

**COURSE FOR SOFT SKILLS**

(Branches: - As Applicable)

(2 CREDIT: - 30 hours)

**Maximum Exposure has to be given on Practical Oriented**

The syllabi should consist of practical and the theoretical aspects as well. For every component there shall be the practical and theoretical contents as well.

	<b>PRACTICAL</b>	<b>THEORY</b>	<b>Duration in hours</b>
	<p><b>Development of Proficiency in English :</b></p> <ul style="list-style-type: none"> <li>• Practice on Oral and spoken communication skill &amp; testing – voice &amp; accent, voice clarity, voice modulation &amp; intonation, word stress etc.</li> <li>• Feedback and questioning Technique</li> <li>• Objectiveness in Argument</li> <li>• Development etiquettes and manners</li> <li>• Study of different pictorial expression of non-verbal communication and its analysis</li> <li>• Film presentation (Hollywood movies or English Serials)(05 Hrs)</li> </ul>	<p><b>Concepts of effective communication</b></p> <ul style="list-style-type: none"> <li>• Components of effective communication</li> <li>• Communication process and handling them</li> <li>• KISS (Keep it short and sweet) in communication – Composing effective messages.</li> <li>• Non – Verbal Communication: its importance and nuances: Facial Expression, Posture, Gesture, Eye contact, appearance (dress code). (04Hrs)</li> </ul>	9
	<p><b>Written Communication Skill Practice for:</b></p> <ul style="list-style-type: none"> <li>• Correction of errors</li> <li>• Making of Sentences</li> <li>• Paragraph Writing</li> <li>• Leave Application and simple letter writing(4 Hrs)</li> </ul>	<p><b>Grammatical use:</b></p> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Meaning &amp; opposites</li> <li>• Real Life conversations</li> <li>• Vocabulary building (2 Hrs)</li> </ul>	6
	<p><b>Presentation Skill practice</b></p> <ul style="list-style-type: none"> <li>• Preparing in presentation</li> <li>• Delivery of presentation (4 Hrs)</li> </ul>	<p><b>Concept of 4 method for presentation</b></p> <ul style="list-style-type: none"> <li>• Preparation &amp; introduction</li> <li>• Presentation</li> </ul>	6

		<ul style="list-style-type: none"> <li>• Evaluation / feedback</li> <li>• Summarization / Conclusion(2 Hrs)</li> </ul>	
	<p><b>Team Building / Coordination Skills</b></p> <ul style="list-style-type: none"> <li>• Team Building Practices through group exercises , team task / role play</li> <li>• Ability to mixing &amp; accommodation</li> <li>• Ability to work together (4 Hrs)</li> </ul>	<p><b>Concept of</b></p> <ul style="list-style-type: none"> <li>• Group</li> <li>• Group Dynamics</li> <li>• Team building (2 Hrs)</li> </ul>	6
	<p><b>Organizational Skills</b></p> <ul style="list-style-type: none"> <li>• Time Management Practices through exercise.</li> <li>• Exercise of different Time management Techniques (2 Hrs)</li> </ul>	<p><b>Organizational Skills</b></p> <ul style="list-style-type: none"> <li>• Time Management – Definition, Need, Principles, advantages and Disadvantages, Time Management techniques.</li> <li>• Goal Setting- Concept of goal-setting, Importance of goals, SMART (Specific, Measurable, Achievable, Realistic, Time-bound) goals, Do's and Don'ts about goals. (1 Hrs)</li> </ul>	3

**References:-**

- 1) "Effective Communication for Colleges", by Clarice Penne baker Brantley , Michele Goulet Miller, 11<sup>th</sup> edition, Cengage Learning Publication.
- 2) "Common Mistakes at Proficiency and How to Avoid them", by Julie Moore, Cambridge University Press Publication
- 3) "Written Communications That Inform and Influence", by Harvard Business School Publishing, Perseus Distribution Services Publication.
- 4) "How to Run Seminars & Workshops: Presentation Skills for Consultants, Trainers and Teachers" by Robert L. Jolles, 3<sup>rd</sup> Edition, Wiley Publication.
- 5) "Developing Management Skills" by David A. Whetten, Kim S. Cameron, 8<sup>th</sup> edition, Prentice Hall Publication.

safe and we must work consistently towards our goal of a cleaner environment.

Think of a product you want to promote in the market. It could be a detergent, an electronic item or a health drink. Prepare a presentation consisting of five charts or slides and make it in class.

**Product :**

- Slide 1** : Aloe vera Health Drink ( Name the product and give a picture of it and design a logo)
- Slide 2** : Advantages of drinking this juice. Example : It is good for the skin and stomach.
- Slide 3** : Pricing or Cost of the product: It is cheaper than the ones available in the market.
- Slide 4** : Choosing a brand ambassador for the product which the customers will be attracted to. Example : Film Actress, Madhuri Dixit is the brand ambassador of Maggi Noodles.
- Slide 5** : Choosing the target customers. Example : Health drink Bournvita is for school children. To make this juice for school children or young women who are conscious of having clear skin and to remain thin.

### ❖ Paragraph Writing ❖

For developing the skill of paragraph writing, we have to develop the skill of organizing our thoughts on a subject, connecting them, ordering them, and expressing them in a short, coherent paragraphs. Paragraphs describe, narrate, discuss or present an argument. The best paragraphs are never too long. A good paragraph has a unity of theme, i.e. it is built around a single idea. A paragraph usually has a topic sentence, which is the most general statement in the paragraph. It includes in its scope all the other specific statements made about it. The topic sentence can be placed at the beginning or at the end of the paragraph.

**Following are the steps for writing good paragraphs :**

- Think about the topic.
- Gather facts about the topic.
- Put down five or ten ideas on the topic.
- Drop irrelevant points.
- Arrange the points in a chronological, sequential and logical order.

- Ⓒ Tailor your message to suit your audience. For instance, if your audience is unfamiliar with your topic, you might have to provide background information or simplify concepts with examples.
- Ⓒ Use words that are easy to understand. Unusual or difficult vocabulary may put a strain on your listener and there are chances that your message will be lost. And of course, make sure that you know the meaning of the words you use. It is also best to keep the structure of your sentences simple. Complicated sentence patterns may confuse your listener and if you are not careful, you may end up in a tangle yourself.
- Ⓒ Cover all the necessary points you want to make but try to minimise the length of your message. Avoid unnecessary details and explanations. The receiver may lose interest if your speech or letter is too long.
- Ⓒ Use appropriate examples when you speak, especially if your topic is a difficult one. Examples make it easier for a listener to understand abstract ideas.
- Ⓒ If it is an important meeting, such as an interview or a formal presentation, organise your thoughts and ideas the day before. Write down what you want the other person to know about so that you remember to bring it into the conversation.
- Ⓒ Make sure that your listener is taking in what you say. Pause from time to time. It gives your listeners some time to think about what you said and grasp the meaning fully or ask you about something they did not understand. Pauses are good for you too because you get a chance to catch your breath and think about what you want to say next. This is when you can take stock and see whether people are actually listening to you. A quick glance around can help you decide whether to carry on talking as you were doing before or change your strategy. If people are getting tired, you might want to change the topic or finish up your speech earlier than you had planned.
- Ⓒ Be conscious of the tone you use. If you are displeased you can convey your message firmly but without anger or sarcasm. Shouting will only humiliate a person, who in turn will become angry and defensive. In the process, the message you wanted to communicate will be lost. If you are making a speech, use a tone of voice that expresses enthusiasm for the topic you have chosen. You know what a dull and monotonous style of speaking does to you.
- Ⓒ When you speak you want to know if your ideas were properly understood. So ask your listeners if they have questions. Punctuate your conversation or speech with questions or comments which encourage responses from your listener. This will help you to clarify misunderstandings. Here are a few examples which will at least get a few nods from your audience.

Isn't that so?

Right?

We all know what that means, don't we?

You know what I mean.

As a speaker you must also look out for non-verbal cues that could tell you how the listener has taken your message. Is the listener happy with what you said? Or is he angry and unhappy?

- ☉ Respond to feedback constructively if you want to keep the communication channels open and also gain from the interaction.

When you are the receiver of a message:

- ☉ Just as there is more to speaking than uttering a string of words, there is more to listening than just hearing words. To be an effective communicator, it is important to be an active listener. If you listen actively you can respond appropriately to your audience and make sure that your message is clearly understood. Here are some ways in which you can be an active listener.
- ☉ Focus on the thoughts, ideas and feelings of the person who is speaking rather than thinking about what you want to say. Give a person a fair hearing instead of turning every conversation into a debate, where you talk to win. Communication is not about winning. It is about understanding one another.
- ☉ Give the person a chance to speak without interruption. It is very likely that the person will clarify any misunderstandings if he is allowed to finish talking. If you keep interrupting, the person may get defensive and angry or become afraid and remain silent.
- ☉ Listen with an open mind. If you make judgments while the person is speaking, it prevents you from listening to another point of view. After all you cannot be right all the time. In fact, effective communication allows you to modify your thinking if the situation requires it, so that you can solve problems in a more efficient way.
- ☉ Give honest and constructive feedback. But do this in a sensitive way. Instead of finding fault with a person's efforts, it is more useful to give concrete suggestions on how to improve something. Negative comments can make a person defensive or angry and unable to take your remarks objectively.
- ☉ Make eye contact with the person speaking. This not only focuses your attention on what is being said but also makes you aware of the person's body language. Non-verbal cues help you get a deeper understanding of the intent of the speaker. Eye contact also shows the speaker that you are interested in what he has to say and this will encourage him or her to open up and speak more freely.
- ☉ Another way to encourage the speaker is to respond by nodding your head or making small verbal sounds. This tells the speaker that you are interested in, and understand the problem that is being discussed.
- ☉ Ask questions, or rephrase what the speaker said, to clarify your understanding.

### Exercises

1. Form groups of six. Choose any one of the topics below and have a group discussion on it. The other groups can observe yours. At the end of the discussion, the class must

- c Sometimes even silence can be used effectively to convey a message for example, when the audience is making a lot of noise, and you want them to realise it and stop.

### Appearance

Finally, how we look tells the people we are speaking to a lot about our backgrounds and attitudes, particularly if they are people who do not know us. Our style of dressing, which consists of choice of clothes, colour and hairstyle, is a means of nonverbal communication that contributes in a small but important way to our success as communicators. This is because personal appearance influences the attitudes and opinions of our audience towards us and causes them to form impressions about our capability. Further, knowing that we look neat and well dressed gives us a lot of self-confidence when we face an audience, however small.

Here are some general tips on personal appearance. You may find these useful, but remember that dressing appropriately for an interview, a meeting, a presentation or simply for work or for social occasions is really a matter of using your common sense and judgement.

- c Dress in clean, ironed clothes that are neither very formal (e.g. a three-piece suit) nor casual (e.g. jeans or T-shirt). To be sure that you are well dressed, do not wear clothes not appropriate for work.
- c Make sure your hair is neatly combed and that your nails are clean.
- c Using make-up and strong perfumes is distracting, and more importantly, inappropriate for work situations.

### Exercises

1. State whether communication in each of the following situations would be formal or informal.
  - a an announcement at a railway station
  - b a senate meeting
  - c a reality show on television
  - d a panel discussion on global recession
  - e a college's old students meet
2. Imagine that you have been asked to attend an interview for the position of a customer service representative in a bank. List six ways in which you will prepare for the nonverbal part of your interaction at the interview.
3. Identify the message that each of the nonverbal signals below conveys. You can choose an appropriate answer from the options in brackets.
  - a open hands (asking a question/expressing desire to share views)
  - b crossed legs (a defensive attitude/relaxed state)
  - c tilting of head (exhaustion/interest)

- d. clenched hands (tension/self-confidence)  
 e. frown (annoyance/not attentive)  
 f. hands on the hips (aggressiveness/confidence)  
 g. restless hands (sign of energy/nervous)  
 h. hand covering mouth (thoughtful/hiding opinion, thoughts, etc.)

## Features and techniques of effective communication

It is sometimes difficult to communicate our thoughts and ideas. In fact, most of us have had the experience of being misunderstood at one time or another. Think of a situation when something you said was not understood correctly by the person you said it to. Why did the misunderstanding happen? This is not an unusual situation, and there could be many reasons why our communication is not effective. Maybe you did not say exactly what you wanted to say or your tone of voice was wrong or your eyes looked angry. By the time information travels from the sender to the receiver, there is bound to be some loss of meaning. But we can minimise this loss if we understand how to communicate effectively. Effective communication is a two-way process. It always involves a relationship—you send a message and someone receives it and responds. Thus, speaking, listening and responding are the three steps in the oral communication loop. The sender's message must be clear and well delivered, and the receiver must be an active listener who responds by giving the necessary feedback to the speaker to complete the communication process. This is something you must keep in mind in order to improve your communication skills. As you read in the previous section, a great deal of communication is non-verbal. Gestures, tone of voice and body language are some ways in which we communicate without words. We therefore need to be aware of how to use these aspects of communication in an effective manner.

The following guidelines are meant to help you be an effective communicator.

When you are the sender of a message:

- Make sure that you understand the message you want to convey and are clear in your own mind about what you want to say. If you have not understood your message well, you cannot communicate it properly. Unclear messages can cause all kinds of problems for the receiver.
- Speak clearly. If you mumble or swallow your last words, you cannot be sure that the other person has understood your message. It may convey the impression that you are unsure about what you want to say.
- Speak slowly. The person listening to you may not be able to take in all the words you are uttering.
- If you are going to make a presentation or a speech, study your topic thoroughly. You could also try to anticipate questions that might come up and prepare yourself with possible answers to them.

## Voice

Voice is also a non-verbal cue that affects communication. Learn to use your voice well if you want to be a good speaker. Some of the aspects that you must specially take care of when practising your speaking skills are: loudness, clarity, speed, intonation, tone and pitch. By varying the pitch (level of voice), tone (a quality in the speaker's voice that tells the listener about his/her feelings and attitudes for example, satisfaction) or loudness of your voice, you can express a range of emotions and attitudes.

- ☉ Speak clearly so that you can be understood. People listening to you will find it difficult to understand you if you do not pronounce words clearly.
- ☉ When making a presentation or a speech before a group of people, be louder than you would in a one-to-one conversation. If your talk is in a big room and if there is no microphone, you must project, or throw, your voice so that it reaches every part of the room.
- ☉ Speak at a moderate speed, neither too slow nor too fast; the audience will understand you and will not get bored.
- ☉ Use the right intonation patterns (sound changes produced by the rise and fall of the voice to show that you are asking a question, stating a fact, etc). Many educated English speakers in India and other South Asian countries do not do this because intonation is not a feature of languages in the region. However, learn and practise at least the two basic patterns so that you will be better understood if your audience includes people from non-South Asian countries. These patterns are as follows. The voice falls from a high to a low level towards the end of a statement (e.g. I'm giving a presentation today) or a question beginning with the words 'what', 'where', 'when', 'which', 'why' and 'how', asking for information (e.g. Who is giving a presentation today?). The voice rises from a low to a high level in questions that need a yes-no answer (e.g. Are you giving a presentation today?).
- ☉ Find out how to stress (or say a syllable or a word with force) the words you will be using in your presentation or speech and practise saying them. Again, stressing words incorrectly may not really affect understanding among people of the region, whose languages stress all the syllables in a word uniformly. But there are some words in English that differ only in how they are stressed: for example, 'pro.test (noun) and pro.'test (verb). You must, however, learn to use stress in sentences to emphasise what you want:

The *company* is confident about the product. (even if the buyers are not)

The company is *confident* about the product. (not unsure)

The company is confident about the *product*. (not the sales, perhaps)

- ☉ Maintain a neutral, friendly tone even when you are disagreeing with someone or being criticised.
- ☉ Pause where you think it is necessary for you to give the audience time to consider a point you made or to emphasise an important one.



This informal mode of sharing information, opinions and experiences does not follow the usual channels and hence is faster. Grapevine communication, unlike the formal channels, is not written down, or documented, in letters, memos or news bulletins and, therefore, changes and gets interpreted differently as it spreads. Thus, the form of communication has elements of rumour as well as truth. However, employees enjoy being part of this network because it gives them both an opportunity to express their views and feelings without restraint and a sense of belonging to a supportive group.

Managements are aware that this form of communication exists in their organisations, but do not make an effort to stop it from functioning mainly because of two reasons. First, they see it as an expression of people's anxieties and their natural curiosity to know what is going on around them, which is both difficult and unfair to suppress. Secondly, they understand that the grapevine form of communication indirectly helps form close teams and thereby improve efficiency at work. Unless there is clear danger of harm to individuals or the company—in which case it will have to be controlled—the grapevine, which is a natural, normal activity, should not really be a cause for any concern. In fact, it is useful for senior employees to pay attention to the grapevine because it could sometimes give them useful feedback or an early warning of trouble. They should not fully depend on it at any time though because of the risk of receiving wrong signals or inaccurate information.

### Exercises

1. What is communication, and how is it important in our lives?
2. Explain briefly the roles played by the different forms of communication that exist at the work place. How much importance, in your opinion, should managements give to each of them?
3. Imagine that you work as a sales executive in a company that publishes school books. You are in a situation when you could help the company by sharing your observations or some information you have received with your senior colleagues. Which or how many forms of communication will you use to convey the feedback to your management?
4. Imagine that you have just been appointed as a lecturer in commerce. You have no experience of teaching and want to learn how to do your job well. Explain how horizontal communication can help you handle the situation.

## Communication types

### Formal and informal communication

Communication between two or more people or groups can be informal or formal. Informal communication is used among friends, family and people you know well.

In contrast, formal communication takes place in professional or business contexts among people who work together, especially at different levels in a hierarchy, among those who participate in a business deal or interact in formal social situations. Formal communication is also used among people who are strangers meeting for the first time or among those who may have met but who do not know one another well. Some examples of situations where informal communication takes place are a birthday party, a family dinner and a college canteen. Examples of situations where formal communication is called for are a job interview, a meeting of a company's board of directors and a dinner hosted by a university's vice-chancellor.

Both written and spoken forms of communication can be formal or informal. Thus, a letter you write to make a business enquiry would be formal while one that you write to your sister would be informal. Similarly, a first-time conversation with a delegate at an international conference would be formal, but a chat with a friend would be informal. The language used to communicate in formal and informal situations differ in many ways. Thus, the language of formal communication is always the standard variety, that which is used in newspapers and news broadcasts, with full forms of words (for example 'are not' instead of 'aren't') and complete sentences (for example 'It has been a bad year for the country. We have suffered a war, drought and a viral epidemic' instead of 'A bad year for the country—war, drought and a viral epidemic.' The words and phrases used in this form of communication are formal (for example 'signify' for 'mean' and 'inform us' for 'let us know'). The language of informal communication has shortened forms of words as well as slang expressions (very informal, sometimes offensive language such as 'buzz off' for 'go away', used especially by people who belong to a particular group, for example young people) and expressions typical of a particular region or variety of a language (for example, 'pure' in 'I'm pure tired today' means 'very/totally' in Scottish English), which are not used in newspapers and books.

## Verbal and nonverbal communication

All forms of communication that involve the use of language, both spoken and written, are verbal forms of communication. Although this is the form that is learned formally, in actual practice, there is a third kind of communication, which is nonverbal. Nonverbal, communication sometimes works alone and at other times accompanies verbal communication, particularly spoken, to support or supplement it. Nonverbal communication is the process of sending messages or expressing emotions or attitudes without using words and sentences. This form of communication consists of our appearance, body language and how we use our eyes and our voice. It differs sometimes from one culture to another, but it is largely universal in nature.

There are three main kinds of nonverbal communication that you should give attention to when speaking.

### Body language

Body language refers to the way we communicate through our facial expressions, gestures and movements, posture and eye contact. People you are speaking to—at an interview, meeting or presentation—will note your facial expressions and form their opinions about you. Look relaxed, calm and pleasant because this makes most people respond favorably to you and listen to what you are saying. If you are not careful, your facial expressions will show that you are tense, irritated or bored.

A gesture (pronounced /jes-chə/) is a movement of the hands, arms, head, etc., that expresses some meaning: e.g. nodding the head conveys agreement, shaking it disagreement, shrugging (or raising your shoulders and then lowering them) a lack of knowledge or interest. Fiddling with objects you are holding in your hands, for example pens or slides, distracts the audience and will take their attention away from what you are saying. Similarly, standing with your arms folded in front of your body will tell the people you are talking to that you are nervous or not confident about yourself.

Moving about too much is also something that disturbs people who you are talking to. If you are sitting down, for example when you are being interviewed or when you are making a very informal laptop presentation before a small group of colleagues you work with closely, do not fidget (or make continuous small movements, pronounced /fij-it/) in your chair, but sit back or lean forward slightly and move only as much as you would normally. Avoid sitting with crossed legs, which will send out negative signals; keep legs relaxed and a little apart, feet pointing towards the people you are talking to. Keep your hands loosely on your lap, on the armrests or by the equipment you are using. If you are making a presentation, avoid walking up and down because this will distract the audience. It is best to stand in one place except when you need to walk to the flip chart or write something on the whiteboard. When you are speaking, leave your hands by your sides, hold them lightly in front of you or rest one hand on the lectern, the projector by your side or do all these to avoid monotony for the audience.

Work continuously towards developing good posture (or the way in which you usually hold your back, neck and shoulders, or how you stand or sit, pronounced /pos-chə/) because it is not something that you can correct on the day of your interview, meeting or talk. Always sit and stand straight, with the head held high and the shoulders held back in line with your ears. However, take care that you hold yourself in a relaxed way so that you do not appear stiff, uncomfortable or tense.

You also need to maintain eye contact with the people who are listening to you, which means that you should look at your audience when speaking. Looking down continuously at your hands or at your script or notes will not help you build a rapport (an ability to communicate well with others, pronounced /rap-o/) with your audience. Unless you are answering someone's question, move your eyes continuously from one side of the audience to the other and from the front to the back. Avoiding eye contact or rubbing your eyes or closing them while speaking may all be seen as signs of your nervousness and lack of confidence and sincerity.

feel threatened and insecure about being overtaken by junior colleagues. The problem can be solved if organisations create a friendly environment that will naturally promote the upward flow of communication. Some of the ways in which this can be done are by holding frequent meetings with the staff, offering incentives for information that is of value to the company and encouraging anonymous feedback.

Downward as well as upward communication are vertical forms because the flow of information, instructions, feedback or suggestions is either from the top to the bottom or from the bottom to the top.

### Horizontal communication

Horizontal, or lateral communication, refers to communication among everyone who is of the same rank in a hierarchy, or at the same level in an organisation. The persons participating in this form of communication are usually peers from the same or different departments or branch offices. For example, the people using this form of communication in a hospital would be consultants, resident doctors, staff nurses and canteen workers. They could also be of the same rank but in different work areas, for example general managers in the departments of finance and sales. Horizontal communication is also used when communicating with persons outside the organisation—for example retailers and customers—who are at an equivalent level.

Lateral flow of communication helps people at the same level to share information, ideas and experiences for mutual benefit. Effective horizontal communication is one of the main factors contributing to successful team work. This flow of communication is not only important in large, complex organisations with specialised divisions, but it is seen to be necessary even in smaller ones in order to coordinate better and encourage teamwork among colleagues. The horizontal form of communication usually takes place through emails, telephone calls, personal meetings and memos.

Sometimes this kind of communication breaks down because of lack of time and opportunities for people to meet or speak to one another, unhealthy competition, poor communication skills and personality clashes. However, considering how much it helps to solve problems and increase efficiency, managements as well as employees should cooperate to keep this channel of communication open.

### Grapevine communication

Grapevine communication is an informal form of communication that exists in communities and also, without official sanction, at the work place. Within a company, it reaches all departments and levels to form an effective communicative network that usually supplements the role played by the other formal channels. The grapevine allows communication flow in all directions and across all levels of an organisation, where it is used by people for casual, social interaction.



15th Progress of  
University

## Chapter 1: An Introduction to Communication

### What is communication?

Communication, which is one of our most basic needs, is the process of conveying our thoughts, ideas and feelings to others using verbal as well as nonverbal signals. It involves sending and receiving information using a *medium* that is understood by both the sender and the receiver so that there is communication between them. We are constantly communicating with others for different purposes in all spheres of our life— at home, school and work and within the community. Effective communication results in cooperation, whereas weak or faulty communication leads to misunderstanding and failure to achieve the speaker's (or the writer's) objective. Communication thus forms an important and integral part of our lives.

Communication is usually discussed in terms of the following: *content* (what is being communicated), *source/sender/encoder* (by whom), *form* (of what kind, e.g. written, spoken, nonverbal), *channel* (through which medium e.g., air, print), *destination/receiver/decoder* (to whom), and the *purpose* (what the act of communication does for the sender, e.g. allows him/her to state a fact, give advice, make a request or ask questions).

Apart from having the necessary professional skills, we need to be effective communicators to function well in today's world. Though verbal expression is the most important tool of communication, there are nonverbal means as well, such as sign language, body language, touch, eye contact, voice pitch, tone and intonation, that we use to exchange information. Further, in order to communicate well, we need not only language skills but an understanding of the cultures, the attitudes and the problems of the people we deal with. It also calls for *sensitivity*, tolerance, flexibility, patience, tact and persuasive skills when interacting with others.

### Pathways of communication

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Organisations, like individuals, also depend on effective communication for their functioning, and they have many paths through which information is transmitted among their divisions and employees. In a business organisation, information relating to *policies, objectives or performance* should flow along at least four channels for an open and efficient communication system to exist:

- downward
- upward
- horizontal
- grapevine

### Downward communication

Downward (or top-down) communication consists of the flow of information from the top level of an organisation to the workers via senior managers, supervisors and their assistants. The information flow from the upper to the lower level of a company's management hierarchy has mainly to do with giving its employees specific directives or information about its goals and decisions on policies and procedures, and it is the management's way of exercising control on its employees.

Examples of downward communication are notices, circulars, written/orally issued instructions, group meetings, orders, letters, memos, bulletins and news letters, annual reports and announcements on the public-address system.

Downward communication can sometimes lead to a distortion of the original message coming from the top of the company's hierarchy. For example, the chairperson of a company may discuss a policy change with the director, who then informs the vice-president. The vice-president informs the senior manager, and so the flow of communication continues until the information reaches the workers. This movement of information along a long chain may lead to a completely changed version of the original message reaching the last level of receivers. Many business organisations are now solving this problem by having people at the top level talk directly to the workers or at least to a team leader.

### Upward communication

Upward communication involves movement of information from the lower level of an organisation to its upper level through different tiers of its hierarchical structure. The upward direction of flow of communication is, again very useful because it gives the management feedback and suggestions from their employees—who are usually the people in touch with the market and the customers—on matters related to products and routine work practices. Upward communication also makes it possible for the employees to inform the management about their problems and needs. All this helps an organisation improve its products and working conditions and also to take sound decisions. This is why many companies today try to keep upward communication lines open and active. Channels for the flow of upward communication include suggestion boxes, phone calls, emails, meetings, memos, reports and grievance committees.

There could be a number of factors that disrupt upward communication. One of them is the hesitation felt by employees at the lower level about contributing to upward communication. This comes from the fear that giving their honest opinions will go against them. Secondly, middle-level employees sometimes try to block the flow as they

(b) Avoid unnecessary stress by being able to say 'no' when we have a lot of things to do in our hand. Analyze your schedule and differentiate between the things you should do and you must do. Drop the tasks that aren't truly necessary to the bottom of the list or eliminate them entirely.

(c) Try and alter the situation. If you can't avoid a stressful situation, try to alter it. Find out what you can do to change things so the problem doesn't occur again in the future. If something or someone is bothering you, communicate your concerns in an open and respectful way to avoid any kind of resentment.

(d) Manage your time better. Poor time management can cause a lot of stress. If you are not able to meet deadlines, it is difficult to focused. Planning ahead and organizing yourself accordingly can help in reducing our stress.

(e) Make time for fun and relaxation like going for movies, meeting friends, reading books, gardening, listening to music or pursuing a hobby.

### 7. What is 'positive attitude'? How can it be developed?

**Ans. :** A positive mental attitude is an approach towards life where one tries to remain optimistic towards people, circumstances, events or behaviors. Having a positive attitude does not mean ignoring all the troubles in life but it means being an optimist and looking for the good in things rather than being a pessimist and concentrating only on the bad things. Sometimes just by changing our perspective we can make all the difference in the world. When you turn away from the negative and focus on the positive, you start appreciating all the good things which eventually help in reducing stress and feel good about oneself.

Positive attitude can be developed in the following ways-

- (a) Being optimistic : Life is short so choosing to be positive means to choosing happiness.
- (b) Visualize success and work towards making your dream into a reality.
- (c) Believe that happiness is a choice and it is upto us how we feel towards a particular situation.
- (d) Look for the positive things in life. There is something positive in every person or situation. Even if we come across a difficult person or situation, we can use it as a learning experience.

solution. In order to work with others, one must portray confidence, flexibility, reliability and commitment. Cooperation is the act of working with others and acting together to accomplish a job. A good team player works responds to requests for assistance and takes the initiative to offer help. A good team player listens first and speaks second in order to reach a meaningful dialogue. As a team member one must be consistent, courteous and considerate by showing understanding and supporting other team members to help get the job done. Teamwork doesn't mean everybody is doing the same thing or each member is able to do the other's jobs. It is more synergised way of working, where the sum is greater than the parts. When the team works as a unit, an individual's strengths are complemented by the strengths of others. In order to have a motivated workplace, teamwork promotes sense of achievement, mutual trust and friendship among the team members.

### 3. Why is time management an important skill in present times ?

**Ans. :** 'Time Management' is now one of the most important parts of overall management. Business community all over the world knows the worth of time and it is this consciousness of the importance of time and its major role in productivity that has led to many time saving devices. Time management is the act of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Each one of us have the same number of hours in a day to get our work done but some of us achieve more than others in the same amount of time. Time is limited to we need to learn to accomplish more in less time. We all need some free time to relax and unwind but many of us don't get much free time because we're too busy and stressed trying to keep up with our daily activities and workload. By implementing time management skills, a person is able to get more done in a shorter period of time leading to more time for oneself.

Thus the art of managing time well leads to greater productivity and efficiency, a better professional reputation, less stress, more opportunities for career advancement.

### 4. How can one manage and organize time effectively?

**Ans. :** Managing and organizing time is done by assessing the workload, prioritising, planning and scheduling work, monitoring progress and taking quick action to compensate for unexpected delays. Some of the steps in managing and organizing time effectively are as follows-



## Slide 2

**Introduction to Business Schools**

- A business school is a university-level institution that confers degrees in business administration or management apart university of business.
- A business school is also known as school of management, school of business, school of business administration, or colloquially, b-school or biz school.
- A business school teaches topics such as accounting, administration, strategy, economics, entrepreneurship, finance, human resource management, information systems, logistics, marketing, organizational psychology, organizational behavior, public relations, research methods and real estate and other subjects.

## Slide 3

**Types of business schools**

Most of the university business schools are faculties, colleges, or departments within the university, and teach predominantly business courses.

In North America, a business school is often understood to be a university program that offers a graduate Master of Business Administration degrees and/or undergraduate bachelor's degrees.

In Europe and Asia, some universities teach only business.

## Slide 4

**Business School Degrees**

- **Associate's degree** : AAB ( Associate of Applied Business), ABA (Associate of Business Administration)
- **Bachelor's Degrees** : BA, BS, BBA (Bachelor of Business Administration), BBus (Bachelor of Business), BCom, BSBA, BAcc, BABA, BBS, BMOS and BBusSc (Bachelor of Business Science)
- **Master's Degrees** : MBA, ( Master of Business Management) MBM, MAcc, MMR, MSMR, MPA, MISM, MHA, MSF, MSc, MST, MMS and MCom.  
At Oxford and Cambridge business schools an MPhil or MSc, is awarded in place of an MA.
- **Doctoral Degrees** : Ph.D.(Doctor of Philosophy), DBA, DHA, DM, Doctor of Commerce (DCOM), PhD in Management or Business Doctorate (Doctor of Philosophy), Doctor of Professional Studies (DPS)

ability to delegate correctly will lead to higher quality work and productivity.

**9. Write down five qualities that you think you possess that will make you a good team player.**

**Ans. :** In order to be a good team player, it is important to be able to work well with others. In my opinion, a good team player must possess the following qualities-

**(i) Perseverance :** A good team player who is committed is also perseverant. When one is committed, he or she works hard to achieve his /her goals and nothing gets in their way. In spite of obstacles are on their way they never lose their vision and work towards the goal.

**(ii) Enthusiasm :** A good team player has enthusiasm for the organization and commitment for its cause. He/she stands behind the organization's ideals, vision and mission.

**(iii) Creativity :** A good team player should be able to think 'outside the box'. Creativity plays a vital role in organizational transformation and problem solving. A good team player must nurture his/her creative instincts and not be afraid to share unconventional ideas.

**(iv) Sense of humour :** Laughter is healing, healthy and fun. Having a sense of humour holds the team together as much as shared values and goals.

**(v) Reliability :** When a person gives his/her word, it needs to be followed till the end. Others should consider that his /her word carries weight and means something. An ideal team member understands the power of the word and it reflects his integrity. Reliability is keeping one's word always.

**10. Make a list of six ways in which you usually waste your time and say how you can manage your time better ?**

**Ans. :** Though we work hard the whole day, many of us find it difficult to finish the work assigned to us on time. Some of the ways in which I find myself wasting time are as follows-

**(i) Instant messaging :** Many times a work related discussion has led to a half-hour gossip session. A colleague who has spare time tempted me into chatting which eventually got me late.

I need to keep myself away from speaking on issues which are not work related. If someone else wishes to engage in chatting. I need to tell them politely that I am in the middle of an important work and can talk only during coffee or lunch break.

**(ii) Addiction to email :** The first thing I usually do when I start my day is to check my emails. But I land up wasting a lot of time on writing

The different kinds of presentation are as follows:

- (i) Overhead projection transparencies (OHPs)
- (ii) 35mm slides
- (iii) Computer projection (powerpoint, excel etc)
- (iv) Flipcharts or black and white boards sometimes used as scratch pads to discuss a point in detail.
- (v) Video or film
- (vi) Real objects like a product or plant specimen.

### 2. How can visual aids be used for effective presentations?

**Ans. :** The primary purpose of a presentation is to convey information. In order to make this communication effective, speakers make the use of visual aids like charts, chalk boards, film slides, transparencies, diagrams, maps, pictures etc. There are lots of visual aids used depending on the need and purpose of the message. They are 'aids' to a presentation because they form the framework that supports it. While making use of visual aids it is important to keep them related to the talk and it should be in the right order. Too much of information should not be put on the slides and written matter should be in the form of keywords or short sentences.

### 3. Write a detailed note on the 'language of presentations'.

**Ans. :** Presentation is a form of oral communication and in order to give a presentation the speaker should follow the logical progression of a well balanced presentation.

- (a) Opening remarks like greeting-hello/good morning/ good afternoon.
- (b) Stating the purpose of the presentation-In my presentation today, I am going to...
- (c) Giving an outline-I will be talking about firstly... secondly... thirdly... and finally I will conclude by...
- (d) Giving other preliminary information and starting with the content- There is no need to copy notes from the slides since the handouts will be distributed to all of you.
- (e) Moving to another point or going back to the earlier slide- This takes me to my next point or As I had earlier.
- (f) Emphasizing important points-we really need to, what we must understand is...
- (g) Drawing attention to visuals-I'd like to draw your attention to...
- (h) Making recommendations-I really think..
- (i) Keeping the audience involved-Can you think of a way of dealing with that?

(a) Make a to-do list everyday in which the most important tasks are listed on the top.

(b) Keep your work with you so that whenever you find some free time like waiting for your appointment at the doctor's chamber you can get some work done.

(c) The art of saying 'no'. Many a times, we drag ourselves for to a dinner or go for a movie because we were not able to refuse the invitation offered to us. Instead of trying to please others, we should be able to say a no which need not be rude and instead go when the time is favourable for you.

(d) Identify the time of the day which works best for you. Some people are comfortable getting up early and some people can stay up late. So being able to be able to get things done at the time which works best for us will lead to efficiency.

(e) Avoid procrastination. Whatever needs to be done now, finish it at that time instead of postponing it.

(f) Practice the 4 Ds-Donaldson-Feilder advises practising the 4 D's of decision-making:

(i) **Delete** : half of the emails you get can probably be deleted immediately.

(ii) **Do** : if the email is urgent or can be completed quickly.

(iii) **Delegate** : if the email can be better dealt with by someone else.

(iv) **Defer** : set aside time at a later date to spend on emails that require longer action.

(g) **Sleep well** : Not getting enough hours of sleep at night makes our brain and body tired which affects our productivity the next day.

### 5. What is 'goal setting'? How does it lead to better performance?

**Ans. :** Goal setting involves the development of an action plan designed to motivate and guide a person or group toward a goal. Goals are an important tool for managers since goals helps employees prioritize tasks. Goal setting is a process that starts with careful consideration of what we want to achieve and ends with a lot of hard work to actually accomplish it. Setting goals is an ongoing activity and not just a means to an end. We need to have reminders to keep ourselves on track and make regular time-slots to review your goals. The destination may remain similar over the long term but the action plan you set for yourself along the way can change significantly. We need to keep the relevance, value and necessity high always.

While setting goals we must set S-M-A-R-T goals where

- (j) Summarizing and concluding - To sum up the main points of my presentation...
- (k) Inviting questions-If you have any questions please feel free to ask them or If there are any questions I'll be pleased to answer them.

**4. What are the important points to remember while making a presentation?**

**Ans. :** (a) Language used in giving presentations must be simple and clear so that the audience understands it easily. Short words and short sentences should be used instead of jargon unless there is a specific audience who understands it.

(b) The Speaker should talk about concrete facts rather than abstract ideas.

(c) The use of active verbs instead of passive verbs makes it much easier to understand. For example, these two sentences say the same thing but the first one is much easier to comprehend.

(i) Maruti sold two million cars last year.

(ii) Two million cars were sold by Maruti last year.

(d) During your introduction, you should tell your audience what the structure of your presentation will be. Throughout your presentation, signposts must be put up which will tell the audience which point you have reached and where you are going now. In the beginning of the presentation, the speaker must make it clear to the audience that he/she will be dealing with questions only at the end of the presentation.

**5. Read the article below on business schools and make an informative presentation using the flip chart, OHP or PowerPoint modes. Write down (a) the matter for display on charts or screen and (b) the script of your talk.**

**Ans. :** A business school is a university level institution that confers degrees in business administration. It teaches subjects like accounting, finance, information systems, marketing, organisational behaviour, strategy, human resource management and quantitative methods.

**Types of business schools**

Business schools include schools of business, business administration and management. There are four main kinds of business schools.

- University business schools which are faculties, colleges or departments within the university and which teach predominantly business courses.

## Preparing for group discussions

The guidelines below will help you prepare for and participate meaningfully in a group discussion and will also tell you what to do and not do in order to ensure a good performance.

- It is not possible to guess group discussion topics as they could be chosen from any field, such as sports, politics, media, science and business. You can prepare for a group discussion by reading newspapers and magazines, and listening to radio or television news regularly to keep yourself updated on current events, issues and topics.
- Follow up your reading by thinking about issues, forming opinions and discussing them informally with family and friends. Think of arguments that can be used to support different points of view on a number of likely topics. This will give you the strong knowledge base you need to contribute meaningfully and do well in a group discussion.
- Take a notepad and pen with you when you go in for a group discussion and jot down opening remarks, ideas, arguments and examples as soon as the topic is announced. You can also note what others say during the discussion as this will help you respond to them.
- If you have any doubts or questions about the topic, check with the evaluators before the discussion begins.
- Remember that when you participate in a group discussion that is part of a selection process for admission or a job, you must aim to get noticed by the evaluators. You can do this if you know what specific personality traits and skills evaluators look for in participants. The most important of these are subject knowledge, communication skills, ability to work with others in a team, a positive attitude, self-confidence, initiative, decision-making and problem-solving skills, leadership skills, analytical and critical thinking skills, reasoning ability, assertiveness, open-mindedness, creativity, flexibility, and the ability to think and act quickly and independently.
- When you talk, try to forget about the evaluators present in the room and look at the other participants instead.
- Speak neither too much nor too little in a group discussion.
- Use formal, but simple language that everyone can understand. Avoid technical terms unless they are necessary, and even then, explain them briefly when you use them for the first time.
- Speak clearly so that those who listen to you will understand you and will not have to ask you to repeat what you said. It is also important to express your ideas as briefly as possible as group discussions have a time limit and others will need to speak too. Avoid going into too many details because you will run out of time.
- Before speaking, think about what you are going to say so that the statements you make are relevant, or connected to the topic, and you are able to express your ideas briefly and clearly.

**❖ Presentations ❖**

1. Choose a topic from one of your subject textbooks and prepare a presentation using charts, transparencies or slides. Write down (a) the matter for display on charts or screen and (b) the script of your talk. Make individual presentations before your teacher and classmates.

**Ans. :** Good Morning everyone. Today the topic of my presentation is pollution. It is a common problem faced by us today but the awareness amongst us is still low. We need to act more proactively to bring about a positive change in the planet we live in order to make it a better place.

Firstly, I would like to start by talking about what is pollution. The dictionary defines pollution as the process of making the air, soil, water etc. not suitable for use. The Government of India under the leadership of Prime Minister Mr. Narendra Modi has urged the citizens to pledge to keep our country clean.

In the following slides, I would talk about the different types of pollution and their causes. Firstly, I would talk about Air pollution.

**Air Pollution :** The increased smoke in the air from the emission of cars and buses leads to the increase in the level of carbon dioxide which takes away clean air from the atmosphere. People burn tyres without giving any thought as to how harmful it is. The Ozone layer is getting depleted and the harmful solar rays are affecting us.

Next I would like to talk about Water Pollution. Lot of people in India, take baths in the river, wash their clothes, throw garbage and chemical wastes from industries pollute the rivers. In Pune, the people have become aware of their actions so during the Ganesh festival, the immersion is not directly in the river. Water pollution affects marine life and causes danger of extinction to endangered species. For example the atlantic salmon fish is on the verge of extinction.

The next type of pollution is Soil Pollution. If we use plastic bags and throw it, it takes more than 300 years to degenerate so the use of plastic bags have been banned. Throwing of batteries directly in the soil pollutes it and makes it unsuitable for the growth of trees there.

Countries all over the world have become aware of the harmfulness of pollution have come together to work together towards it. It is our duty to work towards making our lives as well as of future generations

- In North America, a business school is understood to be a university graduate school which offers a Master of Business Administration or an equivalent degree.
- Also in North America, the term 'business school' can refer to a different kind of institution: a two-year school that grants an associate's degree in various business subjects. Most of these schools began as secretarial schools and then expanded into accounting or bookkeeping or similar subjects. They are typically operated as businesses, rather than as institutions of higher learning.
- In Europe and Asia, some universities offer courses only in business.

### **Business school degrees**

- Associate's degrees (awarded by community colleges, junior colleges, business colleges and some bachelor's degree-granting college/institutions in the US and some other countries upon completion of a course of study usually lasting two years): AAB (Associate of Applied Business), ABA (Associate of Applied Administration)
- **Bachelor's degrees** : BBA (Bachelor of Business Administration), BBus (Bachelors of Business), BCom (Bachelors of Commerce), BA (Bachelor of Accountancy), BBS (Bachelor of Business Studies)
- **Master's degrees** : MBA (Master of Business Administration), MM (Masters of Management), MAcc (Master of Accountancy), MMR (Masters of Marketing Research), MSM (Master of Science in Management), MHA (Master's of Health Administration), MSF (Masters of Science in Finance), MST (Masters of Science in Taxation), MMS (Master in Management Science) and MCom (Master of Commerce). At Oxford and Cambridge business schools an MPhil or Master of Philosophy is awarded instead of MA or MSc.
- PGDBM (Postgraduate Diploma in Business Management), PGPBM (Postgraduate Programme in Business Management), PGPM (Postgraduate Programme in Management)
- **Doctoral degrees** : PhD (Doctor of Philosophy), DBA (Doctor of Business Administration), DHA (Doctor of Health Administration), DM (Doctor of Management), DCOM (Doctor of Commerce), FPM (Fellow Programme in Management)

### **Business school use of case studies**

Some business schools centre their teaching around case studies. Case studies have been used in undergraduate and graduate business



**Slide 5**

**Business school use of case studies**

- Some business schools center their teaching around the use of case studies or the case method which presents information about a firm's product, financial structure, sales volume, markets, management, employees etc.
- Students are expected to scrutinize the case study and prepare to discuss strategies and tactics that the firm should employ in the future.

**Three different methods have been used in business case teaching:**

- Case- specific questions which the undergraduate students analyzes.
- Problem-solving analysis which was initiated by the Harvard Business School and now widely used in MBA programs.
- Strategic Planning Approach where a strategic planning model is given to the students and they are instructed to apply the steps of the model to six to a dozen cases during a semester.

**Slide 6**

**Other Approaches in Business Schools**

- Skills-based approach in teaching business which emphasizes quantitative methods, in particular operations research, management information systems, statistics, organizational behavior, modeling and simulation, and decision science.
- Use of business games that are used in different disciplines such as business, economics, management, etc.
- The lecture method to give students a basic business education where the professors present their point of view and there is less interaction from the students unless they are taking notes.

**Slide 7**

**Global Master of Business Administration ranking**

- Each year, well-known business publications such as The Economist, Eduniversal, U.S. News & World Report, Fortune, Financial Times, Business Week and The Wall Street Journal publish rankings of selected MBA programs and business schools which directly influence the prestige of schools that achieve high scores.
- Academic research is also considered to be an important feature and popular way to gauge the prestige of business schools.

and real situations. This approach does not make any extraordinary demands on the artistic and dramatic talents of the teacher. Consequently most professors are capable of supervising application of this method.

**Other approaches in business schools**

In contrast to the case method some schools use a skills-based approach in teaching business. This approach emphasizes quantitative methods, in particular operations research, management information systems, statistics, organizational behavior, modeling and simulation, and decision science.

The goal is to provide students a set of tools that will prepare them to tackle and solve problems.

There are also several business schools which still rely on the lecture method to give students a basic business education. Lectures are generally given from the professor's point of view, and rarely require interaction from the students unless it is to take notes.

**Global Master of Business Administration ranking**

Each year, well-known business publications such as The Economist, Eduniversal, U.S. News & World Report, Fortune, Financial Times, Business Week and The Wall Street Journal publish rankings of selected MBA programs and business schools that, while controversial in their methodology, nevertheless can directly influence the prestige of schools that achieve high scores. Academic research is also considered to be an important feature and popular way to gauge the prestige of schools that achieve high scores.

(adapted from: [http://en.wikipedia.org/wiki/business\\_school](http://en.wikipedia.org/wiki/business_school))

**POWER POINT SLIDES**

Slide 1

**Introduction to Business Schools**

By  
**Anamika Joshi**

J V College,  
Pune

and attitude. By developing these skills, you can increase your work performance, build stronger relationships and earn promotions. Soft skills are learnt from an early age where the environment plays a big role. But it can also be consciously learnt by asking a soft skills trainer or by honest self appraisal. Some of the ways to acquire soft skills are as follows:

**(a) Develop communication skills :** In order to be able to communicate clearly, it is important to improve one's written, oral, and non-verbal communication. Making eye contact and monitoring body language should be practiced along with public speaking. It is important to develop writing skills which includes proof-reading, emails, letters and notes.

**(b) Be an active listener :** We listen for many different reasons like to understand instructions, to empathize with another individual or to judge whether a plan is good or not. Whatever be the reason, we should not interrupt the other person while he or she is talking. Observe the other person's body language and take notes when required.

**(c) Building relationships :** In order to do this one must build friendships with colleagues, supervisors, clients, and business partners. Greeting other employees at work, exchanging information during staff lunches and trainings are good opportunities to build a rapport with others. Networking with people outside the organization also helps in building relationships.

**(d) Practicing to lead :** Practice leading in small group discussions by asking questions to the other team members and getting quiet members to participate in the conversation, by setting examples for others and by maintaining a positive attitude in difficult situations.

**(e) Taking initiative by demonstrating responsibility and enthusiasm for the work you do** by trying to finish the work without any reminders from the boss.

2. **'To be an efficient member of a team, one needs to develop the ability to work with people'. Explain the importance of teamwork skills in the light of this remark.**

**Ans. :** In order to work efficiently in an organisation, it is important to work as a team with other members of different ages, gender, educational and ethnic and other backgrounds. Adjusting to new situations, keeping a positive attitude in difficult situations are important traits to be able to work as a team. Each team member might have his or her own approach towards a particular problem but a good team leader incorporates these individual opinions and utilizes these to arrive at a

## SECTION B

### Chapter 4: Oral Communication II

#### Group discussions

A group discussion (or GD, as it is sometimes called) is a formal discussion among ten to twelve participants who analyse a topic and share information and opinions on it. The group is given a few minutes to think about a topic and then asked to discuss it among themselves for a fixed period of time, say for 10–15 minutes. One or more experts will observe the discussion and evaluate the members of the group. Group discussion topics are usually of four kinds: (a) factual, for example 'the dangers of passive smoking', (b) a social or political issue, for example 'moral policing', (c) abstract, for example 'conscience', and (d) case-study based, where the group discusses a case study and analyses it or offers solutions. Besides being an excellent method of classroom learning, group discussions are now commonly used by business schools as well as employers to select candidates for the final personal interview. They are used to find out whether a candidate has certain skills and qualities needed for him or her to do well in a course or a job that involves working in groups, giving opinions and asking for those of team members to achieve common goals. Even when you are enrolled in a business management course or working in a large company, you will need to participate in group discussions in order to learn skills or concepts or solve problems together with others.

When you participate in a group discussion, you are tested for your knowledge and your communication skills as well as for your ability to work as part of a group and to lead others towards conclusions and solutions. You should be able to use your understanding of a subject to give your opinion on it and support your ideas with logical arguments. Since communication is a two-way process, it is important that, besides speaking, you listen to the other participants in the group discussion and respond to their ideas or take them forward. You can contribute to a group discussion in some of the following ways: helping it start, giving direction to it, making sure that everyone's views are heard and thought about so that the group moves towards some kind of agreement, and closing it with a summary or a conclusion.



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### 3. Presentation Skills

In this world of globalised world where companies are growing along with technology, each of us need to prepare ourselves to present information to a group of people, either in a formal or informal setting.

The thought of giving a presentation or talk to a group of people can make some people nervous but with good planning and practise we can overcome these fears and be able to present information clearly and effectively.

A presentation is a means of communication that can be adapted to various speaking situations such as talking to a group, addressing a meeting or briefing a team. A presentation requires you to get a message across to the listeners and will often contain a 'persuasive' element. It may be a talk about the yearly financial report or why you should receive additional funding for a project or the launch of a new product in the market etc.

Four Principles of Good Presentations :

- i) Know Your Audience.
- ii) Prepare Your Content.
- iii) Deliver Confidently.
- iv) Control the Environment.

When someone presents well, it sends the message that the person is capable, confident and competent.

While the information you are presenting is important enough for you to deliver orally, then it demands an adequate amount of planning and preparation so that the people listen to it attentively.

#### EXERCISES

1. What is a presentation ? What are the different kinds of presentation?

**Ans. :** Presentation is the process of presenting a topic to an audience. It can be a demonstration, lecture or speech used for informing , persuading or building good will. It is used to present reports, proposals, policy statements, feasibility studies etc. Students, teachers, researchers, managers, sales and marketing executives, administrators all need to have the skill of giving presentations.

education for nearly one hundred years. When Harvard School of Business was founded, the faculty quickly realised that there were no textbooks suitable for graduate programme in business. Their first solution to this problem was to interview leading practitioners of business and to write detailed accounts of what these managers were doing. Of course the professors could not present these cases as practices to be followed because there were no criteria available for determining what would succeed and what would not. So the professors instructed their students to read the cases and come prepared to class to discuss them and offer recommendations for appropriate course of action. Basically that is the model still being used.

Business cases are historical descriptions of actual business situations. Typically, information is presented about a business firm's products, markets, competition, financial structure, sales volume, management, employees and other factors affecting the firm's success. the length of a business case study may range from two or three pages to thirty pages or more. Business schools often obtain case studies published by the Harvard Business School. Harvard's most popular case studies include Lincoln Electric Co. and Google Inc. Students are expected to scrutinize the case study and prepare to discuss strategies and tactics that the firm should employ in the future. Three different methods have been used in business case teaching:

Prepared case-specific questions to be answered by the student. This is used with short cases intended for undergraduate students. The underlying concept is that such students need specific guidance to be able to analyze case studies.

Problem-solving analysis. This second method, initiated by the Harvard Business School is by far the most widely used method in MBA and executive development programs. The underlying concept is that with enough practice (hundreds of case analyses) students develop intuitive skills for analyzing and resolving complex business situations. Successful implementation of this method depends heavily on the skills of the discussion leader.

A generally applicable strategic planning approach. This third method does not require students to analyze hundreds of cases. A strategic planning model is provided and students are instructed to apply the steps of the model to six to a dozen cases during a semester. This is sufficient to develop their ability to analyze a complex situation, generate a variety of possible strategies and to select the best ones. In effect, students learn a generally applicable approach to analyzing cases studies

(where S stands for specific; M stands for measurable; A stands for attainable; R stands for relevant and T stands for time-bound). It is important to write down the goals, make a plan to work towards it and work hard to achieve it.

The four ways through which goal setting can affect individual performance are:

- (i) Goals focus attention toward goal-relevant activities and away from time wasters.
- (ii) Goals serve as an energizer: Higher goals induce greater effort, while low goals induce lesser effort.
- (iii) Goals affect persistence with regard to resources affect work pace.
- (iv) Goals give rise to strategies that help employees cope with the situation at hand.

Goal setting is much more than just saying that you want something to happen. Unless we clearly define exactly what we want and understand why we want it, we cannot be successful. By following the S-M-A-R-T goals, we can set goals with confidence and be satisfied knowing that we achieved what we set out to do.

#### 6. What does the term 'stress' imply? What are the ways to cope with it?

**Ans. :** Stress has been defined as a state of mental or emotional strain or tension resulting from adverse or demanding circumstances. It occurs when life demands more than what we can manage. Stress leads to headaches, sleeplessness, irritability, anger outbursts, lack of concentration, loss of memory, nervousness etc. In order to function well we need to be able to cope with stress in our daily lives. Stress Management starts by identifying the sources that cause stress in our lives where we need to look closer at our habits, attitudes and excuses. People who are stressed often smoke, drink, overeat, take drugs, withdraw themselves from family and friends or take out their anger on others around them. Some of the ways to cope with stress are as follows :

**(a) Engage in physical activities :** Physical activity plays a key role in reducing and preventing the effects of stress. Physical activity in any form can help relieve stress and burn away anger, tension, and frustration. Exercise releases endorphins which boost our mood and make us feel good and also serves as a distraction to your daily worries. It includes, walking, cycling, dancing to music, engaging in some sports, climbing the stairs instead of using the lift.

- (e) Always try to be in the company of positive people. Optimism is infectious so spend time with people who are happy and positive.
- (f) Share happiness with others by being nice, kind and considerate to everyone around you.

**8. Note down five qualities of a good leader.**

**Ans. :** Whether a person is born a leader or develops skills and abilities to become a leader, these are some of the characteristics that a good leader must possess-

- (i) **Confidence** : A good leader leads and sets direction with confidence. Such a person inspires confidence in others and draws out the trust and best efforts of the team. A leader who works confidently towards the proposed objective inspires the team members to give their best.
- (ii) **Honesty** : A good leader leads by example. So it is important that he or she is known to live his or her life with honesty and integrity. A good leader "walks the talk" and in doing so earns the right to have responsibility for others. People will have respect for the good character and be inspired by the leader.
- (iii) **Able to motivate others** : A good leader should be enthusiastic about their work or cause and also about their role as leader. People should be inspired his or her passion and dedication. Leaders need to be able to be a source of inspiration and be a motivator towards others. Working together by being a part of the team motivates others towards the goal.
- (iv) **Good Communication Skills** : A good leader needs to clearly communicate with others clearly and therefore be good in oral as well as written communication. A good leader should be able to get the work done by others by being assertive and not aggressive. A good leader should be sympathetic towards the needs of others so that they are able to approach him/her easily and voice their concerns.
- (v) **Ability to delegate work** : A leader cannot finish the whole work by himself. So in order to get the job done, he/she needs to allocate and delegate the work according to the strengths and weaknesses of his team members. A good leader should be able to trust his/her team members and be able to rely on them. The



emails and replying to them. Sometimes it is easier to pick up the phone and make a phone call.

Instead of replying to all my emails, I need to prioritize and write emails which is most important and eliminate the ones which does not require a reply. In case something needs attention, I can call the other person directly and communicate directly.

**(iii) Trying to multitask :** Trying to do too many things together, affects the quality of work and eventually slows me down.

So instead of wasting time, I need to organize my tasks according to priority and set a time for completing it. I will not go on to the next task unless I finish with the previous one. I think this will help me to do a better job and also get myself to finish something within the time allotted.

**(iv) Facebook :** Lately social networking sites take away a lot of time. I will keep an half an hour everyday for personal emails and facebook and stick to this time limit. So that I dont spend too much time on facebook and I have time to finish my important tasks.

**(v) Planning for the day :** When I wake up in the morning I make a mental note of the things that I need to do. But as I get busy during the day, there are somethings that I forget to do.

I need to make a to-do list and stick post it notes and do a checklist at the end of the day to review it.

**11. Write a paragraph on this quotation from Shakespeare :**

**'Make use of time, let not advantage slip.'**

**Ans. :** Everyone works differently, so the best use of your free time really depends on you, your working style, and what's on your to-do list. According to Annie Dillard "How we spend our days is of course, how we spend our lives." So it is important to make use of time effectively and try to be happy in and with the time that we have. Instead of trying to multitask , single-task. We need to do things that bring joy to us. Life is short so we need take a minute to list what we would like to accomplish, professionally and personally and be realistic about how long each item will take to complete. Write down a list of action steps you can take over the next couple of weeks to make these goals a reality. The more you focus on these goals, and review them daily, and they are more likely to come true. "Early to bed and early to rise makes a man healthy, wealthy, and wise". Sleeping early and waking up early every day of the week will result in a rise in productivity. Especially on the weekends some people wake up late. But waking up at 8 am every Saturday and Sunday instead of 10 am will give an extra 2 hours to complete some unfinished work,

## 4. An Introduction to Soft Skills

Soft skills include active listening, oral communication, nonverbal communication, conflict resolution, professionalism, and empathy etc. Soft skills are very important for handling interpersonal relations, taking appropriate decisions, communicating effectively, to make a good impression which will lead to professional development. Communication skills form the cornerstone of soft skill which includes public speaking skills, fluency, tone, use of correct language and the way it is articulated. Soft Skills are required to make a person perform a task with better understanding of who, where, when, what, how and with whom a job can be done to get the desired results. Soft skills are basically behavioral skills that you can acquire by continuous reading, observation, training, practice and experience. One can learn anything and everything if he/she is really keen on learning it. It is important to learn to empathize with others because when you see a situation from others' perspective almost half of the issues will be resolved automatically. It also builds bridges among the people. Seek for clarifications when you are not sure of something and move on to conversation. Appreciating the feelings and emotions of others by paraphrasing and repeating conversational content helps in connecting with people around you.

The world is changing at a very fast pace due to rapid growth in technology so we need to sharpen our skills on regularly in order to remain productive and competitive in this century.

### EXERCISES

#### 1. Explain the term soft skills. How are they acquired?

**Ans. :** Soft skills is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, interpersonal skills, managing people, leadership, etc. that characterize relationships with other people.

In this globalised world people are constantly interacting and communicating with one another. Soft skills are about how a person deals with the other. Soft skills include personal relationships, character,

## Slide 8

**Thank you**

**Script :** Good Morning Everyone. Today I am here to talk about the Introduction of Business Schools. Please do not take notes while I am speaking since I will be distributing the notes to all of you. If you all have any questions, I will be happy to answer them for you at the end of the presentation.

**Question :** Now before I start my presentation, I would like to ask all of you to name some famous business schools in the world. Yes that is great !

**Question :** Can you tell me what are the different degrees awarded in the business schools?  
Right!

Next I am going to discuss the different methods the business schools use to teach the students. Now we all have heard about some famous case studies . Do you know about the case study of Apple and Samsung phone Companies ?

So business schools use the case study method to teach different concepts to the students. It is informative as well interesting.

Lastly, famous business schools are ranked and the global position is associated with prestige. Is there any questions from the audience?  
Thank you everyone for being such an interactive audience.

**6. Choose a topic from one of your textbooks and prepare a presentation using charts, transparencies or slides.(a) Write down the matter for display on the charts or screen (b) the script of your talk.**

Ans. :

Slide 1

Various Environmental Issues  
Introduction to Pollution  
• What is Pollution?  
Definition

Slide 2

Types of Pollution  
Air, Water, Soil, Noise  
(Images)

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people who work during lunch times or weekends or can't find time to play sports or take a vacation or go to the gym. I want my boss to understand me and give me work to do which I can do efficiently and effectively.

(c) If I am on my way to take an examination and the bus I am travelling in gets stuck in a traffic jam, I have to accept the reality. Some things are beyond our control. Instead of panicking, I will try to calculate the time which will take for me to walk to the examination centre and start walking.

**14. Tick an option to complete each statement below.**

**(a) When I am faced with a problem, I**

- (i) get very tense.
- (ii) ignore it.
- (iii) try to understand it.

**Ans. : (iii)**

**(b) I think the best way to solve a problem is by**

- (i) myself.
- (ii) consulting others and also thinking about it myself.
- (iii) asking someone to solve it for me.

**Ans. : (ii)**

**(c) I usually face problems with**

- (i) excitement and confidence.
- (ii) doubt and anxiety.
- (iii) reluctance and unhappiness.

**Ans. : (ii)**

**(d) The best way to use earlier experience to solve a problem is by**

- (i) blindly following the method that worked before.
- (ii) using the method that worked before only when certain that the two situations are identical.
- (iii) ignoring it and starting afresh.

**Ans. : (ii)**

**(e) When faced with a problem, I**

- (i) spend some time thinking about it before deciding what to do.
- (ii) act immediately, without spending any time thinking about it.
- (iii) spend a lot of time thinking about it and asking for advice before making a decision.

**Ans. : (iii)**

go for a walk or cycling, read a book or learning to play a musical instrument which you have wanted to etc. which will bring joy and make us happy.

**12. Discuss the situation described below and suggest some stress management techniques that suit it.**

Lalit is the manager of the R & D department at RITM. His superior asks him to take on a new project that means his having to work extra hours to meet deadlines. Lalit begins to work during the weekends too because he has to supervise four different projects. He is exhausted by the evening and usually eats a small snack in front of the TV and falls asleep on the sofa. He becomes irritable and tense and starts getting frequent colds and headaches.

**Ans. :** Lalit is under stress since his boss has given him a new project where he has to work on weekends in order to supervise four different projects. Firstly, Lalit must try to manage his time well. After work, he needs to take out time for some kind of physical activity like going for a walk or cycling or going to the gym. He also needs to set realistic goals for himself and talk to his boss. He must tell his boss in an open conversation about his problems. If his boss is empathetic towards him, he will shift Lalit's workload. But even after talking to him, Lalit's boss does not change his job profile, Lalit should look for another job. With the level of stress in this present situation, he is leading an unhealthy lifestyle. Eventually his health will deteriorate and affect him adversely.

**13. Answer the following questions about how you cope with stress.**

- What do you do when work pressure suddenly increases?**
- What do you do if you are asked to take on more work than you know you can manage?**
- What would you do if you are on your way to take an examination and the bus you are travelling in gets stuck in a traffic jam?**

**Ans. :** (a) If suddenly my work pressure increases, I try to think it as a challenge. In every organization undergoing change, some people rise to the challenge, while others don't and get left behind. So I try to be positive about it and not become complacent. I want to keep developing my skills and enhance my value to the company. I want to learn to do as many jobs as I can so that my superiors know I am ready and willing to help out whenever the need arises.

(b) If I am asked to do more work than I can manage, I will honestly communicate my concerns with my boss. I don't want to be one of those