Hindrance • Various interpretation of verbal/nonverbal message • Lack of feedback (verbal/non-verbal) • Lack of trust • Intimidation or fear caused by position/status of speaker
Physical Distractions • Noise • Interruptions • Uncomfortable setting

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concentration on the speech can help receivers overcome these distractions unless these distractions are too loud and powerful. Message overload: A quick succession of messages will affect the concentration of the receivers. Receptivity drops after a certain point and they cannot listen attentively. An overload of information is like trying to juggle too many things at a time. Attitudinal Barriers The attitude of the listeners can also sometimes hinder the listening process.

Prejudices: Sometimes the prejudices and deep-seated beliefs of the receivers make it difficult for them to be receptive to the speaker. To break this barrier, the receivers must exercise some control over their instinctive responses and learn to postpone judgment until they have listened to exactly what is being said.

Preoccupation: Sometimes, the receivers may be preoccupied with other concerns and nothing of what the speaker says registers in their mind. A casual attitude: A few receivers might have the attitude that hearing is something that is relatively easy, and can be done without putting in much concentration and effort. Such a casual attitude is a major barrier to listening.

Egocentrism: Receivers who are too concerned about themselves also tend to be poor listeners. The listening behavior of such people is dominated by a few personal concerns that can be summed up as: • I must defend my position. • I am aware of your point of view. • How am I coming through? Such concerns create barriers that destroy the critical link between speaker and listener. Poor Listening Habits This is a common behavior with most of us. The reasons could be many as discussed in the foregoing. This eventually results as a barrier in the communication. Lack of Common Experiences If the listeners have little awareness of the subject, it makes it difficult for them to understand the speech or presentation. For instance, a farmer who has lived all his life in a small village may not understand the messages given by an MTV VJ.

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Check Your Progress - 1 1. Which of the following best describes the hindrances to effective listening: distracting sounds, poor acoustics, and uncomfortable seating arrangements? a. Attitudinal barriers b. Environmental barriers c. Ecological barriers d. Biological barriers e. Psychological barriers 2. One of the following is not a communication barrier at the encoder's end_____. a. Biased audience b. Lack of clarity of idea c. Apprehensions about presenting the idea d. Inadequate information available e. Lack of communication skills 3. Raman and Kanika, who have been adversaries for many years, have been invited to a meeting. Kanika's lack of interest in Raman's speech is an example of_____. a. Negative feelings about the speaker b. Negative attitude towards new ideas c. Poor listening habits d. Low interest level e. Not interested in the topic of speech 3.5 Approaches to Listening Having got an idea about the barriers to effective listening, let us look at another question: Why do people listen at all? Well, this question can have varied answers. Listeners might have various reasons for listening. When the listeners are interested in learning / gaining some knowledge, they enjoy listening. The following are some of the classifications in listening. Discriminative Listening Discriminative listening refers to inclining towards certain sounds or messages or words, etc. In the process, people recognize the sounds of language in

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addition to distinguishing tone of voice, volume and speed which convey the total meaning of the message.

Comprehensive Listening Students interested to learn a concept do comprehensive listening when a teacher starts explaining. Such students understand the meaning of the topic and interpret too. Critical Listening In a court of law, the judge will critically listen and sift through the arguments of the complainant and the defending lawyer. Setting aside the emotional aspects, the judge has to listen critically with a view to getting a clarity and accuracy on the pieces of evidence produced so that judgment is fair and acceptable. Active Listening Active listening is also called empathic listening. This kind of listening goes beyond just paying attention or listening critically.

It involves an expression that tells the speaker that the listeners are being attentive and are following him/her.

It entails supportive behavior that tells the speaker, "I understand. Please go on." This behavior or expression encourages the speaker to express himself or herself fully. In active listening, the listeners summarize what they have heard in order to affirm that they have understood what is being said. Active listening involves responding to the emotional content as well, apart from the bare verbal message. An active listener is alert to all cues, and carefully observes the non- verbal behavior of the speaker to get the total picture.

Check Your Progress - 2 4. You are in the kitchen, with the mixer on. You hear faintly, the sound of your calling bell and you switch off the mixer to hear with greater attention. This is an example of_____. a. Active listening b.

Critical listening c. Comprehensive listening d. Discriminative listening e. Passive listening 5. You are a researcher in a pharma company and have been invited to a conference of medical practitioners. The way you listen to the talks delivered by the doctors can be termed_____. a. Critical listening

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b. Comprehensive listening c. Reactive listening d. Discriminative listening e. Active listening 6. A person trying to understand a speaker's message in totality, to interpret the meaning as precisely as possible, is engaged in _____ listening. a. Comprehensive b. Composite c. Complicated d. Convex e. Critical 7. You talk to your grandma about your latest crush on the guy/girl in your college. She listens carefully so that she can advise you and discuss the pros and cons. Her listening can be termed _____. a. Discriminative listening b. Comprehensive listening c. Active listening d. Critical listening e. Complicated listening 3.6 How to be a Better Listener

Regardless of whether the situation calls for appreciative, critical, discriminative or active listening, listening skills can be improved through conscious effort.

Let us now look at a few measures that help in better listening. Be Motivated to Listen It has been noticed that an interest and a resolution to listen attentively to a speaker have improved the listening skills of people.

A motivated listener is more alert and active as a receiver. Being motivated to listen is a prerequisite for good listening. A good listener knows how to concentrate in the face of distractions.

While listening it is good to listen for central themes.

Be Prepared to Listen Basic preparation before listening, such as collecting relevant information about the speaker helps the listeners to understand and appraise the content better.

The preparation might also involve minimizing physical barriers, like distance, by occupying the front rows.

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Be Objective As mentioned earlier, listeners should keep themselves free of prejudice when listening. Prejudices influence the thinking of an individual and might force him/her to ignore facts that contradict his/her experiences or beliefs.

Persons with an open mind tend to be more receptive and objective while listening. They would not jump into conclusions before the speaker closes his view. After the speaker completes his point, the listener would evaluate the issues and make a judgment. Thus, an objective approach towards listening can improve the effectiveness of listening.

Be Alert to all Cues Listeners should pay attention to all cues used during a presentation. The speaker's voice quality, inflection, emphasis, and body movement can offer vital clues to what he/she feels is most important.

Besides, these cues also give the listeners insights into the emotional content of the speaker's message, and these help in a better and complete understanding of the message. **Make Good Use of the Thinking-Speaking Time Difference** As mentioned earlier, individuals normally think much faster than they speak. Listeners can use this gap to their advantage by mentally summarizing and reviewing the speaker's words. During this process, their focus should be on what the speaker has said, rather than on their response to the message. **Use Feedback** When listeners give feedback about a speech, it normally helps them in getting more information from the speaker. Feedback about the understanding of the subject in discussion or the lack of it makes the speaker customize his/her presentation style. A speech must be judged by its content. However, while giving the feedback, the listeners should take care to ensure that it is unambiguous and the speaker receives the message intended. **Practice Listening** Many a time, people have acquired certain behavioral patterns either knowingly or unknowingly which results in poor listening. One can become a good listener with a conscious effort; the prerequisite for this is perhaps to be aware that "I lack good listening skills and I need to acquire them". Certainly listening to speeches and lectures of famous persons will help to practice listening habit. **Use Verbal and Non-verbal Cues to Encourage the Speaker** The gestures of listeners can motivate a speaker. When the listener nods head and looks eye to eye with the speaker, the speaker enjoys the connect between him/her and the audience and will be motivated to communicate better and make it more interesting and purposeful.

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Check Your Progress - 3 8. While listening, it is good to a. Listen for mistakes b. Listen for central themes c. Listen for facts d. Listen for the attitude of the speaker e. Listen for the facial expressions of the speaker 9. A speech must be basically judged by its_____. a. Content b. Delivery c. Speaker d. Subject e. Venue 10. The best way to receive feedback is to_____. a. Defend yourself and your action b. Just take the feedback and say thanks c. Cite different reasons to justify your action/behavior d. Be open to feedback and ask related questions e. Pinpoint the lapses

3.7 What Speakers Can Do to Ensure Better Listening So far, we have studied 'listening' entirely from the listener's perspective. Let us now look at a few measures that a speaker can adapt to encourage effective listening. **Try to Empathize** The speaker should make an effort to understand the audience. He/she can speak to the audience to know how they respond to his/her ideas. The speaker should be able to think from the audience's viewpoint. This will give him/her an idea about the way the presentation is to be made so that it will reach the audience. The speaker can identify the irrelevant and difficult parts of the presentation and try to exclude them or make them easier to understand by putting them more simply.

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Adjust your Delivery The speaker should take care to be audible to all the listeners. He/she can hold the interest of the listeners through voice modulation and a lively presentation. Voice modulation is an important aspect of delivery as a dull monotone induces mental lethargy in the listeners. Utilize Feedback The speaker can get feedback from the audience by paying attention to their verbal and non-verbal cues. Non-verbal cues such as whether the audience is looking interested, confused, or bored can help the speaker make the necessary changes to his/her message to tailor it better to the listeners' needs. Be Clear The speaker must clearly know the purpose of the presentation. He/she should be clear about the main point that is to be conveyed. If the speaker lacks clarity on what is to be said and why it is to be said, his speech will be full of disconnected and disjointed ideas, making it very difficult for the listeners to pay attention. Be Interesting A speaker cannot hold the listeners' interest if he/she is not interested in delivering the speech or presentation. If a speaker is not interested in what he/she is saying, it is very evident and communicates itself immediately to the listeners, dulling their response as well. A lively, stimulating, and relevant speech always has a better chance of capturing the audience's attention and receptivity. 3.8 Active Listening Skills A person spends nearly 45% of his time listening, while 30% on speaking, 16% in reading and 9% in writing. We listen at 125 – 250 words per minute, but think at 1000 – 2000 words per minute. 75% of the time, we are distracted, preoccupied or forgetful. We remember what we hear only 20% of the time. Less than 2% of people have formal training in listening skills. More than 35% of businesses think listening is a top skill for success. Good listeners maintain good relationships, improve their knowledge, prevent problems to escalate, save time, energy and money and thus lead to better results in an organization. Exhibit 3.1 illustrates the benefits of active listening.

Block 1: Non-Verbal, Oral, and Group Communications 50 Exhibit 3.1: The Power of Listening "No one is as deaf as the man who will not listen." - Jewish Proverb Elle Kaplan defined effective listening as "giving your complete, intentional focus to what someone says, rather than what their words literally mean." Positive benefits from active listening for companies and leaders are: • Building stronger relationships • Developing greater trust • More effective team collaborations • Enhanced individual and group decision-making • Greater productivity • Enhanced creativity and innovation. Source: <https://www.forbes.com/sites/forbescoachescouncil/2020/08/17/the-power-of-listening/?sh=2150c6e216a3>

Active Listening Hearing is different from listening. According to Collins dictionary, the meaning of hearing is 'to perceive sound via the ear' and that of listening is 'to concentrate on hearing something; heeding or paying attention to'. For example, while we are traveling we might hear the sound of birds or music playing. In this case, we are not paying attention to the sounds. To master listening skills one has to practice 'active listening'. During this process, the conscious listener will both hear the words and comprehend them. One has to pay to complete attention to be a good listener. One cannot afford to get distracted or feel bored. A conscious effort to remain focused and remain alert is important. To enhance one's listening skills, one should let the speaker know that he or she is listening to what the speaker is saying. It is important to make the speaker feel that he is being paid attention to. The communication of the speaker has to be acknowledged. A simple nod or "uh huh." It gives a kind of encouragement to the speaker. However, it does not necessarily mean that a listener is agreeing or disagreeing with the speaker. Tips to become an active listener: 1. To give undivided attention to the speaker. 2. To maintain direct eye contact. 3. To acknowledge the speaker through body language like occasional nods, a smile or through facial expressions. 4. To provide feedback and appropriate responses or interpretations through paraphrasing what the speaker has conveyed. 5. To avoid interrupting the speaker.

Unit 3:

Listening 51 Barriers to Listening The following are the barriers to listening • Interruption from people around • Noise and distraction • Speaker's delivery/ body language • Personal bias • Language/ culture barriers • Stress • Low concentration • No knowledge/ interest on the subject Examples 3.1 and 3.2 present two caselets on barriers to listening. Example 3.1: Caselet 1 Akshitha, the new project team leader presented her plan of the project schedule to her team members about the deadline and project goals. While presenting she noticed that two of her team members were frowning and one was looking at the ceiling with a blank expression on his face. Akshitha stopped her presentation and asked if she needed to clarify anything. The team members expressed that the project deadline could not be met. 1. Was it correct on part of Akshitha to stop her presentation? 2. What would have happened if Akshitha had continued with her presentation? 3. What are the non-verbal cues that forced her to stop her presentation? Example 3.2: Caselet 2 Abhishek was very excited about his new-found strategy and was also obsessed with it. He barged into his boss's room and started explaining his strategy. He did not bother to take his permission or check if he is free to listen to him. There was a smile on his boss's face. He took that as his nod and left the room excitedly in a hurry. Give your impression of this situation and explain how would you react if you were in Abhishek's boss's place? 3.9 Summary • Most people spend at least half their communication time listening. • Listening is critical both in interpersonal communication and in organizational communication. • In spite of its importance, effective listening is rare.

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Physiological, environmental and attitudinal barriers; poor listening habits and lack of common experiences act as common barriers to effective listening. • People adopt different listening approaches depending on the purpose they want to be served. These are (1) discriminative listening, (2) comprehensive listening, (3) critical listening, and (4) active listening. • Listening skills can be improved by being motivated and prepared to listen, being objective, alert to all cues, making good use of the thinking-speaking gap, giving feedback, practicing listening, and encouraging the speaker through verbal and non-verbal cues. • Speakers can ensure better listening by empathizing with the audience, adjusting delivery to suit their needs, using listener feedback, being clear about the purpose of the presentation, and by making a lively and interesting presentation. 3.10 Glossary Active Listening: Active listening goes beyond just paying attention or listening critically. It involves an expression that tells the speaker that the listeners are being attentive and are following him/her. Message Overload: In message overload, a quick succession of messages will affect the concentration of the receivers. Receptivity drops after a certain point and they cannot listen attentively. Physical Distractions: Physical distractions are distracting sounds, poor acoustics, and uncomfortable seating arrangements and they can all hinder effective listening. Prejudices: Prejudices influence the thinking of an individual and might force him/her to ignore facts that contradict his/her experiences or beliefs. 3.11

Self-Assessment Test 1. Listening is very essential for effective communication. In spite of this, most people do not exhibit effective listening. What do you think are the common reasons that impede effective listening? 2. Though people primarily listen to gain knowledge or information, there are several other reasons that make people listen. Depending on the purpose of listening, what are the common listening approaches that listeners adopt? 3. Effective listening can be ensured by taking up a few measures. What are the measures that speakers and listeners can adapt to make the listening effective?

Unit 3: Listening 53 3.12 Suggested Readings / Reference Material 1. Adler, Ronald B. and Jeanne Marquardt Elmhurst. Communicating at work. 12th ed. McGraw-Hill, 2019 2. Bovee Courtland & Thill John, Business Communication Today, 14th Edition. Pearson, 2017 3. Clappitt, Phillip. Communicating for Managerial, Effectiveness, SAGE Publications, 6e, 2017 4. Courtland L. Bovee, John V. Thill, Roshan Lal Raina (2018) Business Communication Today | Fourteenth Edition | Pearson Paperback – 12 July 2018 5. Donna Gerson and David Gerson, The modern rules of business etiquette, Chicago, USA, 2015 6. Griffin, Ricky W. and Michael W. Pustay. International, Business: A Managerial Perspective. 9th ed. Person, 2020 7. Jeff Butterfield, Soft Skills for Everyone, 2nd edition, Cengage, 2020 8. Lehman, Dufrene, Sinha –B.COM Cengage Learning – 2nd Edition: Cengage Learning India Private Limited, 2016 9. Reddy, C.R. Business Communication Paperback, Dreamtech Press, 2019 10. Sharma, R C, Krishna Mohan, Virendra Singh Nirban Business Correspondence and Report Writing - A Practical Approach to Business and Technical Communication | 6th Edition Paperback, McGraw, 2020 TED Talks • <https://www.youtube.com/watch?v=GOCUH7TxHRI> • <https://www.youtube.com/watch?v=zpcEpmNbHds> • <https://www.youtube.com/watch?v=ug63O2YbJBc> • <https://www.youtube.com/watch?v=w-HYZv6HzAs> Listening Exercises • <http://www.esl-lab.com/health/healrd1.htm> • <http://www.esl-lab.com/review/review.htm> • <http://www.podcastsinenglish.com/pages/levelbusiness.shtml> • <http://www.podcastsinenglish.com/pages/levelbusiness.shtml> 3.13 Answers to Check Your Progress Questions 1. (b) Environmental barriers These hindrances are external to the encoder and the decoder. They have a negative impact on the medium of the message. Therefore, they are called environmental barriers. Block 1: Non-Verbal, Oral, and Group Communications 54 2. (

a) Biased audience A 'biased audience' is a problem at the decoder's end. All the other factors are problems at the encoder's end. 3. (a) Negative feelings about the speaker Kanika and Raman normally do not have any positive feelings for each other. Negative feelings prevent Kanika from being interested in Raman's speech. 4. (d) Discriminative listening Trying to listen carefully by concentrating on one particular sound and avoiding any disturbance by other sounds is termed discriminative listening. In this case, you are trying to concentrate and hear the doorbell by avoiding all other sounds. 5. (b) Comprehensive listening This is similar to a student listening in a class to assimilate as much information as possible and interpret the meaning as precisely as possible. The information gathered is assumed to be for the future use. This is called comprehensive listening. 6. (a) Comprehensive Students are expected to listen comprehensively. They have to understand the teacher's lecture in totality. 7. (d) Critical listening Critical listening involves being alert to emotions and feelings, and making a decision after sifting through the information provided. 8. (b) Listen for central themes Listening for central themes helps in gathering more relevant information and interpreting it better. By trying to listen to only ideas or only facts might lead one to miss the larger picture. 9. (a) Content The quality of a speech must be judged by its content. For example, a bad speaker might deliver a speech that is rich in its content. There might be something wrong with the delivery or the subject might not be of your interest. Still, the content of the speech should be given due importance. 10. (d) Be open to feedback and ask related questions The best way to receive feedback is to be open to it and to ask related questions. In fact, this is the main purpose of feedback. The other three actions do not add any value to the individual taking feedback.

Unit 4 Negotiations Structure 4.1 Introduction 4.2 Objectives 4.3 Concept of

Negotiation 4.4 Approaches to Negotiation 4.5 The Major Elements of Negotiation Preparation 4.6 Negotiation Skills 4.7 Summary 4.8 Glossary 4.9 Self-Assessment Test 4.10 Suggested Readings / Reference material 4.11 Answers to Check Your Progress Questions 4.1 Introduction The previous unit discussed the

need for developing proper listening skills, different barriers to listening and the approaches to improving and practicing listening. This unit is about Negotiations. Negotiation plays a vital role in business, at all levels. Be it solving a labor dispute, or facilitating a merger talk, negotiation is required at every stage. Effective negotiation must result in providing solutions to the parties involved. The outcome of a negotiation depends on what approach is adopted. Negotiation is a delicate process and requires a lot of thinking and analysis. This unit discusses negotiation and the bargaining, lose-lose, win-win, and compromise approaches to negotiation. It explains the various elements of negotiation preparation and the negotiation tactics used in different scenarios. 4.2

Objectives By the end of this unit, you will be able to: • Explain the concept of

negotiation to settle disputes amicably • Detail the various approaches to negotiation for making negotiation effective •

List the major elements of negotiation preparation for successful negotiations

Block 1: Non-Verbal, Oral, and Group Communications 56 • Identify negotiation tactics used in a given situation for effective negotiation 4.3 Concept of Negotiation To quote a familiar proverb, “you do not get what you deserve, you get what you negotiate” Negotiations occur in most societies and are a pervasive part of everyday life. Negotiation helps people to settle disagreements or differences. We negotiate on a daily basis, being aware of or unaware of. A mother negotiates with her child for eating food; the mother wants the child to eat, as she is worried about the little one’s hunger, although the child is unaware of it. Day in and day out, in our workplace, we negotiate with our peers, superiors and subordinates regarding the work schedules contracts, salary etc. Friends negotiate to decide where to go for dinner or which movie to go for, family members negotiate when replacing a car, buying a house or even new clothes. Lawyers negotiate on behalf of their clients regarding legal claims. More complex negotiations can be seen between labor unions and the management of a company or between two companies as they negotiate the terms of a joint venture, between nations on political discussion, international trade agreements, arms control, and in peacekeeping. It can be seen that negotiation helps reach mutual agreements through communication in different contexts and is now seen as a necessary managerial skill. Negotiation is defined by

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Roger Fisher, William Ury, and Bruce Patton in their seminal book on negotiating, Getting to Yes: Negotiating Agreement Without Giving In

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as “back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed.” 1

Zartman (1988, p.32) defines it “as a process of combining conflicting positions into a common position.” 2 What these definitions help us to understand is that negotiation is a ‘process’ involving a series of activities by which the parties move from their conflicting positions to a common position of agreement. 4.4 Approaches to Negotiation Negotiation can be handled in various ways. The result of the negotiation depends on the method and approach chosen by both the parties. Bargaining Orientation This approach is also called a win-lose or distributive approach as one person wins at the expense of the other. Even though this approach signifies 1

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<https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/>

Unit 4: Negotiations 57 competitiveness and might create ill-will, it is the best approach to use when the other party is determined to take advantage of or if the interests of both the parties truly conflict. An example of this is often seen between two parties while buying and selling a house. If the seller sells the house for more money (that is, he "wins"), the buyer also pays more (that is, he "loses"). This win-lose approach is also noticed when managers of different departments compete over shares of a company budget. If advertising gets a 10% increase in its budget, another department such as Operations will need to decrease its budget by 10% to balance the advertising increase. Lose-Lose Orientation As the name suggests, this approach does not benefit either of the negotiating parties. This approach is used when one negotiating party feels threatened and wants to ensure that the negotiation is fruitless for the other party. The negotiating partners ignore each other's needs and their desire to hurt the other's interests surpasses their need to find an amicable solution. Activity 4.1 An employee, who is a working parent, wants to attend to her child after school and approaches her boss for a six-hour workday. The boss might either approve the request or reject it. Both have their consequences. What are the different possible outcomes in the above case? What could be the approach to negotiation in the above situation? Answer: Compromise Since a lose-lose situation does not serve any purpose, both parties sometimes give up a part of what they had originally sought and settle for something less. A compromise is the best way out when it is impossible for either party to convince the other, or when even the partial attainment of one party's goals depends on the satisfaction of the other. The following is an example: Sandeep was interning at ABC Company during his MBA program. He would be graduating the next year, but was quite worried about getting a good job. One day, to his surprise, his supervisor offered him a job and said that they liked his

Block 1: Non-Verbal, Oral, and Group Communications 58 work, but wanted him to commit immediately. Sandeep was asked what salary he was expecting. As he was unprepared he said around 60, 000 INR per month. To which the supervisor said that it was high and they could pay him around 40,000 INR. They finally agreed on 50,000 INR per month. Sandeep got the job, though the salary was a compromise between what he expected and what the boss offered. Win-Win Orientation When the needs of the negotiating parties are compatible, a win-win solution, also called an integrative approach, which satisfies the needs of all parties, becomes possible. Problem orientation is a feature of the win-win approach. The win-win approach is superior to other problem-solving styles, as both the negotiating parties benefit. However, such a solution is possible only when the needs of the parties involved do not conflict. Consider the example of a college sports club deciding how much budgetary allocation has to be made to each sport group. Instead of each group pushing for a large portion of the budget they may all work together so that revenues can be increased and more resources are available to all sport groups. This approach works well when the following five steps are followed. 1. Determine the needs of both parties. 2. Develop a list of possible solutions. 3. Choose the most appropriate solutions. 4. Implement the solution. 5. Follow up on the solution. Check Your Progress - 1 1. The win-lose approach of conflict negotiation is also called_____. a. Bargaining orientation b. Compromising orientation c. Resolution orientation d. Feedback orientation e. Follow-up orientation 2. A conflict resolution method in which both the parties give up a little of what they had sought, to reach an agreement is called_____. a. Bargaining b. Win-lose approach c. Win-win orientation

Unit 4: Negotiations 59 d. Compromise e. Feedback 3. Problem orientation is a feature of _____. a. Win-win approach b. Win-lose approach c. Lose-lose approach d. Compromise e. Feedback 4. A win-lose approach to negotiation is marked by _____ and may create ill will. a. Savagery b. Harmony c. Competitiveness d. Laziness e. Integrity 5. A lose-lose approach to negotiation is adopted when the negotiating partners _____. a. Want to hurt each other b. Want to buy each other's trust c. Are willing to consider each other's needs d. Are desperate to find an acceptable solution e. Want to bring harmony 6. Two division heads want a full-time secretary each, but budget restrictions make this impossible. Eventually, they agree to share one secretary. This is an example of _____. a. A win-win approach b. A compromise c. A lose-lose approach d. A win-lose approach e. A feedback approach 7. Which of these actions do not facilitate a win-win approach? a. Determining the needs of both parties b. Developing a list of possible solutions c. Choosing the most appropriate solution d. Forcing the other party to accept your views e. Decide to implement the suggested solution

Block 1: Non-Verbal, Oral, and Group Communications 60 Activity 4.2 Mr. Arun Kumar wants to start a computer manufacturing unit. Before the unit becomes operational, he wants to have a good supply chain to make the production process cost effective and efficient. He wants to negotiate with the component suppliers and tie up with them. Which approach should Mr. Arun Kumar adopt in the negotiation process? Answer: 4.5 The Major Elements of Negotiation Preparation A good deal of preparation is necessary to ensure successful negotiations. The preparation involves several activities. These activities are discussed below. Understand the People Involved The preparatory work for negotiation should involve collecting information about the people with whom the negotiations have to be carried on. Information like their roles, responsibilities, position in the hierarchy and their decision-making capacity will help in better handling of issues that come up during the actual negotiation. The perception of the other party is also important in the negotiation process. A professional approach toward negotiation commands respect during the negotiation process. Know your Objectives The objectives of negotiation, the priorities, the extent of the compromise, and the points that support justification of winning a negotiation have to be clear before the negotiation process is initiated. Conducting Negotiations Two factors that operate during the actual negotiation are the tactics of negotiation and interpersonal behavior. Negotiation tactics depend on the variables – some of which are conceded by both the parties. Such conceded variables are called "concessions". Primarily negotiation involves trading of concessions and it is needed that both the parties have sufficient knowledge about the concessions. Further, the parties of the negotiation process must bear in mind four important principles. They are:

Unit 4: Negotiations 61 1) Aiming high initially; 2) Getting the other person's trading list; 3) Keeping the whole situation in mind, and 4) Keeping options flexible. When the negotiation starts, the two parties are at the opposite ends of the scale. At the end of the negotiation, both the parties would have traveled towards the mid-point and settle the issue with a feeling that both of them had a "good deal". The interpersonal behavior is depicted by the communication skills of both the parties. As negotiation is essentially a communication process, its success depends largely on how well the two parties can build what is called 'bridges of rapport.' The prerequisites for bridging are the parties should 1) Collect substantial data about the other party; 2) Be prepared to negotiate; 3) Identify priorities; 4) Be open to alternatives; 5) Be neutral; 6) Listen actively; 7) Control emotions; and 8) Avoid manipulations. Negotiations will not produce the desired effect unless the parties involved consciously take into account both solid facts and the human dimension. Negotiating cannot be learned by following a prepackaged set of principles because people are not always rational or predictable.

Check Your Progress - 2 8. One of the following is not an element of negotiation preparation_____. a.

Understanding the people involved b. Deciding not to budge from the stand taken c. Knowing the objectives d. Planning your conduct e. Conducting negotiation 9. You are in a salary negotiation with the HR manager of a company. The HR manager uses a term of compensation that you do not understand. You should____. a. Pretend to have understood the term and continue the negotiation. b. Say you do not want that element of compensation c. Seek a clarification d. Maintain silence e. Keep away from the HR manager

Block 1: Non-Verbal, Oral, and Group Communications 62 10. Negotiating cannot be learned by following a prepackaged set of principles because a. People are not always rational or predictable b. People are often dictatorial c. People are not often superstitious d. People are not always punctual e. People are not intelligent 4.6 Negotiation Skills It is generally said that everything in the world today is negotiable. In today's tough competition, success is entirely dependent upon the ability to negotiate. Negotiation is a process when two or more parties reconcile to various situations in the market. The various approaches in a negotiation process are: • Confrontation: more aggression between the parties • Submission: one party forces over the other • Consulting: where two parties try to reach a decision • Avoiding: where the two parties try to avoid each other • Compromising: the parties come up with some conclusions or collaborate to get an outcome. In all these approaches negotiation skills are needed. Negotiation skills are required for new graduates to enter the corporate world as they need to negotiate for reaching an agreement, bear the opponent, compromise, and make his point heard and to settle an argument. Negotiation skills are required for a candidates in an interview to gain what they deserve: • Communication skills to present oneself effectively and to put up one's point of view. • Diplomacy & Tactics to win over others. • Listening skills to get someone's viewpoint to go further. • Assertiveness • Compromise and cooperation skills to get better results. • Skills to deal with conflict and differences. • Patience and calmness, etc. Negotiation Stages Several negotiation tactics can be employed by managers who are involved in the process. Some of the commonly used ones are:

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1. Good-guy/bad-guy team. We are familiar with this tactic through several detective and police shows and movies. When there is a two-negotiator team, one member makes an attractive offer (good guy) and another member discusses the difficulty in making such an attractive offer (a bad guy). One person is reasonable and the other is tough. These two work together and take positions such that whatever the good guy says sounds reasonable and acceptable. . The objective of this strategy is to see that the good guy's proposal is accepted.
2. Highball/Lowball – an extremely high or low offer and/or demands are often used to change the other group's expectations. Managers shouldn't let this type of offer change their expectations or goals, nor should they assume that the other group's position is fixed. The communications process should continue. The best way to deal with a lowball (highball) tactic is not to make a counteroffer, but to ask for another realistic offer from the other party. For example, in a particular organization during negotiations for salary increase the first offer the employees made was to request a 40 percent salary increase over two years. This is a highball offer, as recent settlements in the region were around 5% per year in the sector.
3. The nibble: The nibble is an extra concession or benefit that is introduced after the agreement has been reached. For example, a salesman has sold a car and as the customer is about to sign the document, he looks up and says, "This includes one year road tax right?" Nibbles work best when they are small and asked for at the right moment.
4. Joint problem solving: Managers should understand that the more one side wins it does not mean that the more the other side loses. Often there may be possible alternatives which have not yet been considered. For example, in a manufacturing organization can the operations department give earlier completion dates on products if the marketing department increases the order volume and reduces the number of orders?
5. Power of competition: Some managers may use competition to make people think they are not needed. A line manager may use this tactic by threatening that his group will procure equipment maintenance services from outside the organization if the relevant department staff do not comply with demands. The best way to deal with this tactic is for the person to remain objective.
6. Snow Job: A snow job is a common tactic used to confuse and distract. It happens when one party reveals a lot of information, overwhelming the other party with facts and figures. It is often difficult to determine which facts are real or important, and which are included merely as distractions.

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7. The straw man or bogey: In this tactic, the person pretends that an issue is important when in reality it is not. Later, this can be traded for something that is really important. A typical example may be: "I think you are giving us a very good solution. It fits perfectly into what we need. However, you are quoting 400,000 INR while I have only 300,000 INR in my budget. I can't pay that much money. Do you have any other suggestions?"

Negotiation stages in which a candidate passes through the course of an interview could be as follows and at each of these stages certain negotiation skills are needed:

1. First: What they want and what not, limitation, SWOT, objectives, strategies and outcomes
2. Discussion: Understanding, own position, position of opposite party, dealing with questions
3. Bargaining and agreement: Proposals discussed at length and reach an agreement
4. Proposal: Offers, Responses, Conditions

Experienced negotiators use the following skills:

- Assertive skills – being confident and considerate, facilitate mutually beneficial outcomes, more factual than critical or emotional, avoid criticisms and use a strong and steady tone.
- Active listening and positive body language
- Considering open questions such as: ? "What would happen if we...?" ? "Suppose we were to...", ? "How might we?", ? "What would be the result of?", ? "What would be the effect of?", ? "In what way could we...", ? "How can we take this forward?" ? "What might be the long-term effect if we were to...?"

Activity 4.3 You are the manager of a small manufacturing plant. The union contract covering most of your employees is about to expire. Working individually or in groups, you are required to discuss the ways to prepare the negotiation document for the union contract.

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4.6.1 New Approaches to Negotiation: BATNA and EATNA As a part of the negotiation process, two alternatives namely BATNA (Best Alternative to a Negotiated Agreement) and EATNA (Estimated Alternative to a Negotiation Agreement) are often discussed. BATNA "Candidates are negotiating today to get the best results than what they accept without moving with the process of negotiation." Negotiation is used in a business context for selling, purchasing, recruiting people, facing interviews, etc. to get results, alternatives, candidate's BATNA – Best Alternative to a Negotiation Agreement, etc. Coined by Roger Fisher and William Ury in 1981 in their book 'Getting to Yes: Negotiating Without Giving In'. BATNA allows the individual to fix what the minimum acceptable agreement or the walkaway point is. BATNAs are critical to negotiation when the candidate is not matured and not able to take a decision whether to accept the proposal unless they know the different alternatives. BATNA is the only alternative that helps the candidate to protect from the agreements those are either unfavorable or having rejecting terms, and is entirely dependent upon the candidate to accept. Fundamentally, it explains:

- When to accept and when to reject
- Accept the agreement/ proposal if it is better than your BATNA
- Start negotiation if the agreement is not up to the mark or expectations.
- Better to withdraw from the process if the proposed agreement cannot be improved
- Accept the proposed agreement if it is better than BATNA

Fisher and URY suggested a simple process to reach to a successful negotiation agreement:

1. Prepare a list of actions to be conceived in the condition of not reaching with any agreement.
2. Prepare, improve actions you have in mind and convert the same into a practical way to reach to the destination easily.
3. Always select the best alternative, which works the best.

For example, a person goes for purchasing a car and negotiates with the salesperson in the showroom for a lesser price. When the salesman does not agree with the price quoted by the customer, he may ask for some specifications, like the additional accessories to be fitted, specified gadgets etc.

Exhibit 4.1

Block 1: Non-Verbal, Oral, and Group Communications 66 explains the stages of win-win situation in negotiation skills, including BATNA. Exhibit 4.1: Win-Win situation in Negotiation skills Negotiation indicates someone winning and someone else losing. Not necessarily, because there is a "win-win" approach to negotiation that allows both parties to be winners. The win-win negotiation approach includes exploring of one's own position and that of the other member and try to reach an acceptable outcome that is mutually beneficial and gives as much as both the parties wanted. There are five stages in the process of Win-Win Scenario. They are: 1. Separate People from the Problem: Try to look at the problem in your hand and not the other party. Communicate clearly, eliminate misunderstandings by talking to other party directly looking in to face and carefully listen to him before you try to respond. 2. Focus on Interests, Not Positions: People perceive problems or issues differently as they are prejudiced by many factors, such as their beliefs, status, values and cultural background. One has to understand the focal point in the negotiation than on the positions they hold to avoid difference of opinion. 3. Invent Options for Mutual Gain: Solution will be arrived by understanding each other's interests. If not, all the possible options may be explored by the parties involved in the negotiation process. 4. Use Objective Criteria: While negotiating, use objective criteria that can give you a basis for discussion. Consider market value, contractual terms, a mission statement or legal standards as criteria. 5. Know Your BATNA (Best Alternative To a Negotiated Agreement):. Measure all the possible alternatives and finally select the most promising alternatives from the available options, this forms BATNA. <https://www.mindtools.com/CommSkill/NegotiationSkills.htm> 2021 EATNA EATNA was adopted by Burgess & Burgess in 2001; it is applied when the negotiator does not have any other alternatives, available with him/her. In this condition, the negotiation process is dependent upon the expectations that the people have of the other options. Hence, in practice, the expectation of an individual plays a more important role in negotiation than as explained in BATNA. EATNA is based on the premise that the candidates have other alternatives. The problem with this technique is that candidates have unrealistic expectations about their alternatives. It is a psychological phenomenon to be over-optimistic about the chances and more negative with high expectations, therefore, the chances of winning or reaching a consensus or point of mutual benefit starts decreasing considerably.

Unit 4: Negotiations 67 For example, either the parties involved in the process may face a tough time and struggle; especially if the strengths are balanced and the expected outcomes are uncertain and unrealistic or if one party is slightly weaker than the other, the weaker party has to be assertive of the minimum requirements. The perception of an individual matters most, when deciding on whether to accept the agreement or not. Generally, one accepts the best option available even if it is not as good as one thinks. In a nutshell, EATNA's emphasis and importance lie in what is good and what is the best alternative available for oneself in the negotiation process. Activities on Negotiation Skills Role Plays: Activity 4.4 • You are the manager of a five-star hotel. You have 10 people working under you. The marriage and the tourist season are on. You have a very hectic schedule and expect a good gathering in the hotel in the coming month. Three of the staff members are planning to take leave for four days, which will leave you short staffed. You need the full support of all the staff and expect no leaves to be taken for the next month as they are trained to handle the hectic schedule better. Try to negotiate with the three staff members to postpone their leave. Activity 4.5 • You are the manager of Big Bazaar, Udaipur. You need salesmen for the store and want the candidate to have the following qualities: Graduate in any stream, Good communication skills, public relations' skills, have their own transport, ready to work late nights. Salary is negotiable. You have two full weeks to recruit people with the above stated profile. However, it needs to be noted that negotiating cannot be learned by following a predefined set of principles and applying them to all situations. To negotiate well, one must be prepared to use a variety of approaches, be alert to all verbal and non-verbal clues, and use his or her persuasive communication skills. 4.7 Summary • Negotiations are used by conflicting parties to arrive at an amicable solution that is acceptable to both the parties. • The parties use bargaining, lose-lose, compromise, and win-win orientations to carry out negotiations. • A successful negotiation involves understanding the parties and the people involved.

Block 1: Non-Verbal, Oral, and Group Communications 68 • The parties negotiating must know their objectives, the variables they are prepared to concede, and have complete data about the points based on which they want to win. • The tactics of negotiation and interpersonal behavior also play a crucial role in the negotiation process. 4.8 Glossary Compromise: When both parties give up a part of what they had originally sought and settle for something less it is called a compromise. Lose-Lose Orientation: This approach does not benefit either of the negotiating parties. Negotiation Preparation: A good deal of preparation is necessary to ensure successful negotiations. Win Lose Orientation: One person wins at the expense of the other. It is the best approach to use when the other party is determined to take advantage of or if the interests of both parties truly conflict. Win-Win Orientation: This approach satisfies the needs of all parties involved. 4.9 Self-Assessment Test 1. What are the different approaches that can be followed in the process of negotiation? 2. What are the major elements of preparation in the negotiation process? 3. What are the initiatives that can be taken by the negotiating parties to help in building 'bridges of rapport'? 4.10 Suggested Readings / Reference Material 1. Adler, Ronald B. and Jeanne Marquardt Elmhurst. Communicating at work. 12th ed. McGraw-Hill, 2019 2. Bovee Courtland & Thill John, Business Communication Today, 14th Edition. Pearson, 2017 3. Clampitt, Phillip. Communicating for Managerial, Effectiveness, SAGE Publications, 6e, 2017 4. Courtland L. Bovee, John V. Thill, Roshan Lal Raina (2018) Business Communication Today | Fourteenth Edition | Pearson Paperback – 12 July 2018 5. Donna Gerson and David Gerson, The modern rules of business etiquette, Chicago, USA, 2015 6. Griffin, Ricky W. and Michael W. Pustay. International, Business: A Managerial Perspective. 9rd ed. Person, 2020

Unit 4: Negotiations 69 7. Jeff Butterfield, *Soft Skills for Everyone*, 2nd edition, Cengage, 2020 8. Lehman, Dufrene, Sinha –B.COM Cengage Learning – 2nd Edition: Cengage Learning India Private Limited, 2016 9. Reddy, C.R. *Business Communication* Paperback, Dreamtech Press, 2019 10. Sharma, R C, Krishna Mohan, Virendra Singh Nirban *Business Correspondence and Report Writing - A Practical Approach to Business and Technical Communication* | 6th Edition Paperback, McGraw, 2020 4.11 Answers to Check Your Progress Questions 1. (a) Bargaining orientation The win-lose approach is also called the bargaining orientation. In this approach, each of the parties involved is trying to serve its own interest with little concern for the other party. It is a suitable approach when the other party is trying to take advantage of you. 2. (d) Compromise When each of the negotiating parties gives up a little of what it desires, for resolving a conflict and reaching a settlement, a compromise is said to have occurred. This happens when an immediate solution is the need of the hour. 3. (a) Win-win approach Problem-orientation is a characteristic of a win-win approach. In this case, it is not an attitude of 'us vs. them,' but an attitude of 'we vs. them' problem. This leads to the two parties amicably reaching a mutually acceptable solution. Hence, it is termed the win-win approach. 4. (c) Competitiveness The win-lose approach is characterized by competitiveness as every party tries to emerge as the winner. Ideally, the conflicting parties should aim at a win-win approach (the interests of both the parties are taken into consideration). 5. (a) Want to hurt each other When both the conflicting parties are at loggerheads over an issue and none of them is willing to compromise, a lose-lose approach is followed. Each party involved takes the issue so seriously that it is willing to do anything to prevent the other party from winning. This kind of animosity results in a lose-lose attitude. 6. (b) A compromise In this case, both the division heads are willing to lose a little by sharing the same secretary. This is an example of a compromise. If neither of Block 1: Non-Verbal, Oral, and Group Communications 70 them agrees to compromise, it would have perhaps led to a win-lose or a lose-lose approach. 7. (d) Forcing the other party to accept your views In a win-win approach, the concerns of both the parties involved are given due consideration. A solution that is equally beneficial to both the parties is eventually chosen. If one of the parties insists that the other party has to accept its proposal, a problem and not a win-win situation would arise. 8. (b) Deciding not to budge from the stand taken Understanding the people involved, knowing the objectives and planning the conduct of negotiation are all part of negotiation preparation. Deciding not to budge from the stand taken will have a negative impact of the process and result of negotiation. 9. (c) Seek a clarification It is always better to seek clarification if one does not understand something in the terms and conditions of any negotiation. The whole process of negotiation and the agreement would all be a waste if one or either of the parties is either ignorant or has misinterpreted the agreement and its terms. 10. (a) People are not always rational or predictable Negotiating is a science as well as an art. Though the basic principles of negotiation can be learned, they cannot be applied blindly. Different situations and different individuals demand different strategies/ principles to be adopted. People are not always rational or predictable. Therefore, the negotiating style has to change in accordance with the behavior of the opposing party.

Unit 5 Interviewing Structure 5.1 Introduction 5.2 Objectives 5.3 Interview and Types of Business Interviews 5.4 Types of Job Interviews 5.5 Recruiter's Objectives while Conducting an Interview 5.6 Planning an Interview 5.7 Conducting an Interview 5.8 The Ethics of Interviewing 5.9 Summary 5.10 Glossary 5.11 Self-Assessment Test 5.12 Suggested Readings / Reference material 5.13 Answers to Check Your Progress Questions 5.1 Introduction The previous unit discussed

negotiation and the bargaining, lose-lose, win-win, and compromise approaches to negotiation. It also explained the various elements of negotiation preparation and the negotiation tactics used in different scenarios. This unit is about Interviewing. An interview can be described as a goal oriented, interpersonal communication between an interviewer and respondent, primarily undertaken to accomplish a specific purpose, to obtain or provide information, to solve a problem or to persuade someone to take action. The purpose and relationship between the two parties involved determine the style and structure of the interview. Interviews can be classified as Employment, Performance Appraisal, Counseling, Disciplinary and Persuasive, depending upon the purpose of the interview. This unit discusses how to plan for an interview, how to conduct an interview and the ethics of interviewing. It also discusses the various types of interviews. Although it appears to be very technical, the contents of the unit are prescriptive for people aspiring for moving up in the ladder.

Block 1: Non-Verbal, Oral, and Group Communications 5.2

100%

MATCHING BLOCK 13/31

SA

EFFECTIVE COMMUNICATION BBA III.pdf (D142297777)

Objectives After studying this unit, you will be able to: •

87%

MATCHING BLOCK 14/31

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CPOMMUNICATION SKILLS ENGLISH.pdf (D154932771)

Objectives After studying this unit, you will be able to: • List the

different kind of interviews based on purpose.to understand the style and structure of an interview • Describe the planning process of an interview for conducting successful interviews • Explain the interviewer's and the respondent's role in an interview for conduct of proper interviews • Identify the guidelines for the interviewer and the respondent for ethical and appropriate interviews 5.3 Interview and Types of Business Interviews An interview is a goal-oriented, interpersonal communication between an interviewer and a respondent. It is primarily undertaken to accomplish a specific purpose, to obtain or provide information, to solve a problem, or to persuade someone to take some action. The purpose and relationship between the two parties involved determine the style and structure of the interview. Depending on the purpose, business interviews can be categorized as: Employment Interviews Employment interviews take place when a specific job opening exists and applicants are to be screened for a position. They seek to determine an applicant's suitability for the job. Performance Appraisal Interviews These provide job-related feedback to employees. A supervisor and an employee together assess the progress the employee has made toward the achievement of certain predetermined goals. These interviews identify the areas for improvement and set new goals. The employee's long-term career plans are also discussed at these interviews. Counseling Interviews Counseling interviews address the personal and emotional aspects of employees and provide much needed guidance to them. These interviews are conducted to identify and address the root cause for non-performance like family problems, drug addiction, addiction to alcohol, etc. These kinds of interviews, however, require the respondent to open up and the interviewer to exhibit tolerance and willingness to listen. 72

Unit 5: Interviewing 73 Activity 5.1 One of the employees in your organization has been leaving office early for the past three weeks. You are also not happy with the quality of work he/she is doing. Your silence on the issue is slowly encouraging other employees to leave early. What do you think should be your approach in handling such issues?

Answer: Disciplinary Interviews Disciplinary interviews are conducted when they become necessary to curtail indiscipline or unwarranted behavior in an organization. Non-performance of duties, chronic absenteeism, disobedience or insubordination, and the damaging of property are the common actions that require a disciplinary interview. Persuasive Interviews Persuasive interviews convince or influence the respondent to adopt a new product, service, or an idea and are commonly associated with selling. The interviewer uses his communication skills to obtain and convey information.

5.4 Types of Job Interviews Now a days the recruiters are using different types of the interview process to select a suitable candidate for the organization like technical, behavioral, group, telephonic, video conferencing, and dining interviews, depending upon the requirements of the job. To gain success in an interview, the candidates must have knowledge about all types of interview processes and employ different strategies to face it confidently. Following points discuss about various types of interview processes: 1. Behavioural interview – This interview is conducted to check the future performance of a candidate, which is dependent on the past performance of a similar situation. The questions are based on different situations and how the candidate would deal with them. The interviewers are mostly interested in assessing the problem-solving capabilities of the candidate. Some sample questions are given below: • State a situation when you confronted an unexpected problem

Block 1: Non-Verbal, Oral, and Group Communications 74 • Any situation when you could not achieve your targets given, or could not complete the task for not having enough information. • Any specific time or situation when you handled many projects at a time, etc. • Specify the strategy you used to handle an irate customer. • Describe a project when you had untrained staff and stringent deadlines. 2. Traditional interview – A panel conducts a personal interview with the candidate and tries to test those skills that are required to handle the responsibilities of the job. They try to understand the personal attributes of the candidate like strengths and weaknesses, goals, conceptual knowledge, accomplishments, team handling skills, communication, risk-taking abilities, etc. Some sample questions are: • Tell me something about yourself. • What are your long term and short-term goals? • Why should we hire you? • Tell us the strategies you employed as a captain to win the district level cricket tournament? • Tell us your experiences when you were elected coordinator of the club? • How do you spend your leisure time? 3. Video conferencing/telephonic interview process: These interview processes are now being employed by companies if they have candidates applying from different regions or countries. It might also be a screening round to check their voice and instant replies to questions. Exhibit 5.1 provides dos and don'ts for telephonic / video conferencing interviews. Exhibit 5.1: Dos and Don'ts for Telephonic / Video Conferencing Interviews Preparation for Telephonic/Video conferencing interviews: i. Dress appropriately in formal attire (avoid dark colors) for video conferencing interview. ii. Have copies of CVs, marks sheets, certificates to refer when required. iii. Switch off all electronic gadgets that are not required during this process Contd.

Unit 5: Interviewing 75 iv. Keep notebook, pens, pencils handy to make calculations, if any v. Make some post-it notes on important concepts, which might help in answering questions. vi. Do not feel nervousness and tension and do not display aggression in the tone. vii. Check for all the electric connections, and make backup arrangements like a full-charged battery, uninterrupted internet connection, web camera, Skype connection, proper lighting and ventilation in the room. viii. Be all alone during the process, ask your friends/ family members to be out for some time, so that you can concentrate on work or ensure cooperation from them, not to switch on any gadgets which create noise like a food processor, TV, music stereo or even talk loudly while you are appearing for the interview. Important tips while answering the telephonic / video conferencing interview: i. Look at the Camera rather than the screen so that the person at the other end can see you clearly ii. Be patient, listen to all the comments and questions very carefully from the interviewers and give pause wherever necessary. You can use words like Ok, Yes to show that you are listening to them. iii. Speak with clarity and use natural tone and voice while answering; avoid fillers like 'ahh', 'ummhh', etc. iv. Keep the mike muted if not in use and avoid all noise of papers, mobile and even paperweights. v. Be careful with the body language as Skype and the camera have their own limitations. vi. Complete concentration on the conversation. vii. Be calm, talk slowly and softly with confidence. viii. Be crisp in your communication and exhibit your curiosity, interest and enthusiasm in your voice.

Source: ICFAI Research Center 4. Situational Interview: This type of interview is conducted in order to judge the compatibility, competency and pro-activeness of the candidate. Questions are asked based on certain situations to understand how the candidate reacts. Sometimes the panel may ask to do a role-play to judge the team spirit, cooperation, coordination, frame of mind, leadership quality, initiation, problem solving and decision-making, maintenance of stringent deadlines, capability to handle stressful situations and thus learn his job fitness. Some sample questions are:

Block 1: Non-Verbal, Oral, and Group Communications 76 • Describe a situation when you have had to speak about the topic in detail about which the person already had some idea. • How can you give a different answer with an appropriate example for the same situation? • If any client/customer wants clarity on any of the services and you do not know what exactly to answer, how would you come out with this situation? • Suppose your boss is out of station and some important clients of the company visit the office, how would you handle the clients? • A technical problem has occurred in the Jaipur plant and you are asked to solve it immediately. However, you wanted to take half-day leave, as it is your wife's birthday. How would you arrive at a solution without displeasing both the parties? 5. Stress Interview: In this type of interview, the candidate may face arguments, intimidate him with rude behaviour, comments from the interviewers, or may be asked to wait for a long time to verify how the candidate reacts under pressure or stressful conditions. The hidden attributes of the candidate like attitude, emotional intelligence, calmness, composure and patience are examined by the recruiters. Some sample questions are: • You have studied in a government school, why did you not join a private school? • Do you feel that you deserve the high salary offered by us for this position? • You have not received any appreciation certificates during your internship. Was your performance mediocre? • You do not possess knowledge of Excel, nor good communication and written skills. How would you perform this job? • You are looking ugly in this attire. Who selected this for you? 6. Dinner Interview: The recruiter tries to gain information about the candidate's social status, level of sophistication, social and dining etiquette and professional interaction at a public place. Exhibit 5.2 deals with tips to handle dining interviews. Exhibit 5.2: Tips to handle Dining Interviews Tips to Handle Dining Interviews: i. Learn table etiquette before appearing for the dinner interview. ii. During the food, do not order anything that confuses you or you do not know about the food items. Do not order very expensive food items. Contd.

Unit 5: Interviewing 77 iii. Be cautious while having soup and avoid any sound of cutlery while eating. iv. Be calm, relax and listen to what the other party says to you. v. Be polite while answering the questions and never criticize anyone. vi. Chew the food properly and slowly and do not talk when your mouth is full Source: ICFAI Research Center 7. Group Interviews: Two or more candidates are interviewed at a time to evaluate the candidate's working style, leadership skills, coordination, collaboration, team handling skills, etc. The candidate is assessed regarding his group behaviour, people management skills, assertiveness, and politeness. The candidate is not expected to be arrogant, self-centred, and nervous or stressed while handling the interview with his peer group. Some sample questions are: • What made the team work successfully? • What was your own contribution in accomplishing the task set by your team? • How did you deal with the problems you have had while accomplishing the tasks? • How do your team members describe you? • Do you think that the team's objectives have been achieved? • Whose efforts would you acknowledge for this team's achievement? 5.5 Preparing for an Interview by Candidates Candidate should start preparation very systematically for facing an interview even before receiving a call letter for interview. Full preparation boosts the morale of the candidate and gives strength to deal with anxiety and stress questions comes in mind. The following points assist a candidate to prepare well for an interview process. 1. Analyze self – Conduct a self-SWOT analysis and work hard on weaknesses. Recall and reflect your past experiences and achievements that will help in facing behavioral interviews. 2. Learn about the interviewing company - Research the website of the company, gather the latest news and growth rate, new product launches, share price, etc to display your interest in the company.

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3. Exhibit your skills – Communication skills personality traits, etiquette, optimism and enthusiasm. Try to remain calm and composed while dealing with stressful questions.

4. Practice speaking and presentation skills – Make a list of FAQs for the HR round and technical round and practice answering them before appearing for the interview process.

5. Update your CV - Provide all relevant information that creates interest and value from the recruiter's point of view and to the job you are applying.

6. Acquire knowledge of current affairs – Read newspapers, listen to talk shows on TV and collect news of the company you are applying to showcase your knowledge of current affairs.

7. Network with people from the interviewing company – Try to network through social media like Facebook and LinkedIn with some of the people in the company you are applying to gain insight into the company's culture and functions.

8. Practice-Practice-Practice – Attend mock interview sessions with a peer group or with your trainer, try to record both audio and video, learn the mistakes and try to avoid those mistakes during the interview process.

NLP - Neuro-Linguistic Programming – A strategy employed while attending interviews

Good employment opportunities are available for talented and multi-skilled candidates. Nevertheless, due to a large pool of candidates available, challenges faced by these candidates are peer-group competition and presentation of their experiential knowledge, skills and attitude.

NLP - Neuro-Linguistic Programming communication technique is now being used to gain success in interviews. It is based on the study of successful human performance in which the skills of very effective people are studied and then made available to others through NLP techniques. Incidentally, the 'programming' in the name refers to the mental and physical programmes, which we use to do everything we do. It is a tool to develop methods to improve the performance of an individual. It is designed and developed to create a model of how people do things in a different and creative way to create their image and communicate effectively to others while interacting with people, in an interview, presentation, etc. In short, NLP, a behavioral process, helps an individual to follow continuously the principle of integrating and modeling repetitively to gain remarkable achievements. The tool helps to:

- Gain insights into how people think and behave

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- Change personal view, enhance the personality and boost morale.
- Enhance communication skills and learn the skills of positive attitude
- Cater to self, create change and assist people to become more effective and resourceful.

NLP techniques for the candidates in the interview process to transform a potentially nerve-wracking interview into a mutually beneficial experience:

- Believe In Yourself: Dress well, feel confident, look within yourself, your abilities and take pride in what you have achieved until now. This will motivate you while answering questions, exhibit interest and readiness, go with a positive mind, optimism and self-confidence, which will definitely lead to success.
- Feel good factor – Sharing of skills and not selling skills that match talent, experience and skills related to the job. If you think positive and feel good, people will also think in the same line and length.
- Rapport – Display good etiquette, think before you speak, match words with both paralanguage and body language.
- Eye accessing Cues – Eyes reflect the confidence and interest and hence maintaining eye contact with the interviewers is necessary. Different movements of the eyes signify different things like
 - o Eyes up and Left- remembered imagery
 - o Eyes Up and Right- visual fantasy
 - o Eyes Lateral Left- means the person is constructing words or sounds
 - o Eyes Down and Left- inner self-talk
 - o Eyes Down and Right- feeling tactile
 - o Eye Straight ahead, but defocused- accessing of memory
- Sensory matching – Answering tactfully the same question asked in different ways creates a positive impression. You could begin your answers with I see, I watch, I view this as, I perceive, etc. You should be able to relate the same question in different ways through proper listening and rational thinking. Exhibit 5.3 deals with additional NLP tips for a successful interview.

Block 1: Non-Verbal, Oral, and Group Communications Exhibit 5.3: Additional NLP Tips to be Successful in an Interview i. Create your own image, promote and present yourself, prove that you are really a very good asset to the company ii. Go with the perception of the recruiters, they have already framed for you and the information being given by you should hover around the demand of the company in terms of an employee. iii. Put up yourself as a cause-effect argument to help you achieve the desired result. iv. Communicate in a way that shows you are flexible. v. Change yourself as per the frame as desired by the recruiters. It does not mean to manipulate information but present in a way that it looks true. vi. The candidates should perceive their NLP skills to lead the people they meet into a warm, receptive and interested state. Source: ICFAI Research Center Visualization Techniques for Success: Visualization technique was used by many people to get success, like the popular Golf player Tiger Woods, the Olympic gold medalist for swimming, Michael Phelps and the legendary basketball coach, Phil Jackson. This technique helps to remain positive and perform better. Power of the mind: According to Lynn Joseph, Vice President of Parachute, Virginia, "Power of mind of an individual, if thinking in a positive direction may allow everyone to achieve what one desires". In an experiment conducted among two groups in which one group was trained the traditional way of appearing for an interview and the other employed visualization technique, it was observed that 66% of those who used visualized technique achieved success in the interview compared to the other group which was traditionally trained. Visualization Techniques for Success in Interviews: As the film, The Secret, reveals that the desired outcome can be obtained if one repeatedly thinks about it and maintains positive emotional states until the desired outcome is reached. The visualization technique gives a feel for success, prior to the process, but action and effort actually lead to success. A candidate appearing for an interview should visualize how the interview could progress, imagining a relaxed setting without stress. If he failed in earlier interviews, he should visualize what went wrong and work towards correcting it. It helps to reduce tension and builds self-confidence. However, the person has to ensure to think positively and it can be acquired with practice. Some steps of using visualizing technique before an interview are: 81

Unit 5: Interviewing 82 • Sit in a lonely place where you feel relaxed without any disturbance, close your eyes and keep your mind cool. Take a deep breath, exhale and feel the sensation. • Visualize all positive aspects of your career and try to avoid the negative thoughts, imagine that you are appearing for the interview. Feel that you are answering all questions asked very positively with the interviewers displaying confidence that makes you feel good and boosts your morale. • Train your mind to remain positive and avoid negative thoughts. Practice the visualization technique regularly, just like meditation for better results and positive changes in life. Check Your Progress - 1 1. Which one of the following is not a business interview? a. Media interview b. Performance appraisal interview c. Counseling interview d. Disciplinary interview e. Employment interview 2. As part of your Summer Internship Project, you have been asked to survey the market and at the same time, introduce your product to the prospective customer. Your interviewing can be termed as_____. a. Counseling interviews b. Employment interviews c. Persuasive interviews d. Disciplinary interview e. Performance appraisal interview 3. Which of these is not a problem that calls for disciplinary action? a. Chronic absenteeism b. Insubordination c. Family problems d. Disobedience e. Indiscipline 5.6 Planning an Interview For an interview to be successful, irrespective of whatever type it is, careful planning is required. Planning for an interview requires – (1) stating the purpose; (2) getting information about the other party; (3) deciding on the

Block 1: Non-Verbal, Oral, and Group Communications structure; (4) considering possible questions; (5) planning the physical setting, and (6) anticipating problems. A planned and structured interview is better when there are a large number of candidates and all the candidates are to be tested for the same specific parameters or factual information. A random and unstructured interview is better when the interviewer solicits the candidate's views and opinions on different issues. State the Purpose Good communication should have a clear purpose. As the interview is a communication process, the first step in preparing for the interview is a clear formulation of the purpose – both for the interviewer as well as for the respondent. The interviewer must have a specific goal in mind so that the structure of the interview and the actual questions can be tailored to suit that particular purpose. On the respondent's part, the lack of a clear purpose can cause him/her to send out conflicting signals that often undermine his/her chances of achieving a goal. Get Information about the Other Party Both the interviewer and the respondent must gather information about the other. The amount of information that a respondent collects shows his interest level and enthusiasm. Information about self, the job, the company, and the field will give the candidate a better chance for his/her candidacy. The interviewer too finds it easier to focus on relevant questions, if he/she is familiar with the details the applicant has provided in his application form or résumé. Decide on the Structure Interviews can be structured in different ways. The structure determines the kind of planning that is required to be put in and the sort of results that can be expected. Directive Interview: In a directive interview, the interviewer asks close-ended questions that require precise, reliable information on a specific issue. He/she takes almost complete charge of the flow of conversation. These interviews, however, limit the scope of the respondent. Non-directive Interview: If the interviewer's objective is to evaluate the respondent's feelings on a variety of topics, a non-directive approach is better. This approach makes use of open-ended questions and so gives the respondent greater control over the course of the interview. 83

Unit 5: Interviewing 84 In an actual interview, most questions fall along a continuum of openness. Questions can be framed either as open-ended or close-ended ones, depending on the purpose that needs to be achieved. Activity 5.2 You have received a call letter from an MNC to attend an interview, in response to your application for an entry-level post. In order to be prepared for the interview, what information would you collect and from what sources would you collect the information? Answer: Consider Possible Questions Once the format has been decided, specific questions can be formulated. Depending on the information needed, the questions can be either open- or close-ended, factual or opinion questions, primary or secondary, and direct or indirect. Factual questions help the interviewer to extract information about facts whereas opinion questions can be used to elicit the opinion of the respondent. Primary questions introduce new topics whereas secondary questions gather additional information about a topic. Indirect questions can be used in cases where direct questions fail to elicit a satisfactory reply. In such situations, indirect questions that draw out information without directly asking for it are more effective. Let us look at these examples. Direct question: ? Do you understand? ? Are you satisfied with my leadership? Indirect question: ? If you had to explain this policy to a newcomer, what would you say? ? If you were made the manager of this department, what changes would you make? Apart from these question types, hypothetical and leading questions can also be included. "If you were to handle the issue as Chief Marketing Officer, how would you deal with the crisis?" ... an example of a hypothetical question. Such questions help the interviewer to evaluate the attitudes of the candidate. Plan the Physical Setting Normally we find interviewers sitting behind a table and the candidate in a designated chair; this setting indicates that the interviewers have greater control over the outcome. A more sophisticated interview setting will be like

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interviewers and the candidate sitting in a circle could ensure a greater degree of informality and the candidate finds it more appropriate and interesting. Anticipate Problems After deciding on the purpose of the interview, the format, formulating the questions required, and deciding on the setting, the interviewer should crosscheck the entire plan for any loopholes. The suitability of the plan to meet the purpose of the interview should be evaluated. More open questions can be added or deleted, depending on the information that needs to be gathered. Aspects like poor communication skills of the respondent, inability to handle too many open-ended questions, scope for respondents using open-ended questions to drift from the main point should be taken into consideration to be able to formulate strategies that can counter any problems that arise during the interview. Check Your Progress - 2

4. "Do you think politics in India is a rotten field?" is an example of a _____. a. Open-ended question b. Closed-ended question c. Indirect question d. Twisted question e. Indirect question

5. The questions which help in deriving maximum information from the candidate, including his/her viewpoint are _____. a. Direct questions b. Closed-end question c. Open-ended questions d. Factual questions e. Indirect questions

6. "Tell me something about your family" is an example of a _____. a. Open-ended question b. Close-ended question c. Opinion question d. Direct question e. Factual question

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5.7 Conducting an Interview by Recruiters Generally recruiters like to keep a structure for interviewing the candidates, so that they can be more objective. For each of the following attributes, they would like to develop a scale so all the people in the interview panel will be able to give their judgement on all the parameters. The set of attributes also will be decided jointly so that there would not be scope for subjectivity. The attributes are:

- To ascertain the suitability of a candidate for a particular profile like confidence, curiosity, and out-of-the-box thinking skills.
- To judge the candidate's personality, attitude, etiquette, mental stability, etc.
- To check effectiveness and crispness in answering questions.
- To ensure the candidate is able to relate his life situation to the company's aspiration.
- To understand the expectations of interviewers.
- To judge a candidate through different types of interviews.
- To test various skills and knowledge

Interviews have three basic stages: an opening, a body and a close. Opening The opening is used to make the respondent feel comfortable. It begins with a brief informal conversation that paves the way for the actual interview. The respondent is given a brief overview of what is to follow. The interviewer explains the purpose of the interview, the information needed, the way it will be used, and the general format of the interview. Body The opening is followed by the actual question-answer session that constitutes the body of the interview. The result of the interview is largely determined by the way the interviewer and the respondent handle their roles during this session. The interviewer's role: The interviewer has to control and keep the conversation focused so that the discussion does not depart from the agenda. At the same time, he or she should not compromise on exploring relevant topics that might provide valuable insights into the respondent's thinking. The interviewer also has to ensure that he/she allows enough time to each item on the agenda and gives equal importance to each. Interviewers must listen actively in order to pick up verbal and non-verbal cues of the respondent. An alert interviewer must pay attention to not only the respondent's verbal messages, but also pick up non-verbal signals as they might

Block 1: Non-Verbal, Oral, and Group Communications 87 provide insights into the respondent's behavior and attitudes. The interviewer might also take notes during the process. The interviewer can elicit responses through skillful probing. The respondent's role: The respondent has to answer the questions clearly and accurately to create a favorable impression. Sometimes, the interviewer may interpret things differently when the respondent has intended something else. In such cases, it is up to the respondent to sort out things. He/she can do this by politely restating an earlier remark, so that the misunderstanding is cleared up. The respondent should also make sure that his/her answers are tailored to achieve his/her purpose in attending the interview. The answers should be honest and must focus on the positive aspects. Closing Once the last question has been asked and answered, the interview can be rounded off by restating the conclusions. This signals the finish of the interview process and gives the respondent an opportunity to ask relevant questions. The interviewer then gives the respondent some idea of the future action he can expect. Check Your Progress - 3 7. Your colleague, who is also a Manager, is drawing Rs.6.4 lacs p.a. What is the salary you are expecting? This type of question in an interview is a classic example of _____. a. Interview him like any other candidate and meet him outside the office later b. Invite him with a warm hug and discuss your childhood days c. Walk away out of the interview room as if you haven't seen him d. Introduce him to the other panel members as a childhood friend e. Ignore his presence 8. The interviewer asks you the same question repeatedly in different forms. You have already answered the question 5-6 times and are fed up now. You should _____. a. Get up and walk out of the interview room b. Answer the question once again patiently c. Politely say that you have answered the question earlier d. Tell them this is the last time you are answering the question e. Refuse to answer the question

Unit 5: Interviewing 88 5.8 The Ethics of Interviewing Ethics speak of being truthful and open in terms of the discussions that took place and the objective conclusions made. This will pave the way for better interactions in the future. The following paragraphs discuss about the guidelines to the interviewer and the respondent. Guidelines for the Interviewer: Do not make unrealistic promises: Interviewers must try to avoid making promises that they will not be able to fulfill. Do not reveal confidential information: The interviewer must not disclose any personal information that the respondent has provided during the interview. At the same time, he/she also has to ensure that no confidential organizational information is revealed. Do not ask illegal questions: The interviewer must avoid asking illegal questions or questions that are not directly related to the job. Do not be controlling or overbearing: The interviewer must allow the respondents to feel comfortable enough to respond to the questions and ask their own. Do not be overly friendly: The interviewer should conduct himself/herself in a professional manner and avoid being overly friendly or familiar with the respondent. Guidelines for the Respondents: Do not be dishonest: Irrespective of the nature of the interview, the respondent must be frank and honest in his/her answers. Misinterpreting facts can land the respondent in trouble. Do not waste the interviewer's time: They should do their homework thoroughly before the interview, so that they adhere to the subject during the interview and have a clear sense of where the discussion is going. Thus an interview, like any other communication process, cannot be based on a formula. People are not predictable. Therefore, attending or conducting interviews requires an analysis of the situation to decide on the appropriate strategy and technique to be adopted. Check Your Progress - 4 9. Which of these is an ethical guideline for an interviewer? a. Make unrealistic promises b. Reveal confidential information

Block 1: Non-Verbal, Oral, and Group Communications 89 c. Ask illegal questions d. Controlling the candidates e. Must be truthful and open for discussions 10. Your colleague, who is also a Manager, is drawing Rs.6.4 lacs p.a. What is the salary you are expecting?" This type of question in an interview is a classic example of _____. a. Making unrealistic promises b. Revealing confidential information c. Asking illegal questions d. Being friendly with the candidate e. Asking unpredictable question Divide the students into two groups of 5 each. Activity 5.3 Can you think of doing this exercise in your office or with your friends? Probably helps you to get an experiential learning. Divide your colleagues/friends into two groups of five each. The first group acts as a panel of a dummy company and asks questions to the other team. The same is replicated with the other team. The facilitator should observe the team, which asks the most relevant questions and the team that answers best. The interview process can also be video recorded and feedback given by the facilitator on the areas of improvement. Activity 5.4 The activity suggested may require probably the permission of the participants else, it could result in a hostile or embarrassing situation. Be careful. You may like to conduct an outdoor activity. The colleagues/ friends can also bring some food with them. The facilitator, without the knowledge of the people, to observe the social etiquette, dining etiquette, coordination cooperation and provides feedback later in the class without naming the candidates who faltered.

Unit 5: Interviewing 90 Activity 5.5 You may act as a facilitator to conduct this activity with prior permission of the participants. The facilitator can conduct mock behavioral and stress interviews for candidates by providing them challenging real-life situations. The evaluation of the candidate can be done on his assertive skills, clarity, confidence and thinking abilities. 5.9 Summary • An interview is an interpersonal communication process that is designed to elicit or provide information. • Depending on the purpose of the interview, it can be classified as Employment, Performance Appraisal, Counseling, Disciplinary, and Persuasive. • A good interview requires careful and systematic planning. • The strategies of interview planning are: 1) Stating the purpose of the interview, 2) Getting information about the other party, 3) Deciding the structure, 4) Considering possible questions, 5) Planning the physical setting and 6) Anticipating problems. • Interviews have three stages: – Opening, Body and Close. • While the opening of an interview aims at putting the respondent at ease, the body includes the actual question-answer session, and the close indicates the end of the interview and the future course of action that can be expected by the respondent. • Better interaction between the interviewer and the respondent requires the implementation of certain ethical guidelines by both the parties. 5.10 Glossary Disciplinary Interviews: Disciplinary interviews are conducted when they become necessary to curtail indiscipline or unwarranted behavior in an organization. Non-performance of duties, chronic absenteeism, disobedience or insubordination, and the damaging of property are the common actions that require a disciplinary interview. Ethics of Interviewing: The communication between the interviewer and the respondent should be guided by certain ethical guidelines. This will pave the way for better interactions in the future.

Block 1: Non-Verbal, Oral, and Group Communications 91 Hypothetical Question: These are “what if” questions.

Interview: An interview is a goal-oriented, interpersonal communication between an interviewer and a respondent. It is primarily undertaken to accomplish a specific purpose, to obtain or provide information, to solve a problem, or to persuade someone to take some action. The Opening: The opening is a brief informal conversation that paves the way for the actual interview, and is used to make the respondent feel comfortable. 5.11 Self-Assessment Test 1. The style and structure of interviews depend on their purpose and the relationship between the interviewer and the respondents. What are the different kinds of business interviews? Classify them according to their purpose and the relationship between the interviewer and the respondent. 2. A good interview requires good planning. Write about the interview planning process. 3. Both the interviewer and the respondent play an important role in shaping the result of an interview. Elaborate on the roles of an interviewer and the respondent in the interview process. 5.12 Suggested Readings / Reference Material 1.

Adler, Ronald B. and Jeanne Marquardt Elmhurst. Communicating at work. 12th ed. McGraw-Hill, 2019 2. Bovee Courtland & Thill John, Business Communication Today, 14th Edition. Pearson, 2017 3. Clampitt, Phillip. Communicating for Managerial, Effectiveness, SAGE Publications, 6e, 2017 4. Courtland L. Bovee, John V. Thill, Roshan Lal Raina (2018) Business Communication Today | Fourteenth Edition | Pearson Paperback – 12 July 2018 5. Donna Gerson and David Gerson, The modern rules of business etiquette, Chicago, USA, 2015 6. Griffin, Ricky W. and Michael W. Pustay. International, Business: A Managerial Perspective. 9th ed. Person, 2020 7. Jeff Butterfield, Soft Skills for Everyone, 2nd edition, Cengage, 2020 8. Lehman, Dufrene, Sinha –B.COM Cengage Learning – 2nd Edition: Cengage Learning India Private Limited, 2016 9. Reddy, C.R. Business Communication Paperback, Dreamtech Press, 2019 10. Sharma, R C, Krishna Mohan, Virendra Singh Nirban Business Correspondence and Report Writing - A Practical Approach to Business and Technical Communication | 6th Edition Paperback, McGraw, 2020

Unit 5: Interviewing 92 5.13 Answers to Check Your Progress Questions 1. (a) Media interview All the interviews except the media interview are held in the organizational context and are therefore called business interviews. 2. (c) Persuasive Interviews It is called a persuasive interview because you are in the process of convincing the customer to try your product. 3. (c) Family problems Chronic absenteeism, insubordination and disobedience are acts of indiscipline and therefore call for disciplinary action. Family problems are specific to an individual’s personal life, but can have an impact on his work life. Such problems have to be handled through counseling. 4. (b) Closed-ended question It is an example of a closed-ended question because the candidate can answer only in “Yes” or “No”. A better question would have been, “What do you think of Indian politics?” 5. (d) Factual question It is an example of a factual question because it does not involve any opinion or idea of the candidate on a topic but only a fact, which gives information on his academic performance. 6. (a) Open-ended question It is an example of an open-ended question because; the candidate can say however much he wants to about his family (the members, their occupations etc.). It gives the interviewer an opportunity to understand and assess his family background. 7. (a) Interview him like any other candidate and meet him outside the office later. It is important to maintain a formal and disciplined atmosphere during an interview. There is no place for personal relationships in a professional scenario. 8. (c) Politely say that you have answered the question earlier The respondent should maintain his cool and should not lose temper. However, at the same time, he should not let the situation go too far and try to draw a line in a polite and professional manner.

Block 1: Non-Verbal, Oral, and Group Communications 93 9. (e) Must be truthful and open for discussions The ethical guidelines for an interviewer state that no unrealistic promises should be made, no confidential information should be revealed and no illegal questions should be asked of the candidate. The interviewer must always be truthful and open for discussions 10. (b) Revealing confidential information This is a classic example of revealing confidential information. It is the responsibility of the interviewer to guard all the confidential information related to the organization. By revealing the pay drawn by a colleague, he has leaked confidential information to the candidate.

Unit 6 Group Communication Structure 6.1 Introduction 6.2 Objectives 6.3 Factors in Group Communication 6.4 Group Decision Making 6.5 Effective Meetings 6.6 Notice for Meetings 6.7 Conducting Meetings 6.8

Summary 6.9 Glossary 6.10 Self-Assessment Test 6.11 Suggested Readings / Reference Material 6.12 Answers to Check Your Progress Questions Introduction The previous unit discussed the

various types of interviews, the plan for an interview, how to conduct an interview and the ethics of interviewing. It described the guidelines for the interviewer and the respondent also. This unit discusses group communication. Groups are formed to accomplish common goals. The objective of forming a group may be to accomplish a goal or to strengthen their interpersonal relations. Many groups fulfill both functions. While groups like families and clubs are predominantly social in their orientation, work groups function to complete a particular task or solve a particular problem. Communication among group members is very important, as it leads to group decisions. If these decisions are to be effective, a group's members must be able to communicate freely and openly with the others. Groups generally develop certain norms for discussion and group members develop roles that affect the group's interactions. This unit will discuss the factors in the group communication, such as size, longevity, leadership, perception and self-concept and status. It also shows the

Block 1: Non-Verbal, Oral, and Group Communications stages in the group decision making and the ways to plan for an effective meeting.

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EFFECTIVE COMMUNICATION BBA III.pdf (D142297777)

Objectives After studying this unit, you will be able to: •

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CPOMMUNICATION SKILLS ENGLISH.pdf (D154932771)

Objectives After studying this unit, you will be able to: • List the

factors that affect group dynamics to shape the outcomes • Identify the approaches adopted in group decision making for effective problem-solving • Discuss the need and importance of planning for making meetings successful

Factors in Group Communication Several factors that affect the group dynamics shape the outcome of group discussions. Let us consider a few of these.

Size The size of a group plays a major role in the group communication. Members of a smaller group can communicate better with each other than members of a larger group, who have fewer opportunities to interact with each other.

Longevity The interrelationships among the group members depend on whether the group's nature is short term or long term. Groups formed for short-term goals, like those going on a tour, usually focus more on the task at hand, rather than on maintaining interpersonal relationships. Groups formed for long-term assignments, on the other hand, may devote a lot more time to maintaining relationships among members.

Leadership A leadership that aims at achieving task goals, while maintaining interpersonal relationships within the group, accounts for greater group success.

Perception and Self-Concept Each member of a group generally has his/her own perception about how the group should function, what kind of goals it should have, and how it should work toward it. At the same time, he/she also has a self-concept, which determines how he/she will interact with others in the group. The successful working of a group depends largely on its ability to satisfy the expectations and support the self-concept of its members. More often, it is required that individual's goals should be tailored to match with the goals of the group so that involvement and interaction with the rest of the group members become

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Unit 6: Group Communication 96 meaningful and smooth, else either he/she will be unhappy or the rest of the group members will be unhappy with the presence of such individuals.

Status Sometimes, a few members of a group have a better social standing or are better qualified than the others are. The status of the members determines the manner in which they interact with each other. People tend to communicate with peers as their equals, but they tend to speak politely with superiors and casually with subordinates. While this could be a common behavior, it may be a good idea to interact with all the members in the group from adult ego-state as discussed in the well-known Transactional Analysis by Eric Berne 2 . This probably can boost the image of the individuals, as all of them are adults. It can contribute to either using their individual knowledge and skills or to hone up their skills as a consequence of participating in the group.

Check Your Progress - 1

1. One of the following is not a factor in group communication

- Leadership
- Perception and self-concept
- Abstaining from participation
- Longevity of the group
- Size

2. Which of these is not a factor that affects group dynamics?

- Size of the group
- Leadership
- Status of different members
- Longevity
- Status

Group Decision Making Research has shown that groups generally have a predictable pattern in arriving at decisions. Aubrey Fisher identified four stages in the group problem solving.

- The Orientation Stage – when group members get to know each other. The communication at this stage is rather tentative. The norms that govern the interactions between the group members are usually formed at this stage.

2 <http://www.ericberne.com/transactional-analysis-in-psychotherapy/>

Block 1: Non-Verbal, Oral, and Group Communications b. The Conflict Stage -- when members disagree with each other and debate ideas. c. The Emergence Stage -- when members reconcile their differences and the outcome of the group's efforts and the group's social structure become apparent. d. The Reinforcement Stage -- when group members endorse their final decision by using supportive verbal and non-verbal communication. Though the general purpose of a group is to achieve specific goals or take decisions, different groups can follow different approaches to meet their purpose. Some common approaches are Reflective Thinking, Brainstorming, Nominal Group Technique and The Final Decision. Let us understand these in detail. Reflective Thinking Reflective thinking 3 , developed by John Dewey, is a careful, systematic approach to problem solving. This is sometimes synonymously used as critical thinking.

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Reflective thinking is most important in prompting learning during complex problem-solving situations because it provides students with an opportunity to step back and think about how they actually solve problems and how a particular set of problem solving strategies is appropriated for achieving their goal.

This approach involves six steps – 1) Problem identification; 2) Problem analysis; 3) Criteria selection; 4) Solution generation; 5) Solution evaluation and selection, and 6) Solution implementation. Activity 6.1 The performance of your sales team has been gradually declining due to the competitive pressure in the market. The sales of your nearest competitor have doubled in the last quarter. How would you analyze and solve the problem using reflective thinking? Answer: 3 <http://www.hawaii.edu/intlrel/pols382/Reflective%20Thinking%20-%20UH/reflection.html> 97 Unit 6: Group Communication 98 Brainstorming Sometimes brainstorming sessions are used to arrive at a decision. During brainstorming, members generate as many ideas about a topic as they can. Every idea is recorded without being evaluated; no idea is rejected at the initial stage. They are prioritized based on the importance and after discussing the problems in detail, they are adopted for implementation based on the feasibility. Exhibit 6.1 deals with brainstorming done at coke. Exhibit 6.1 deals with straw man hypothesis, used in brainstorming. Exhibit 6.1: Brainstorming The straw man hypothesis, developed by McKinsey is useful in solving customer issues in a structured manner. It is a tool to find the best possible solution.

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It is an important tool for brainstorming & creative problem- solving used by managers at all levels of the organizational hierarchy.

It is an iterative process and hypothesis driven. The consulting team discards irrelevant topics while arriving at a new straw man. A positive strong solution is arrived at which works well in group settings. Note: The

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straw man refers to a human figure made of straw, such as a scarecrow.

Source:

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<https://thinkinsights.net/consulting/strawman-proposal-brainstorming-the-mckinsey-way/15>

July 2020 Nominal Group Technique This is a group decision-making tool used to rank a set of options. The facilitator advises group members to prioritize their options from the lowest to the highest priority; an average score is computed for each option to determine the highest priority of the group. The Final Decision There are many ways that a group can use to arrive at a final decision, agree on a solution, or come to an agreement. Some of the popular ways of making decisions include: Consensus -- all the group members agree on the final decision after discussion and debate. Compromise -- group members come to an agreement by giving up some of their demands. Majority vote -- the final decision of the group is chosen based on voting. Decision by leader -- the group allows its leader to take the final decision. Arbitration -- an external body or person makes a decision for the group. Having looked at some of the aspects of group dynamics, let us now take a closer look at the actual interaction between group members when they get together for a meeting. Check Your Progress - 2 3. The process of decision making which involves problem identification, analysis, criteria selection, solution generation, evaluation, selection and implementation is _____. a. Reflective thinking b. Brainstorming c. Nominal group technique d. Reinforcement e. Consensus 4. In the group problem solving, the _____ stage is the stage when members disagree with each other and debate ideas. a. Orientation b. Emergence c. Conflict d. Reinforcement e. Arbitration 5. Which of the following is not a step involved in Reflective thinking? a. Problem identification b. Problem generation c. Solution evaluation d. Criteria selection e. Reinforcement

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Effective Meetings How well the members of a group communicate with each other determines how successful a meeting will be.

In recent times, however, meetings are increasingly being viewed as a waste of time and boring. The failure of meetings can be attributed to a variety of reasons; to name a few, too many times meeting, too many people involved in the decision-making process, etc. Careful planning by the leader is essential to create an environment for a successful meeting. 99

Unit 6: Group Communication 100 The Planning Process The leader should raise the following questions/aspects before planning a meeting. i. Is there a need for the meeting at all? ii. Which type of meeting needs to be called for? iii. Prepare a list of participants. iv. Venue for the meeting v. Scheduling a time. Let us discuss about these in detail. Is there a need for the meeting at all? This question brings forth the specific purpose of the meeting. Is it like any weekly meeting for reviewing the important business parameters, or a daily initial briefing to all the group members, etc? It could be for taking a crucial decision on an issue; for example, a meeting needs to be called to present the company's alternative home loan scheme which has these three purposes: either to inform the employees about the alternatives, so that they can choose between them; or to allow the group to decide whether they want to adopt the new plan; or to persuade employees to opt for the new plan. Once the convener decides what the real purpose of the meeting is, he/she has to think about what type of meeting would best serve the purpose. Which type of meeting needs to be called for? The home loan example cited earlier suggests that there are at least three types of meetings – informational, problem solving, and change facilitating. Informational meetings: These are easier to plan. Informational meetings are called for when a group has to

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be informed about recent developments. The convener passes on the information to the group and does most of the talking. Such meetings

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offer scope for two-way communication, which enables the convener to get feedback from the group. Problem-solving meetings: Problem-solving meetings are attended by fewer people – those who are concerned with the problem at hand. Only those people who can make a difference to the current situation participate in such meetings.

Problem-solving meetings usually focus on arriving at a decision – changing existing procedures, adopting a new system, generating new ideas and so on. Change-facilitating meetings: The leader has to design such meetings carefully. For instance, in the case discussed earlier, if the company has to

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persuade its employees to accept the new home loan scheme, the convener must explain to the employees the benefits of the new

scheme, limitations of the old scheme, if

Block 1: Non-Verbal, Oral, and Group Communications any, the issues in the change process, etc.

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The convener must be able to anticipate the objections and the types of questions that could be raised during the meeting. All these issues must be carefully considered during the planning process.

Check Your Progress - 3 6. Your team has made a new proposal to the management. The management objected to some aspects of your proposal. Your team meets to clear the management's objections. This type of meeting is an example of _____. a. Informative meeting b. Change-facilitating meeting c. Problem-solving meeting d. Management meeting e. Informational meeting Having decided on the type of meeting to be called, the convener has to decide on the following points before commencing a meeting. Prepare a list of participants.

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The participants are decided by the nature of the meeting. A large number of people are invited

to informational meetings. Usually, all people belonging to a department or an organization participate. Problem-solving meetings are attended by a fewer number of people and these are generally the influential ones in an organization with the expertise and the capacity to take a decision. Venue for

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the meeting The location of a meeting is usually decided by custom or availability of space.

Physical surroundings have been observed to have an impact on people's behavior.

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The seating arrangements can also have a bearing on the results of a meeting.

The theater style and the schoolroom style are suitable for large groups that are meeting to obtain information. The leader does much of the talking and participation is limited. The banquet style allows members to see each other and the T-formation brings participants closer together, though the focus is still on the leaders. These arrangements can be used for meetings designed to facilitate change. 101

Unit 6: Group Communication 102 Problem-solving meetings generally have the conference table seating arrangements. The degree to which members participate in a meeting depends on the way the leader places himself with respect to the other participants. The overtly directive seating arrangement focuses attention on the leader and enables him/her to maintain control of the agenda. The covertly directive plan too enables the leader to retain control, but it is a more democratic seating arrangement. The equalizing pattern indicates that the leader wants all the members to participate by speaking their minds. The participative arrangement uses a round table so that status differences are minimized, and all participants feel free to express their opinions. Another important factor that the conveners must consider is

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the timing of the meeting. Scheduling the meeting The timing of meetings is important to ensure good participation and the involvement of the members. In deciding when the meeting should be held, the convener should consider the schedules of the participants.

The timing should be such that all the required participants would be able to attend. Check Your Progress - 4 7. In a participative style of meeting, the seats are arranged in a_____. a. T-formation style b. Schoolroom style c. Theater style d. Circular style e. Equalizing style 6.6 Notice for Meetings Once all these issues have been considered, the meeting convener must issue a notice. A notice should: (i) be issued by the proper authority, (ii) observe a minimum period of notice, (iii) state where and when the meeting is to be held, (iv) be accompanied by an agenda, (v) be sent to all individuals entitled to receive it. A notice is an intra-company document. A good notice of a meeting is briefly written that gives the recipients all the information needed to prepare for the meeting. The subject line should mention the nature of the meeting and the notice will be disbursed to the participants who will attend the meeting. The notice will be prepared and issued by the concerned authority. RSVP can be

Block 1: Non-Verbal, Oral, and Group Communications 103 included if the confirmation from the participants with respect to their presence in the meeting is required. The notice should follow the 7C's of communication. A sample template of a notice is provided in Example 6.1. And Example 6.2 illustrate the differences between a notice and a memo. Example 6.1: Amtrex Holdings Inc., Head Office, #236, Mindspace, Mumbai, Maharashtra 400087. Email: amtrexholdingsinc@gmail.com Meeting Notice To: Mr. Nalin Jindal, Ms. Arti Chhabra, Mr. Rakesh Ahuja, Mr. R Subramaniam, Ms. Anuja Deshpande From: Latha Natarajan, Company Secretary CC: Mr. Anil Taneja, Chairman and CEO Reference No. AH021/03/2015 Subject Discussion and Approval of the audited financial results of Q4, 2014 Date: 3/30/2015 Dear Sir/Madam, It is hereby informed that the Board of Directors meeting of Amtrex Holdings will be held on Friday, 3 rd April 2015. The details are provided below: Venue: Main Conference Hall, I Floor of the Head Office Time: 4 pm onwards Thanks and Regards, Latha Natarajan, Company Secretary, Amtrex Holdings Inc., Mumbai 400087. RSVP – Latha Natarajan, Company Secretary - 09000900090

Unit 6: Group Communication 104 Example 6.2: Difference between Notice and Memo Notice Memo A way of informing people within an organization of upcoming events, news or action. Example: • Change of timings from the coming month • Training calendar for new recruits A way of reminding someone that something needs to be done, pass on an idea, or proposal. Example: • Deadline of the project proposal • Transfer memo to the Executive Sales Manager Source:

Gibson and Hodgetts, Business Communication, New York: Harper and Row 6.6.1

Agenda for the Meeting As mentioned above, the notice must be accompanied by an agenda. An agenda is a list of topics that the meeting will cover. The agenda gives participants a chance to think about issues and bring relevant information to the meeting. To be effective, an agenda must be specific and must spell out what exactly will be discussed. Any relevant background reading material should be attached. Generally, the list of issues for discussion should not be too long, although there could be some exceptions. The name of the meeting, the location, the date, and the time when the meeting will begin and end are all listed in the agenda. The agenda sets the stage for effective meetings by giving participants a clear idea of what to expect. A formal meeting, however, has an agenda that includes -- 1) Welcome/ Introduction, 2) Apologies for absence, 3) Minutes of the last meeting, 4) Matters arising from the minutes, 5) First main item, 6) Second item, 7) Third item, 8) Any other business, and 9) Date of next meeting. The notice of a meeting is always enclosed with an agenda. It highlights the points on which the discussion is supposed to take place in a meeting. It sets the direction, helps the meeting to be constructive with tangible results or action. The agenda informs the participants their role and level of preparation that needs to be done based on the topics and time allocated.

Block 1: Non-Verbal, Oral, and Group Communications 6.7 Conducting Meetings Some of the important aspects of conducting a meeting are discussed here. 6.7.1 Minutes of the Meeting The minutes of the previous meeting are sometimes circulated along with the agenda or read out by the secretary at the beginning of the meeting. The minutes are a brief, accurate record of the business transacted at the previous meeting. They should contain the following: 1) Name of organization, 2) place, date and time of meeting, 3) names of chairperson and secretary, 4) names of other members present, 5) all motions and amendments, 6) names of the movers and seconders of all motions and amendments, and 7) the results of voting. Activity 6.2 You are the HR manager of a company. The head office has made a few changes in the HR policy of the company in the areas of PF, gratuity, and bonus. You want to have a meeting with the employees so that the changes can be discussed. What type of meeting would you call for? Prepare an agenda for it. Answer: The minutes should be: 1) concise but sufficiently detailed to make clear what the meeting was about, 2) precise and unambiguous, 3) impersonal and impartial, 4) written in the past tense, and 5) numbered in ascending order from one meeting to another. Minutes of a meeting, succinctly captures the discussions happened in the meeting and its agreed outcomes that are recorded or documented and can be referred back to and followed up later in the subsequent meetings. Minutes are concise, clear explanations with all vital information about the meeting. Minutes of meeting typically follows three phases: Preparatory phase, Conduction Phase and Follow-up Phase. 6.7.2 Jargon used in a Meeting Dignitaries to the meeting, Welcome address, Adoption of the agenda, Confirmation of previous minutes, Proposed, Seconded, Establishment of Quorum (more than 50% of the participants should be present for the meeting, 105

Unit 6: Group Communication 106 else the meeting can be adjourned by the Convener), Meeting Call to Order, Point of privilege, point of information, point of order, Meeting Extract, Amendments, Resolutions, Approvals, Permission of the Chair, Adjournment, Opening the Meeting To get the meeting off to a good start, the leader must ensure that the participants are at ease and that the setting for the meeting is appropriate. One way of putting the participants at ease is by thanking everyone for coming and clearly stating what the meeting expects to accomplish. This ensures that everybody knows the purpose of the meeting. When certain participants are expected to make specific contributions, the leader may outline these at the beginning, and indicate how much time will be available for discussion so that the participants will realize the time constraints. An effective leader does not start the meeting by suggesting a solution to the problem being discussed, as it defeats the whole purpose of the meeting. Conducting Business The chairman of the meeting should follow the agenda for achieving the objectives of the meeting; further, if any discussion is going astray, he should redirect the discussion to the main point on the agenda. The leader also has to confront troublemakers who try to halt the proceedings of the meeting. Ensuring that all members participate is another responsibility of the leader. Concluding the Meeting The leader has to notify participants a little before the scheduled closing time so that they can wrap up the discussion. The leader can conclude the meeting by indicating subtly a little early that it is time for reaching a conclusion. He/she can then bring the meeting to a close by noting what has been accomplished and what remains to be done. The leader should also inform the participants about what will happen next. Wherever decisions were taken and the responsibility is fixed, the leader should indicate the time of completion of actions; the date of sending the minutes also will be informed by the chair to all the members and declare the meeting 'closed'. Following up the Meeting After the meeting is over, the leader has to assess the results in terms of the purpose achieved, the participation of members in the discussion, appropriateness of the decision taken, and the scope for improvement. The leader must follow up on whatever promises were made at the meeting, by keeping in touch with the other members and making sure that they are actually

Block 1: Non-Verbal, Oral, and Group Communications 107 following the steps that were outlined at the meeting. Exhibit 6.2 illustrates Steve Jobs 3-point formula for leading effective meetings. Exhibit 6.2: Formula for Effective meetings Steve Jobs, who was the chairman and chief executive officer (CEO), and co-founder of Apple Inc., stipulated a 3-point formula for leading meetings effectively. He said that meetings that do not help or support in completing the works or tasks usually impedes productivity. In general, leaders conduct meeting to enforce more control and think that interactions would help in clarifications and easy accomplishment of tasks. Nevertheless, Steve Jobs had his own approach for conducting leadership meetings and had the idea of which meeting to conduct and not to conduct. His 3-point formula for effective meetings are explained below: Point 1- Invite less people, ideally three to five of them: Jobs believed that more people in a meeting will be less fruitful. People who can really contribute for the meetings only need to be invited and for the rest of them, a document or transcript covering the contents can be sent later. Point 2 – Keep the list of topics short – not more than three items: Including more items in agenda would lead to unconnected or discrete conversations. Including only three items would be easy to discuss and be connected to achieve the purpose of the meeting. Point 3 – Keep the meeting for short time: The length of the meeting should be not more than 30 minutes. Longer meetings have short span of attention and short meetings with exchange of key pieces of information would be more promising. Source: <https://www.inc.com/jeff-steen/steve-jobs-3-point-formula-for-leading-effective-meetings-was-brilliant-we-need-to-get-back-to-it.html?cid=sf01002> Oct 1, 2021 Check Your Progress - 5 8. The important issues discussed and the decisions taken are recorded during a meeting and compiled immediately after it. This is called_____.

a. The agenda b. The notice c. The minutes d. Jargon e. Committee

Unit 6: Group Communication 108 9. The following is not a characteristic of an effective leader_____. a. Ensuring the participation of all group members b. Confronting the troublemaker c. Positive body language d. Start by suggesting a solution for the problem e. Notify participants 10. You have a very important but problematic member in the group you lead. This member always has an objection to whatever the group decides. The best way of handling him is_____. a. Ignore him b. Confront him c. Disgrace him in front of the group d. Give up your leadership e. Abandon him 6.8 Summary • Groups are formed by people to accomplish common objectives or to share common interests. • Size, longevity, perception, leadership, and status play an important role in the group communication. • Groups use reflective thinking, brainstorming, and nominal group technique approaches to decision-making. • Final decisions are made based on consensus, compromise, majority vote, decision by the leader, or arbitration. • Effective meetings require skillful planning on the purpose, nature, composition, location, and timing of the meeting. • Notice, agenda and the minutes should accompany every meeting. These should be circulated before the meeting begins. • A leader's responsibility includes opening a meeting, conducting business, concluding the meeting, and following it up. 6.9 Glossary Agenda: An agenda is a list of topics that the meeting will cover. Brainstorming: During brainstorming, members generate as many ideas about a topic as they can. Every idea is recorded without being evaluated; no idea is

Block 1: Non-Verbal, Oral, and Group Communications 109 rejected at the initial stage. The group then returns to the ideas and adopts those that seem most feasible or most useful. Informational Meetings: Informational meetings are called for when a group has to be informed about recent developments. Minutes: The minutes are a brief, accurate record of the business transacted at the previous meeting. Problem-Solving Meetings: Problem-solving meetings usually focus on arriving at a decision – changing existing procedures, adopting a new system, generating new ideas and so on.

6.10 Self-Assessment Test 1. Groups are formed to achieve some common objectives or to take a decision. What are the different approaches that groups can use to achieve their purpose? 2. Skillful planning is vital for the success of a meeting. What are the factors that have to be considered in planning a meeting? 3. A leader controls the direction and the progress of the meeting. What are the responsibilities of a leader in conducting a meeting successfully? 6.11

Suggested Readings / Reference Material 1. Adler, Ronald B. and Jeanne Marquardt Elmhurst. Communicating at work. 12th ed. McGraw-Hill, 2019 2. Bovee Courtland & Thill John, Business Communication Today, 14th Edition. Pearson, 2017 3. Clampitt, Phillip. Communicating for Managerial Effectiveness, SAGE Publications, 6e, 2017 4. Courtland L. Bovee, John V. Thill, Roshan Lal Raina (2018) Business Communication Today | Fourteenth Edition | Pearson Paperback – 12 July 2018 5. Donna Gerson and David Gerson, The modern rules of business etiquette, Chicago, USA, 2015 6. Griffin, Ricky W. and Michael W. Pustay. International, Business: A Managerial Perspective. 9rd ed. Person, 2020 7. Jeff Butterfield, Soft Skills for Everyone, 2nd edition, Cengage, 2020 8. Lehman, Dufrene, Sinha –B.COM Cengage Learning – 2nd Edition: Cengage Learning India Private Limited, 2016 9. Reddy, C.R. Business Communication Paperback, Dreamtech Press, 2019 10. Sharma, R C, Krishna Mohan, Virendra Singh Nirban Business Correspondence and Report Writing - A Practical Approach to Business and Technical Communication | 6th Edition Paperback, McGraw, 2020

Unit 6: Group Communication 110 6.12 Answers to Check Your Progress Questions 1. (c) Abstaining from participation A group member abstaining from participation will not add any value to the group. Therefore, it is not a factor in effective group communication. However, the other factors like the perception of other group members, the longevity of the group, the relationship between members, the leadership style etc. contribute to the effective group communication and group performance. 2. (d) None of the above Group size, leadership and the status of different members in the group, all have an impact on group dynamics. 3. (a) Reflective thinking These steps explain the process of reflective thinking. This is one of the techniques adopted in the group decision making. 4. (c) Conflict During the different stages of group decision making, the group activities are completely different. In the orientation stage, for example, the group members are introduced to the task and to each other. In the conflict stage, they debate ideas and disagree with each other. They reach a conclusion in the emergence stage and reinforce the idea and the group in the reinforcement stage. 5. (e) Reinforcement Problem identification is the first step in the process of reflective thinking. Solution evaluation comes in much later in the process after different possible solutions have been identified. Problem generation is beyond the process and not a part of it. Reinforcement is not a step in reflective thinking. 6. (c) Problem-solving meeting As a team, you are trying to resolve some problems in your project. The purpose of the meeting is not just information sharing or change- facilitation. Therefore, it is a problem-solving meeting. 7. (d) Circular style A circular arrangement enhances participation, unlike the other three styles, where a special place is provided for someone to guide or lead the meeting.

Block 1: Non-Verbal, Oral, and Group Communications 111 8. (c) The minutes The minutes of a meeting are the important discussions and decisions recorded in a meeting. They serve as a reminder and provide the agenda for the next meeting. 9. (d) Start by suggesting a solution to the problem A good leader should not start by giving a solution to a problem. He/she should first give everyone in the group, a chance to come up with their views. This would lead to a healthy discussion and eventually to the group's decision. The leader should guide and facilitate. 10. (b) Confront him The best way of handling a problem-creator is by confronting him. Ignoring him will not be of any help since he would continue doing what he has been doing all the while. Disgracing him in front of the group would only add fuel to the fire and giving up your leadership is cowardice.

Unit 7 Making Presentations – Getting Started Structure 7.1 Introduction 7.2 Objectives 7.3

Speech Purposes – General 7.4 Speech Purposes – Specific 7.5 Methods of Speaking 7.6 Analyzing the Audience 7.7

Non-verbal Dimensions of Presentation 7.8

Summary 7.9 Glossary 7.10 Self-Assessment Test 7.11 Suggested Readings/Reference Material 7.12 Answers to Check Your Progress Questions Introduction The previous unit discussed the factors in

the group communication, such as size, longevity, leadership, perception and self-concept and status. It also explained the stages in group decision making and the ways to plan for an effective meeting. This unit is on making presentations. Communication is generally initiated to convey a message. Clarity is required for the effective conveyance of the message. In public speaking, the speaker has a preconceived purpose. He/she must determine and clarify that purpose before conveying the message. By doing this, the speaker can select better ideas, language and delivery methods that will help in goal realization. This unit will explain the types of speeches – informative, persuasive and entertaining. It also explains the general and specific purposes of speech, the methods of speaking and analyzing the audience. It also puts forward the non-verbal dimensions of presentations.

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MATCHING BLOCK 30/31

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Objectives After studying this unit, you will be able to: •

Discuss the purposes of speech for informing, inducing, and entertaining the audience and knowing their responses

Block 1: Non-Verbal, Oral, and Group Communications • List the methods of speaking for ensuring effective communication • Explain parameters for analyzing the audience to establish rapport with them • Discuss the role of non-verbal dimensions of presentations for communicating verbal messages

Speech Purposes – General There are three general purposes for speeches -- to inform, to persuade, and to entertain. These are applicable to both public and private communication. Let us now briefly examine these three types of speeches.

Informative Speeches The purpose of informative communication is to increase the receiver's knowledge about and understanding of a subject. A speaker whose immediate purpose is to impart information often uses dramatic illustrations to entertain his or her audience, thus holding their attention. In informative speaking, the speaker's main concern is to make the audience understand and remember the information presented. How much the listener knows at the end of a talk is the real test of such speeches.

Persuasive Speeches The major function of the persuasive speech is to induce the audience to think, feel, or act in a manner that the speaker wants them to. It may induce the listeners to shun their old beliefs, frame new opinions, or strengthen their pre-existing beliefs. The following are examples of subjects that need persuasive treatment.

1. Final examinations in our colleges should be abolished.
2. Students should be given time off to campaign on behalf of political candidates.

Exhibit 7.1 illustrates two methods for persuasive speaking.

Exhibit 7.1: What are two organizational methods for persuasive speaking? There are two ways a speaker can persuade the audience. He can use the problem/solution order, which starts with a problem statement and then presents the ideal solution to the audience. Another way is Monroe's motivated sequence. This method sends persuasive messages to an audience through a 5-step process that include attention, needs, satisfaction, visualization and action. The motivated approach is more popular and beneficial. Monroe's Motivated Sequence is seen in many real-life situations such as infomercials and sales pitches.

<https://www.mvorganizing.org/what-are-two-organizational-methods-for-persuasive-speaking/> May 16, 2021 113

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Entertaining Speeches The third major type of speech has the purpose of entertaining the audience. "Entertainment" here refers to anything that stimulates a pleasurable response, whether it is humorous or dramatic. The speaker here does not intend to impart knowledge, change, or influence the mindset of the audience. Some subjects that lend themselves to humorous treatment are:

1. My first day as a college student.
2. The gourmet food served in the college cafeteria.
3. How to write a political speech.

Thus, each type of speech has a specific purpose. Identifying the exact purpose will not only help the speaker in preparing the presentation but also ensure that every item of the content will contribute to achieving the purpose.

Activity 7.1 You are the marketing manager of a company. You have noticed that despite the company's investment in Sales Force Automation, the sales personnel are still following a manual system of order processing. What kind of speech would you use to motivate your sales personnel to use Sales Force Automation?

Answer: Check Your Progress - 1

1. Your speech topic is "The Indian Government should condemn American air raids on Iraq." What kind of speech should you make?

- a. Predominantly informative
- b. Predominantly persuasive
- c. Predominantly entertaining
- d. Predominantly abusive
- e. Predominantly instructive

Block 1: Non-Verbal, Oral, and Group Communications 2. The purpose of informative communication is to_____.
a. Increase the receiver's knowledge and understanding of the subject b. Increase the speaker's knowledge of the subject
c. To run down the opposing speaker d. To induce learners to shun old habits e. To please the audience 3. Which one of the following topics lends itself to humorous treatment? a. The gourmet food served in the college mess b. The history of air travel c. The nuclear bomb d. The status of women in India e. Growing under employment Speech Purposes – Specific The general reaction speakers want to secure from their audience may be stated in terms of informing, persuading, or entertaining. However, the particular and immediate reaction that speakers seek must be precisely formulated into a specific purpose. The specific purpose describes the exact nature of the response the speaker wants from the audience. It states specifically what he/she wants his/her audience to know, feel, believe, or do. There are three requirements a good specific purpose should meet: it should contain only one central idea; it should be clear and concise; and, most important, it should be worded in terms of the audience response desired. While the general purpose is to inform, the specific purpose, for example, could be: 1. To have the audience understand the important aspects of student government. 2. To have the audience understand the fundamentals of boating safety. 3. To have the audience understand the history of the modern Animal Rights movement If the general purpose of speech is to persuade, the specific purpose, for example, could be: 115

Unit 7: Making Presentations – Getting Started 116 • To get the audience to contribute money to a college fund to beautify the campus. • To get the audience to agree that India should withdraw all its soldiers from Kashmir. • To get the audience to agree that there should be a Department of Women's Studies at their University. If the general purpose is to entertain, the specific purpose for example could be: 1. To make the audience laugh at the "clear" statements of some political leaders. 2. To have the audience enjoy hearing about the best ways to escape the clutches of the hostel warden. 3. To have the audience enjoy, vicariously, someone's appearance in a television spoof. It is helpful to write down the specific purpose on a sheet of paper to see if the material gathered and the organization of that material directly relates to the specific purpose. Methods of Speaking Whatever the speaker's background, knowledge, or skill, each time he/she speaks it is a different and unique experience. Effective communicators recognize these differences and prepare specifically for each particular occasion.

How each speech is to be delivered is decided based on the subject, audience, and occasion. There are four fundamental ways of presenting a speech: (1) reading from a manuscript, (2) speaking from memory, (3) delivering it in an impromptu manner, and (4) speaking extemporaneously.

However, we have to remember

that there are many speaking situations that call for a combination of two or three of these types. Speaking from a Manuscript In this form of delivery, the speech is read out directly from a manuscript. This form is common in radio and television speeches. At conventions and business meetings, the manuscript is helpful for

a speaker who wants his speech to be circulated. One advantage with this method is that it puts no strain on the speaker's memory. In addition,

the manuscript, having been written well in advance, the speaker can be selective and meticulous in style and choice of materials.

Block 1: Non-Verbal, Oral, and Group Communications However, this approach has its own limitations. Since more importance is given to the manuscript than to the rapport to be established with the audience, it does not offer much scope for spontaneity.

Speaking from Memory The memorized speech, much like the manuscript, gives the speaker

the advantage of a carefully worked out and worded speech. Every single word is committed to memory and this frees the speaker from the manuscript. The problem is that this "freedom" often leads to mechanical delivery and the presentation of what often appears to be a "canned" speech.

Impromptu Delivery When a speaker is asked to speak spontaneously, without advance notice or time for specific preparation, it is called

impromptu speaking. It has been remarked that much of our conversation is nothing more than a series of short, impromptu talks.

Activity 7.2 One of the senior marketing managers of your company is retiring at the month-end. Your supervisor has asked you to speak on the occasion. Elaborate on the method of speaking that you would choose and the preparation steps that you would follow to make the presentation. Answer: In an impromptu situation, all the thoughts must be put together

in a few seconds or minutes. The best preparation for impromptu speaking is to be well informed and to have some practice in prepared speaking situations.

Extemporaneous Delivery The extemporaneous delivery is often referred to as the "middle course." This particular speech form is by far the most desirable of the four listed here. Extemporaneous speaking requires the speech to be (1) researched, (2) outlined, (3) practiced, and (4) delivered in a conversational manner. Because the topic or subject is known beforehand, there is time to do some research to gather the necessary information. 117

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Once the data has been gathered, the extemporaneous speaker must organize and outline the material into a clear and systematic pattern. A major advantage of extemporaneous speech is that it is prepared in advance, and therefore, is well organized.

The speaker can use small stiff cards to refer to while making an extemporaneous speech. They are easy to carry and as compared to a notepad or A-4 sheets. Do's and Don'ts of Group Discussion Following are some of the tips for a good participation in group discussion: 1) Maintain eye contact while speaking: Don't just look at the evaluators. Keep an eye on every team member while you talk. 2) Start the GD: The introduction of GD is a big plus. But bear in mind– initiate only if you have a clear understanding and knowledge of the GD topic. 3) Allow other people to talk: Do not interpose anyone while talking. Even if you are not in agreement with his / her thoughts, don't take the opportunity to speak. Instead, make a few notes and clear the points. 4) Speak with clarity: Speak diplomatically and openly. Don't be too hostile when you don't agree with anyone. Steadily and graciously express your feelings. 5) Make sure that the discussion takes place: If group diverts from the subject or goal, just take the initiative to get the discussion on track. At the end of the discussion, you all need to come to a conclusion. So you need to stick to the subject. 6) Positive attitude: Be assured. Try not to dominate anybody. Keep body language positive. Show interest in debate. 7) Speak prudently: Do not just speak to extend your speaking time. Don't worry if you're talking less. Your thoughts should be appropriate and relevant rather than irrelevant. 8) Listen to others judiciously: talk less and listen more! Pay attention while others talk. This will lead to a coherent discussion and you will contribute positively in the group. 9) Official dressing: Appropriate dressing and body language facilitate your work to a large extent. Check Your Progress - 2 4. The extemporaneous delivery is often referred to as_____.

a. The last course
Block 1: Non-Verbal, Oral, and Group Communications b. The in-between course c. The middle course d. Impromptu course e. Speech from memory 5. The speaker went on continuously without a break. Suddenly, he stopped. He tried to say something, but could not. Worse, he had no reference. He was delivering his speech based on _____.

a. A manuscript b. Memory c. Extemporaneous d. Impromptu e. Based on manuscript 6. Sachin Tendulkar is unexpectedly announced the 'Man of the series'. His short speech to the TV channel, at the time of accepting the trophy, is an example of _____.

a. Impromptu speech b. Extemporaneous speech c. Speech based on memory d. Speech based on the manuscript e. Factual speech Analyzing the Audience To communicate the purpose effectively, the speaker needs to understand the audience. In a practical sense, audience analysis means finding out all possible and relevant information about the audience. This helps the speaker to tailor the material to their needs, wants, experiences, and attitudes. Seeing things from the audience viewpoint allows the speaker to deal with their predispositions. Put differently, the speaker identifies the target group and tailors his speech so that the message reaches them completely and effectively. A public speaker must make an analysis of the audience if he/she is to give a meaningful speech. The speaker who presents a speech without considering the audience has very little chance of gaining support or being 119

Unit 7: Making Presentations – Getting Started 120 understood. Audience analysis helps the speaker to establish a rapport with the listeners. To predict possible audience responses, the extent of similarity between members of the audience has to be ascertained. The speaker can then focus on the areas of similarity to get responses. The following aspects about listeners can be examined to discover some of their areas of similarity: 1. The age of listeners: Countless experimental studies have shown the impact that age has on interests, learning, opinion change, and the like. These research projects have tried to document the influence of age on communication. They have come out with some interesting findings. For example, because older people have had a wider variety of experiences, they are inclined to become more entrenched in their opinions and so are much harder to persuade. At the same time, studies suggest that young adults are very susceptible to persuasion. 2. The sex of listeners: Is it a mixed audience? The answer to this question may govern everything from a speaker's choice of the subject to the examples he/she decides to use in the speech. 3. The occupation of listeners: What people do for a living is often a guide to their values, attitudes, and even their sense of humor. The way things are perceived by a schoolteacher is quite different from the way a small-time vendor would perceive it. 4. Intelligence and educational level of listeners: For an effective communication to take place, the audience should be able to understand what is being said. A speaker must be very careful not to overestimate or underestimate the intelligence of the listeners. In either case, the cycle of communication can be broken if there is a lack of understanding. It should be remembered that formal education, as well as education acquired through practical experience, would help determine what the audience thinks and how it will react. 5.

The social, professional, and religious groups your listeners belong to

Group membership suggests, in a general way, the type of people, their points of view, interests, and attitudes. Religious affiliation, for example, influences people's thinking in many ways. Learning what the group membership of a large part of the audience is, will serve to gain useful insights into the listeners' attitudes and wants. 6. The influence of geographical experiences: Understanding the geographical orientation of the listeners will give the speaker an idea about their attitudes. A person from a rural area would have a very

Block 1: Non-Verbal, Oral, and Group Communications different attitude toward education as compared to a person brought up in a city. Check Your Progress - 3 7. A young man in his early thirties has been posted in a department, where the average age of employees is around 50. In his first presentation, he makes the blunder of saying that the company needs young blood for better performance. He should_____. a. Apologize for the blunder and promise that he will never repeat it b. Ignore it and continue with the presentation c. Tactfully add that the expertise of the elders is essential to guide the youth d. Stop the presentation e. Withdraw his words 8. Audience analysis enables you to establish a _____ with your listeners. a. Rapport b. Rash c. Reputation d. Confidence e. Sympathy Non-verbal Dimensions of Presentation So far, we have discussed the “purpose” of a presentation and effective communication only in terms of verbal messages. However, the non-verbal elements of communication play an equally important role in communicating the verbal message. Consider the following case: Padmini was asked to prepare a six-minute ‘speech to inform’ to present before her sociology class the following week. She carefully followed the advice she had been given on preparing the content of the speech. She analyzed her listeners carefully and selected a topic that she knew would have some value for them. She formulated a specific purpose and set about finding the materials that would enable her to achieve her purpose. After she had gathered her materials, she crafted them into a well-organized, understandable, and interesting message. She presented her speech as scheduled. Much to her dismay, in spite of all her preparation, her audience 121

Unit 7: Making Presentations – Getting Started 122 did not respond with either interest or enthusiasm. One listener remarked, “Padmini, you didn’t seem to be interested in what you were saying. I had a hard time forcing myself to listen.” Unfortunately, such cases are all too common. Many worthwhile ideas go unheeded because they are not properly presented, and countless other ideas are misinterpreted because of misleading cues in the speaker’s non- verbal behavior. Communication may be imperfect when the non-verbal elements do not match the verbal elements -- the sender’s words tell you one thing while the sound of his voice and his actions tell you something else. Which set of elements are you going to believe? The non-verbal elements of communication behavior can convey numerous meanings to the audience. For example, the speaker’s attitude towards others may be inferred from his/her movements toward or away from them or by other actions that seem symbolically to express intimacy, submission-dominance, and the like. The attitude towards one’s verbal message is suggested by the presence of non-verbal cues that either support or belie the verbalization. Moreover, an individual’s attitude toward himself or herself is often expressed through non-verbal behavior. Self- confidence, or the lack of it, is frequently evident in a person’s body language. As already known, general appearance, movements, facial expressions, and the spatial relationships with the audience affect their reaction to a speaker’s verbal message. In addition, the speaker’s voice modulation, voice emphasis, tone, variety, volume, pitch, rate, distinctness, and pronunciation convey some aspects about the speaker and his/her message apart from the words he/she uses to convey the message. Speakers who want to be effective, have to ensure that the verbal and non- verbal elements of the presentation are aligned to convey the same message and thus support each other. However, how can the speaker ensure this alignment? One way, of course, is by reading about them. By gaining an awareness of the role each non-verbal element plays in influencing listener reaction to the verbal message, communicators learn how to make constructive use of these elements and avoid placing barriers in the path to communication effectiveness.

Block 1: Non-Verbal, Oral, and Group Communications 123 Another way for a speaker to assess and improve non-verbal behavior is to practice in front of an audience of friends. He/she should ask them to comment freely on his/her speech delivery. The audience can use a checklist to assess the quality of his/her non-verbal behavior. Winston Churchill, whose speeches boosted the morale of the British during World War II, practiced many times before his wife. He even rehearsed the speeches that he read from a manuscript (for radio broadcast) so that the sound quality would convey the correct emphasis and mood.

Check Your Progress - 4 9. You are delivering your first presentation on your job. Everyone in the room is listening silently without revealing their feelings. You feel discouraged because_____. a. There are no verbal and non-verbal cues b. No tea/coffee was served c. You were not properly dressed d. It was not a large gathering e. There were no monitorial incentives 10. You see your audience yawning and looking at the clock. This indicates that a. Your speech is boring_____. b. It is time to sleep c. Your speech is very interesting d. Your speech is enthusiastic e. Your speech is informative

Summary • Communication acts are generally initiated to accomplish a purpose or achieve goals. • In public speaking, the speaker communicates in order to elicit a response from the audience. • At public meetings, the speaker has a unique purpose. • Communication has three general purposes: informing, persuading, and entertaining. • The immediate reaction that the speaker seeks must be formulated into a specific purpose.

Unit 7: Making Presentations – Getting Started 124 • The speaker can speak from a manuscript, from memory, or choose between impromptu or extemporaneous modes of delivery for effective communication. • Audience analysis helps the speaker in customizing the material to suit the needs of the audience. • Non-verbal communication plays an important role in communicating verbal messages.

Glossary Audience Analysis: Audience analysis means finding out all possible and relevant information about the audience Entertaining Speeches: these speeches are made to stimulate a pleasurable response, whether humorous or dramatic. Informative Speeches: These are made to increase the receiver's knowledge and understanding of a subject. Persuasive Speeches: The major function of the persuasive speech is to induce the audience to think, feel, or act in a manner that the speaker wants them to. It may induce the listeners to shun their old beliefs, frame new opinions, or strengthen their pre-existing beliefs.

Self-Assessment Test 1. Communication acts are initiated because an individual seeks to accomplish a purpose or goal. What are the different general speech purposes in public speaking? 2. Effective communicators prepare specifically for each particular occasion. During preparation, they analyze the type of delivery that is best suited to the type of audience, subject, and occasion. What are the different methods of speaking that can be used in public speaking? 3. The extent of similarity among the members of the audience helps the speaker to predict possible audience responses. What are the various aspects about the listeners that help in the identification of similarities in the audience?

Suggested Readings / Reference Material 1. Adler, Ronald B. and Jeanne Marquardt Elmhorst. Communicating at work. 12th ed. McGraw-Hill, 2019 2. Bovee Courtland & Thill John, Business Communication Today, 14th Edition. Pearson, 2017

Block 1: Non-Verbal, Oral, and Group Communications 125

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4. Courtland L. Bovee, John V. Thill, Roshan Lal Raina (2018) Business Communication Today | Fourteenth Edition | Pearson Paperback – 12 July 2018
5. Donna Gerson and David Gerson, The modern rules of business etiquette, Chicago, USA, 2015
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9. Reddy, C.R. Business Communication Paperback, Dreamtech Press, 2019
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Answers to Check Your Progress Questions

1. (b) Predominantly persuasive. The speech should be predominantly persuasive since the topic is expressing a point of view.
2. (a) Increase the receiver's knowledge and understanding of the subject. The basic purpose of informative communication is the transfer of knowledge and understanding from the speaker to the listener. Informative speeches thus aim at enhancing the listener's understanding of the subject.
3. (a) The gourmet food served in the college mess. The food served in a college mess is generally not very tasty and students often crack jokes about its quality, taste and quantity. Therefore, the topic lends itself to humorous treatment.
4. (c) The middle course. It is called the middle course because it involves a combination of all the other styles of delivery. The speaker prepares and uses notes, relies a bit on memory and delivers the speech in an impromptu and conversational style.

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5. (b) Memory. The details clearly show that the speaker was relying on his memory to make the speech. This is very unwise and generally not desirable as it can lead to embarrassing situations as the one explained in the example.
6. (a) Impromptu speech. It is an example of an impromptu speech as the speaker had not prepared for it, nor does he have any reference.
7. (c) Tactfully add that the expertise of the elders is essential to guide the youth. Anyone can commit a mistake. While in front of the audience, it is important to understand their requirements and speak accordingly. Since a mistake has been made, the best way to cover it up is by using tact and saying that though young blood is necessary, the guidance of the experienced is equally essential.
8. (a) Rapport. Analyzing the audience and trying to understand their tastes and requirements helps the speaker to cater to them. This helps him/her to build a rapport with the audience.
9. (a) There are no verbal and non-verbal cues. A speaker is encouraged by positive verbal and non-verbal cues from the audience. In their absence, the speaker feels discouraged. A first-timer might feel, in fact, quite nervous too.
10. (a) Your speech is boring. When someone looks at the clock repeatedly or yawns, it is an indication that the individual is getting bored and wants to do something else rather than listening to the speech.

Unit 8 Organizing and Presenting the Speech Structure

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Need for Organizing
- 8.4 The Core Statement
- 8.5 Methods of Organizing Speech
- 8.6 Supporting Your Ideas
- 8.7 Visual Aids
- 8.8 After the Presentation
- 8.9

Summary

- 8.10 Glossary
- 8.11 Self-Assessment Test
- 8.12 Suggested Readings/Reference Material
- 8.13 Answers to Check Your Progress Questions

8.1 Introduction The previous unit discussed the types of

speeches – informative, persuasive and entertaining. It also explained the general and specific purposes of speech, the methods of speaking and analyzing the audience and the non-verbal dimensions of presentations. This unit is about organizing and presenting the speech. Organizing the contents of a presentation is helpful to both the speaker and the listeners, and it makes the presentation more effective. It enables to combine ideas in a variety of ways and thus determine the sequence that is best fitted to their audience and helps accomplish the purpose. Clear organization also helps to retain ideas with greater ease. A well-organized presentation also benefits the listeners, as it facilitates understanding and keeps the listener active. It also increases the effectiveness of the presentation and has a greater impact on the listeners. This unit will introduce the methods of organizing presentations and explain how organized presentations are more effective, and have a greater impact on the listeners.

Unit 8: Organizing and Presenting the Speech 123 8.2

100%

MATCHING BLOCK 31/31

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Objectives After studying this unit, you will be able to: •

Explain

the benefits of

organizing a speech for accomplishing the purpose of speech • Assess the importance of a core statement to inform, persuade, or entertain the audience • Identify the method of organizing speeches for listeners' understanding and clarity • Select the forms of support in a presentation for clarifying and asserting the fundamental points • Discuss the role of visual aids in presentation as a tool for retaining the messages

8.3 Need for Organizing The process of organizing a presentation benefits speakers in several ways. It enables them to combine ideas in a variety of ways and thus determine the sequence that is best fitted to their audience and to the accomplishment of their purpose. Clear organization also helps them to retain ideas with greater ease. Finally, ideas that are well organized have an added credibility attached to them and this benefits the speakers. A presentation that is well organized also benefits listeners, who must understand a message the moment they encounter it. Proper organization facilitates this and keeps the listener active. Organizational clarity increases the effectiveness of the presentation and has a greater impact on the listeners. While a message can be organized in many ways, it is commonly organized around the core statement. In such an organization, a core statement representing the central idea of the message is formulated. The main points are then added to supplement it. If required, sub-points are used to substantiate the main points in such an organization. While organizing a presentation, it can be structured into -- the introduction, the body, and the close.

8.4 The Core Statement The simplest form of speech has essentially two ingredients: (1) a statement or point that requires clarification, amplification, or proof and (2) the materials that clarify, amplify, or prove the statement. The most general statement of the speech is called the "core statement"; the less

Block 1: Non-Verbal, Oral, and Group Communications general statements are called the “main points”; and the least general ones are called “sub-points.” The core statement is called the subject sentence, the theme sentence, the thesis, or the proposition. It signifies that element which gives unity to everything in the speech. In addition, the purpose of the speech is to convey the core statement to the audience to inform, persuade, or entertain them, as the case may be. The main benefit of formulating the core statement at the outset of the organizational process is that it will provide an immediate test of the relevance of any material that is introduced in the speech. One of the essential functions of the core statement is to prevent the introduction of irrelevant and confusing speech materials. A core statement thus ensures the unity of the speech. Check Your Progress - 1

1. Organizing a speech does not involve_____. a. Telling the audience what you are going to tell them b. Telling the audience what you want to tell them c. Telling the audience what you told them d. Telling the audience what you forgot to tell them e. Ensuring unity of speech
2. The most general statement of a speech is called the_____. a. Concluding point b. Sub points c. Core statement d. Main point e. Introduction

8.5 Methods of Organizing Speech The various main points and sub-points of the presentation that clarify, amplify, or prove the core statement have to be organized systematically so that the listener can understand them easily. Let us discuss the most commonly used organizational patterns in informative and persuasive speeches.

Organizing the Speech to Inform The systematic arrangement of material is crucial in informative speaking, if the listener is to retain the information presented. 128

Unit 8: Organizing and Presenting the Speech 129 The Introduction The selection of a method for beginning a speech is determined by the topic, audience interest, audience knowledge level, speaking time available, and the speaking occasion. When the listeners are not vitally concerned with the topic, a rhetorical question, startling statement, or unusual illustration could help spark their interest. In all communication situations, it is to the speaker’s advantage if he/she can stimulate a desire on the part of the audience to want to listen to the presentation.

The Body To maintain the attention of the listeners, the speaker should organize the body of the speech into meaningful groupings that are arranged in a logical pattern.

- Chronological pattern. The chronological or time pattern has the greatest value in explanations of processes, in the presentation of historical events, and in relating personal experiences.
- Spatial pattern. Use of the spatial order is especially effective in speeches describing a scene, a location, or a geographical distribution.
- Causal order. In using the causal order, the speaker might talk about the causes of certain effects, or talk about the effects resulting from various causes.
- Topical pattern. The topical pattern is the most frequently used of all patterns. This arrangement sets out several facts of a topic that are obviously related and consistent with the subject of the speech.

Activity 8.1 You are required to make a presentation on the “History of Air Travel.” Identify the purpose of the speech. Which pattern of organization would you follow for making the presentation? Answer:

Block 1: Non-Verbal, Oral, and Group Communications 130 The Conclusion Restating the main message and summarizing the main points is a useful technique since it helps the listeners to retain the speech for longer periods.

Organizing the Persuasive Speech In the persuasive speech, it is advisable for the speaker to refrain from making assertions in the early stages as this may generate suspicion and hostility. A spirit of inquiry is much less likely to erect barriers. The conclusion should place the audience in the state of mind most conducive to the accomplishment of the speaker's purpose. The Problem-Solution Order: This pattern is based upon a tripartite division of the body of the speech. After an introduction designed to gain attention and orient the listener, the speaker moves into the body of the speech where (1) the problem area is presented, (2) the solution to the problem is presented, and (3) the solution is defended. The speech concludes with a call for appropriate belief or action. The Motivated Sequence: The strategy consists of five steps to be taken in the order: Attention, Need, Satisfaction, Visualization, and Action. Deductive and inductive structures: If the subject of the speech does not involve problem solving, then a deductive or inductive structure can be followed. In the deductive structure, the proposal is stated first and then arguments that support the proposal are presented. In the inductive pattern, the arguments are presented first in a way that leads to the proposition. It has to be remembered that the speaker is communicating with an audience and that he/she should cater to their needs. For this, a speaker has to: 1. Get the audience attention and arouse their interest. 2. Organize the material conveniently. 3. Enable them to follow the organization easily. 4. Speak clearly and let them know when he/she is shifting from one point to another. 5. Always show how the information or solution will help them. 6. Motivate them to action by showing how this action will benefit them.

Unit 8: Organizing and Presenting the Speech 131 What is the Temperament of the Listeners? Following are types of audiences as envisaged by Herbert Simon: • Find your target audience viewpoints in relation to your topic • Herbert Simon's four types of possible audiences Type One: • Antagonistic onlookers Strategies: • emphasize common grounds with your audience • Speak on opposing views • Don't expect major conversion in attitudes • Reason inductively • Start with proof, leaving conclusion until last, consider the repudiation pattern Type Two: • Precarious and opposed hearers Strategies: • Present strong opinions and audience substantiation • State opposing views, perhaps by using the refutation pattern Type Three: • Considerate listeners Strategies: • Use inspirational stories and emotive appeals to underpin constructive attitudes • Emphasize your commonality with listeners • Clearly tell audience what you want them to think Consider the description or storytelling pattern Type Four: • Costumed, less-educated, or apathetic audience Strategies: • Accent on bagging audience responsiveness • Lay emphasis on personal credibility and like-ability Accentuate the topics relevance to listeners

Block 1: Non-Verbal, Oral, and Group Communications 132 Check Your Progress - 2 3. In the deductive speech structure_____. a. The proposal is not stated at all b. The proposal is stated last c. The proposal is stated first d. The proposal is stated in the middle e. Only the proposal is stated 4. In the inductive speech pattern_____ a. The arguments are presented first b. The arguments are presented last c. The arguments are presented in the middle d. Only arguments are presented e. Arguments are not presented 8.6 Supporting Your Ideas Supporting material or evidence are essential parts of a presentation. Simply stating a point in a presentation does not necessarily make it believable. More often, listeners require that assertions be backed by proof. Let us consider some of the forms of support that are available when we find it necessary and beneficial to clarify and/or prove an important and fundamental assertion. • Illustration (example): An illustration is the narration of a happening or incident that amplifies, proves, or clarifies the point under consideration. It often aids the memory in that it makes the important features more noteworthy. • Statistics: Statistics are quantitative examples. Statistics are facts represented numerically and can be used to compare or show proportions to prove a point. • Expert testimony: The testimony of an authority is often the most important type of evidence a speaker can use. It is advisable to select experts whose opinion carries considerable weight with the audience. • Analogies: By using analogies, similarities can be pointed out with regard to people, ideas, experiences, projects, institutions, or data, and conclusions can be drawn based on those similarities.

Unit 8: Organizing and Presenting the Speech 133 • Anecdotes, fables, parables: In an anecdote, real-life characters are usually mentioned. However, in a fable, animal characters speak as if they were human beings. A parable is a fictitious story from which a moral or religious lesson may be drawn. Exhibit 8.1 illustrates the rule of never less, never more for organizing a speech. Exhibit 8.1: Never less, never more The never less, never more philosophy in management results in exceptional success. Important inputs to succeed include skill, training, effort, perseverance and experience. There are some rules for never less and never more philosophy. First step includes creating lower and upper limits for a given goal, where lower limit refers to never less and upper limit refers to never more. Never less facilitates and safeguards the process of accomplishing the tasks/goals. Never more or upper limit protects the energy of the person, motivates not to cross the limits, and enhances the strength to hit the target. Never less helps in being on the track and promises secure and steady progress. Never more on the other hand, helps in prevention of getting fatigue emotionally, mentally and physically. Thus, the two limits ensure maintaining a reasonable balance required to achieve the long term goals. This rule helps in organizing any speech Source: <https://www.inc.com/jeff-haden/why-most-successful-people-follow-rule-of-never-less-never-more.html?cid=sf01002> June 2021 Check Your Progress - 3 5. While commenting on aspects of the Indian economy, experts drew comparisons between the Indian economy and the economies of Argentina, Korea, etc. These experts are_____. a. Using analogies b. Referring to expert testimonies c. Using statistics d. Using anecdotes e. Using parables 6. I encourage my students to work harder by narrating the story of Rajneesh, an old student, who moved from an F to an A grade by dint of hard work. I am using _____ a. An anecdote b. A parable c. A fable

Block 1: Non-Verbal, Oral, and Group Communications 134 d. Analogy e. Statistics 7. The term expert testimony refers to the testimony of a/an_____. a. Authority b. Author c. Undertaker d. Listener e. Reader 8.7 Visual Aids Visual aids are a convenience for the speaker, who can use them as a tool for remembering the details of the message. Visual aids catch the attention of the audience and help them relate to the text or speech. Designing and Presenting Visual Aids Visual aids are of two types: text visuals and graphic visuals. Text visuals are used to summarize the message and project major shifts in the coming future. Graphic visuals help the audience to grasp numerical data easily and quickly. Paying attention to the speaker's words and the text matter simultaneously is difficult for the audience. The visuals help them to understand in a second or two. It should be cautioned that using too many visuals also does not serve the purpose. Normally presentations do use text visuals wherein the title and the major points are covered. Nowadays, most of the presenters use PPT slides containing text visuals and graphic visuals. A variety of graphic visuals can be used: line, pie, and bar charts; flow charts and organization charts; diagrams, maps, drawings and tables. Simple graphics should be used so that the audience can easily grasp them. Whenever visual aids are used, it should be ensured that the audience could understand quickly without any deviation from the main theme. To ensure that these objectives are met, the speakers should follow some guidelines. He/she should: • Ensure that the entire audience can see them • Allow them enough time to read the visuals before explaining the content

Unit 8: Organizing and Presenting the Speech 135 • Restrict each visual to explain one particular idea • Illustrate the core points • Paraphrase the text visuals without reading through the contents Selecting the Right Medium There is a variety of media to choose from to best suit the speaking occasion. They are: • Handouts. The speaker can distribute sheets of paper bearing an agenda, an outline of the program, an abstract, a written report, or supplementary material such as tables, charts, and graphs. Handouts help the listeners by reminding them about the subject and the main ideas of the presentation. However, handouts can also be distracting. This is because people are inclined to read the material rather than listen to the presentation. So many speakers distribute the handouts after the presentation. • Chalkboards and whiteboards. To draw out ideas from a small group of people, a board can be used and points listed as they are mentioned. Such boards provide flexibility because the entries can be altered on the spot. • Flip charts. Some speakers use diagrams or text written on large sheets of paper and flip them to explain the issues. This technique is effective in small, informal groups. • Overhead projectors: An overhead projector is used to project transparencies containing matter/diagrams onto a screen. Opaque projectors can be used to show a photograph or an excerpt from a report. • Slides. The content of the slides may be text, graphics, or pictures. They are commonly used for professional presentations. The speaker will have to coordinate the slide presentation with his/her speech. • Computers. With a special projector, a personal computer can be turned into a large-screen "intelligent chalkboard" that allows the speaker to create and modify visual aids as the presentation unfolds. Both animation and photos can be incorporated into the presentation using this technology. Computer presentations can also be mailed to potential customers (email or snail mail). • Videotapes, Audiotapes, Filmstrips, and Films. These can be used to illustrate major points and depict relevant situations or live examples in a presentation.

Block 1: Non-Verbal, Oral, and Group Communications 136 • Models and physical objects. A sample of a product or a replica made to exact scale allows the audience to visualize the idea being presented. Properly integrated visual aids can thus save time, create an interest, add variety, make an impression, and illustrate ideas and concepts that are difficult to express in words alone. Activity 8.2 You are the sales manager of a company and have to make a presentation on the performance of your team in the last quarter. What are the different kinds of media and visual aids that you will use for the presentation? Answer: Check Your Progress - 4 8. You are presenting a new model for an office building to your client. The best way of giving him an idea of the structure is by using_____. a. Slides b. Flipcharts c. Whiteboard d. A scaled down replica e. Handout 9. You are explaining a proposed incentive structure with the figures and calculations, to around 100 managers of your organization. The visual aid(s) that best helps you present the idea is_____. a. Chalk-board b. Physical objects c. Analogies d. Handouts and slides e. Analogies and physical objects 10. Flip charts are effective in small, _____ groups. a. Informal

Unit 8: Organizing and Presenting the Speech 137 b. Formal c. Executive d. large e. Secondary 8.8 After the Presentation An oral presentation is usually followed by a question-and-answer session. Questions from the audience indicate that people have listened to the speaker and they were interested in the presentation. The speaker can also ask a few questions to assess how much the audience has understood. At the end of the presentation, the speaker must thank the audience for their courtesy in listening to him/her. 8.9 Summary • Organizing a presentation allows the speaker to combine his/her ideas to suit the audience and achieve his/her purpose of speech. • Most presentations are organized into three parts -- introduction, body, and conclusion. • Supporting evidence is an essential part of a presentation that substantiates an assertion. • Visual aids are commonly used in presentations and increase the audience's ability to absorb and retain information. • Depending on the size of the audience, the speaker can choose the right medium to express ideas that cannot be expressed through words alone. • The speaker can conclude through a question and answer session for clarifications. 8.10 Glossary Causal Order: In this, the speaker might talk about the causes of certain effects, or talk of the effects resulting from various causes. Chronological Pattern: The chronological or time pattern has the greatest value in explanations of processes, in the presentation of historical events, and in relating personal experiences. Core Statement: The most general statement of the speech is called the core statement.

Block 1: Non-Verbal, Oral, and Group Communications 138 Spatial Pattern: Use of the spatial order is especially effective in speeches describing a scene, location or geographical distribution. Topical Pattern: This arrangement sets out several facts of a topic that are obviously related and consistent with the subject of the speech. 8.11 Self-Assessment Test 1. The points in a presentation have to be organized systematically so that they are easily understood by listeners. What are the different ways of organizing speeches? 2. Merely stating an assertion does not make it believable. It has to be substantiated by facts that serve as proof. What are the different forms of support that can be used to clarify or prove assertions? 3. Visual aids dramatically increase the audience's ability to absorb and retain information. What are the different visual aids that can be used to supplement speeches and presentations? 8.12 Suggested Readings / Reference Material 1. Adler, Ronald B. and Jeanne Marquardt Elmhurst. *Communicating at work*. 12th ed. McGraw-Hill, 2019 2. Bovee Courtland & Thill John, *Business Communication Today*, 14th Edition. Pearson, 2017 3. Clappitt, Phillip. *Communicating for Managerial, Effectiveness*, SAGE Publications, 6e, 2017 4. Courtland L. Bovee, John V. Thill, Roshan Lal Raina (2018) *Business Communication Today | Fourteenth Edition | Pearson Paperback* – 12 July 2018 5. Donna Gerson and David Gerson, *The modern rules of business etiquette*, Chicago, USA, 2015 6. Griffin, Ricky W. and Michael W. Pustay. *International, Business: A Managerial Perspective*. 9rd ed. Person, 2020 7. Jeff Butterfield, *Soft Skills for Everyone*, 2nd edition, Cengage, 2020 8. Lehman, Dufrene, Sinha –B.COM Cengage Learning – 2nd Edition: Cengage Learning India Private Limited, 2016 9. Reddy, C.R. *Business Communication Paperback*, Dreamtech Press, 2019 10. Sharma, R C, Krishna Mohan, Virendra Singh Nirban *Business Correspondence and Report Writing - A Practical Approach to Business and Technical Communication | 6th Edition Paperback*, McGraw, 2020

Unit 8: Organizing and Presenting the Speech 139 8.3 Answers to Check Your Progress Questions 1. (d) Telling the audience what

you forgot to tell them. Telling the audience of what you are going to tell them (agenda), telling them what you want to tell them (

core subject) and telling them what you have told them (summary/conclusion), all form the part of organizing a speech.

2. (c) Core statement. The most general statement of a speech is the core statement and the supporting statements are called the main points and the sub- points. 3. (b) Statistics. Statistics are supportive examples that are quantitative in

nature. None of the other terms fits the explanation. 4. (c) Fable. It is the example of a fable because it uses animal characters as examples to convey the message. 5. (a) Using analogies. The examples quoted or analogies are those

which talk about similarities and conclusions are drawn based on these similarities. 6. (a) An anecdote. It is an anecdote because it is the experience of a real-life character, your old student. 7. (a) Authority. Expert testimony refers to the

testimony of an authority on the subject. 8. (d) A scaled-down replica. Since a construction structure is three-dimensional, a two- dimensional view of it might not do justice to your idea. A three- dimensional scaled-down replica

of the structure would convey the idea effectively. 9. (d) Handouts and slides. Since there are around 100 managers, using a slide presentation would be the best idea. Supporting the slides with handouts would help in the easier and convenient analysis of the data and figures. 10. (a) Informal. This is a simple visual aid, which is effective in small, informal groups.

Business Communication & Soft Skills Course Structure Block 1: Non-Verbal, Oral, and Group Communications

Unit 1 Fundamentals of Communication Unit 2 Nonverbal Communication Unit 3 Listening Unit 4 Negotiations Unit 5 Interviewing Unit 6 Group Communication Unit 7 Making Presentations – Getting Started Unit 8 Organizing and Presenting the Speech

Block 2: Writing Business Letters, Resumes and Memos

Unit 9 Letter Writing: Writing about the Routine and the Pleasant Unit 10 Writing about the Unpleasant Unit 11 Writing to Persuade Unit 12 Communication for Employment – Resume Unit 13 Communication for Employment – Application Letter Unit 14 Writing Effective Memos

Block 3: Formatting Letters and Writing Business Reports

Unit 15 Structure and Layout of Letters Unit 16 The Framework of a Report Unit 17 Writing Business Proposals and Business Plans Unit 18 Writing the Report Unit 19 Managing Data and Using Graphics in Reports Unit 20 Review of Writing Skills Block 4: Managing the Self Unit 21 Tools for Professional Development Unit 22 Business Etiquette

Unit 23 Managerial Effectiveness – A Conceptual Framework Unit 24 Stress Management Unit 25 Creativity in Management Block 5: Managing People Unit 26 Emotional Intelligence in Management Unit 27 Interpersonal Skills Unit 28 Leadership and Change Management Skills Unit 29 Multi-Cultural Communication Skills

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Hit and source - focused comparison, Side by Side

Submitted text As student entered the text in the submitted document.

Matching text As the text appears in the source.

1/31	SUBMITTED TEXT	15 WORDS	76% MATCHING TEXT	15 WORDS
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W		https://egyankosh.ac.in/bitstream/123456789/72741/1/Block-1.pdf		

2/31	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
Objectives After studying this unit, you will be able to: •				
SA EFFECTIVE COMMUNICATION BBA III.pdf (D142297777)				

3/31	SUBMITTED TEXT	18 WORDS	62% MATCHING TEXT	18 WORDS
<p>Objectives After studying this unit, you will be able to: • Explain the importance of effective communication</p> <p>Objectives After studying this unit, you should be able to: • state the concept of business communication; •</p> <p>W https://egyankosh.ac.in/bitstream/123456789/72741/1/Block-1.pdf</p>				
4/31	SUBMITTED TEXT	18 WORDS	62% MATCHING TEXT	18 WORDS
<p>Objectives After studying this unit, you will be able to: • Explain the importance of effective communication</p> <p>SA Unit 2.doc (D98652129)</p>				
5/31	SUBMITTED TEXT	17 WORDS	58% MATCHING TEXT	17 WORDS
<p>communication. Non-verbal Communication Non-verbal communication is a primeval form of communication without the use of words.</p> <p>SA module 2- Q I - Types of Communication.docx (D15551724)</p>				
6/31	SUBMITTED TEXT	40 WORDS	38% MATCHING TEXT	40 WORDS
<p>are many barriers to effective communication. • These barriers can arise at the level of the sender, receiver, in the channel of communication, the medium or at the stage of message comprehension. • The barriers to effective communication</p> <p>SA Block 2 Complete_PP.docx (D112232986)</p>				

7/31	SUBMITTED TEXT	24 WORDS	70% MATCHING TEXT	24 WORDS
Unit 2 Non-verbal Communication Structure 2.1 Introduction 2.2 Objectives 2.3 Characteristics of Non-verbal Communication 2.4 Components of Non-verbal Communication 2.5 SA EFFECTIVE COMMUNICATION BBA III.pdf (D142297777)				
8/31	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<div> Roger Fisher, William Ury, and Bruce Patton in their seminal book on negotiating, Getting to Yes: Negotiating Agreement Without Giving In Roger Fisher, William Ury, and Bruce Patton in their seminal book on negotiating, Getting to Yes: Negotiating Agreement Without Giving In. </div> W https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/				
9/31	SUBMITTED TEXT	28 WORDS	98% MATCHING TEXT	28 WORDS
<div> as "back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed." 1 as a "back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed." </div> W https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/				
10/31	SUBMITTED TEXT	3 WORDS	100% MATCHING TEXT	3 WORDS
<div> https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/ https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/ </div> W https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/				

11/31	SUBMITTED TEXT	29 WORDS	35%	MATCHING TEXT	29 WORDS
<p>this unit, you should be able to: • Explain the concept of non-verbal communication for regulating the flow of information • List the various types of non-verbal communication</p> <p>SA Unit 2.doc (D98652129)</p>					
12/31	SUBMITTED TEXT	13 WORDS	100%	MATCHING TEXT	13 WORDS
<p>Objectives After studying this unit, you will be able to: •</p> <p>SA EFFECTIVE COMMUNICATION BBA III.pdf (D142297777)</p>					
13/31	SUBMITTED TEXT	12 WORDS	100%	MATCHING TEXT	12 WORDS
<p>Objectives After studying this unit, you will be able to: •</p> <p>SA EFFECTIVE COMMUNICATION BBA III.pdf (D142297777)</p>					
14/31	SUBMITTED TEXT	14 WORDS	87%	MATCHING TEXT	14 WORDS
<p>Objectives After studying this unit, you will be able to: • List the</p> <p>SA CPOMMUNICATION SKILLS ENGLISH.pdf (D154932771)</p>					
15/31	SUBMITTED TEXT	12 WORDS	100%	MATCHING TEXT	12 WORDS
<p>Objectives After studying this unit, you will be able to: •</p> <p>SA EFFECTIVE COMMUNICATION BBA III.pdf (D142297777)</p>					

16/31	SUBMITTED TEXT	46 WORDS	100% MATCHING TEXT	46 WORDS
<p>Reflective thinking is most important in prompting learning during complex problem-solving situations because it provides students with an opportunity to step back and think about how they actually solve problems and how a particular set of problem solving strategies is appropriated for achieving their goal.</p>		<p>reflective thinking is most important in prompting learning during complex problem-solving situations because it provides students with an opportunity to step back and think about how they actually solve problems and how a particular set of problem solving strategies is appropriated for achieving their goal.</p>		
<p>W http://www.hawaii.edu/intlrel/pols382/Reflective%20Thinking%20-%20UH/reflection.html</p>				

17/31	SUBMITTED TEXT	21 WORDS	50% MATCHING TEXT	21 WORDS
<p>It is an important tool for brainstorming & creative problem- solving used by managers at all levels of the organizational hierarchy.</p>		<p>It is a great tool for brainstorming & creative problem-solving across all phases of an engagement & all levels of the organizational hierarchy.</p>		
<p>W https://thinkinsights.net/consulting/strawman-proposal-brainstorming-the-mckinsey-way/15</p>				

18/31	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>straw man refers to a human figure made of straw, such as a scarecrow.</p>		<p>straw man refers to a human figure made of straw, such as a scarecrow.</p>		
<p>W https://thinkinsights.net/consulting/strawman-proposal-brainstorming-the-mckinsey-way/15</p>				

19/31	SUBMITTED TEXT	2 WORDS	100% MATCHING TEXT	2 WORDS
<p>https://thinkinsights.net/consulting/strawman-proposal-brainstorming-the-mckinsey-way/15</p>		<p>https://thinkinsights.net/consulting/strawman-proposal-brainstorming-the-mckinsey-way/ . "</p>		
<p>W https://thinkinsights.net/consulting/strawman-proposal-brainstorming-the-mckinsey-way/15</p>				

20/31	SUBMITTED TEXT	14 WORDS	87% MATCHING TEXT	14 WORDS
<p>Objectives After studying this unit, you will be able to: • List the</p> <p>SA CPOMMUNICATION SKILLS ENGLISH.pdf (D154932771)</p>				
21/31	SUBMITTED TEXT	21 WORDS	92% MATCHING TEXT	21 WORDS
<p>Effective Meetings How well the members of a group communicate with each other determines how successful a meeting will be.</p> <p>SA Managerial Communication 2.docx (D114477897)</p>				
22/31	SUBMITTED TEXT	23 WORDS	95% MATCHING TEXT	23 WORDS
<p>be informed about recent developments. The convener passes on the information to the group and does most of the talking. Such meetings</p> <p>SA Managerial Communication 2.docx (D114477897)</p>				
23/31	SUBMITTED TEXT	52 WORDS	87% MATCHING TEXT	52 WORDS
<p>offer scope for two-way communication, which enables the convener to get feedback from the group. Problem- solving meetings: Problem-solving meetings are attended by fewer people – those who are concerned with the problem at hand. Only those people who can make a difference to the current situation participate in such meetings.</p> <p>SA Managerial Communication 2.docx (D114477897)</p>				

24/31	SUBMITTED TEXT	23 WORDS	70% MATCHING TEXT	23 WORDS
<p>persuade its employees to accept the new home loan scheme, the convener must explain to the employees the benefits of the new</p> <p>SA Managerial Communication 2.docx (D114477897)</p>				
25/31	SUBMITTED TEXT	33 WORDS	85% MATCHING TEXT	33 WORDS
<p>The convener must be able to anticipate the objections and the types of questions that could be raised during the meeting. All these issues must be carefully considered during the planning process.</p> <p>SA Managerial Communication 2.docx (D114477897)</p>				
26/31	SUBMITTED TEXT	18 WORDS	91% MATCHING TEXT	18 WORDS
<p>The participants are decided by the nature of the meeting. A large number of people are invited</p> <p>SA Managerial Communication 2.docx (D114477897)</p>				
27/31	SUBMITTED TEXT	17 WORDS	87% MATCHING TEXT	17 WORDS
<p>the meeting The location of a meeting is usually decided by custom or availability of space.</p> <p>SA Managerial Communication 2.docx (D114477897)</p>				

28/31	SUBMITTED TEXT	15 WORDS	100%	MATCHING TEXT	15 WORDS
<p>The seating arrangements can also have a bearing on the results of a meeting.</p> <p>SA Managerial Communication 2.docx (D114477897)</p>					
29/31	SUBMITTED TEXT	43 WORDS	56%	MATCHING TEXT	43 WORDS
<p>the timing of the meeting. Scheduling the meeting The timing of meetings is important to ensure good participation and the involvement of the members. In deciding when the meeting should be held, the convener should consider the schedules of the participants.</p> <p>SA Managerial Communication 2.docx (D114477897)</p>					
30/31	SUBMITTED TEXT	12 WORDS	100%	MATCHING TEXT	12 WORDS
<p>Objectives After studying this unit, you will be able to: •</p> <p>SA EFFECTIVE COMMUNICATION BBA III.pdf (D142297777)</p>					
31/31	SUBMITTED TEXT	12 WORDS	100%	MATCHING TEXT	12 WORDS
<p>Objectives After studying this unit, you will be able to: •</p> <p>SA EFFECTIVE COMMUNICATION BBA III.pdf (D142297777)</p>					