

**GEETHANJALI COLLEGE OF
ENGINEERING AND TECHNOLOGY**

**Advanced English Communication Skills Lab
Manual**

Prepared by:

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Department of S&H

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(A50086) ADVANCED COMMUNICATION SKILLS (ACS) LAB**Introduction**

The introduction of the Advanced Communication Skills Lab is considered essential at 3rd year level. At this stage, the students need to prepare themselves for their careers which may require them to listen to, read, speak and write in English both for their professional and interpersonal communication in the globalised context.

The proposed course should be a laboratory course to enable students to use 'good' English and perform the following:

- Gathering ideas and information to organise ideas relevantly and coherently.
- Engaging in debates.
- Participating in group discussions.
- Facing interviews.
- Writing project/research reports/technical reports.
- Making oral presentations.
- Writing formal letters.
- Transferring information from non-verbal to verbal texts and vice-versa.
- Taking part in social and professional communication.

Objectives:

This Lab focuses on using multi-media instruction for language development

- to meet the following targets:
- To improve the students' fluency in English, through a well-developed conversational speed by educated English speakers and respond appropriately in different socio-cultural and professional contexts.
- Further, they would be required to communicate their ideas relevantly and coherently in writing.
- To prepare all the students for their placements.

Syllabus:

The following course content to conduct the activities is prescribed for the Advanced Communication Skills (ACS) Lab:

- Prescribed Lab Manual: A book titled **A Course Book of Advanced**

1. **Activities on Fundamentals of Inter-personal Communication and Building Vocabulary** - Starting a conversation – responding appropriately and relevantly – using the right body language – Role Play in different situations & Discourse Skills- using visuals - Synonyms and antonyms, word roots, one-word substitutes, prefixes and suffixes, study of word origin, business vocabulary, analogy, idioms and phrases, collocations & usage of vocabulary.
2. **Activities on Reading Comprehension** – General Vs Local comprehension, reading for facts, guessing meanings from context, scanning, skimming, inferring meaning, critical reading & effective googling.
3. **Activities on Writing Skills** – Structure and presentation of different types of writing – letter writing/Resume writing/ e-correspondence/ Technical report writing/ Portfolio writing – planning for writing – improving one's writing.
4. **Activities on Presentation Skills** – Oral presentations (individual and group) through JAM sessions/seminars/PPTs, and written presentations through posters/projects/reports/ e-mails/assignments etc.
5. **Activities on Group Discussion and Interview Skills** – Dynamics of group discussion, intervention, summarizing, modulation of voice, body language, relevance, fluency and organization of ideas and rubrics for evaluation. Concept and process, pre-interview planning, opening strategies, answering strategies, interview through tele-conference & video-conference and Mock Interviews.

Minimum Requirement:

The Advanced Communication Skills (ACS) Laboratory shall have the following infra-structural facilities to accommodate at least 35 students in the lab:

- Spacious room with appropriate acoustics.
- Round Tables with movable chairs
- Audio-visual aids
- LCD Projector
- Public Address system
- P – IV Processor, Hard Disk – 80 GB, RAM-512 MB Minimum, Speed – 2.8 GHZ
- T. V, a digital stereo & Camcorder
- Headphones of High quality

Evaluation Pattern:

Advanced English Language Communication Skills Laboratory can be broadly classified into two:

- i) Computer Assisted Language Lab
- ii) Interactive Communication Skills Lab

Internal Assessment: 25 Marks

- 1) Two internals will be conducted for Lab assessment
- 2) Students are advised to maintain a record book to make a note of the activities done in the lab. Five marks will be awarded for the same.
- 3) Attendance will be taken regularly for the lab sessions for which five marks will be awarded.
- 4) A written test for 10 marks will be conducted.
- 5) Students are evaluated for five marks for activity.
- 6) Total number of marks for internal assessment is 25.

External Examination: 50 Marks

External assessment is based on a 3 hour examination process.

Evaluation Pattern

- Theory- 20 Marks
- Activity- 10 Marks
- Viva Voce- 20 Marks

List of Exercises

UNIT	Name of the Exercise	Page No
1	Activities on Interpersonal Communication and Building Vocabulary	10-19
2	Activities on Reading Comprehension	20-25
3	Activities on Writing Skills	26-39
4	Activities on Presentation Skills	40-42
5	Activities on Group Discussion and Interview Skills	43-55
6	Conflict Management	56-62
7	Leadership Skills	63-68
8	Team Building	69-72

General Instructions:

- 1) Students are instructed not to use pen drives during lab sessions.
- 2) Headphones should not be used for any other purpose except for listening to the information available through software.
- 3) Students are requested to be careful while handling and operating the computers.
- 4) Students must bring their lab manuals to the lab without fail and get them signed by the faculty – in – charge.
- 5) Use of mobile phones during lab hours is strictly prohibited.
- 6) Students should come formally dressed. Jeans, shorts, Tea-shirts are not allowed.
- 7) Students should maintain punctuality in attending the labs.
- 8) Students should enter their names and computer number in the login register.
- 9) Student should use the same computer every time.
- 10) Students are not allowed into the lab without ID cards.
- 11) All students should actively participate in the lab activities.
- 12) Students are evaluated based on their active participation and proper behavior.

Unit-1

Activities on Interpersonal Communication and Building Vocabulary

Interpersonal communication can be defined as the process by which people exchange information, feeling and meaning through both verbal- and non verbal messages. It is a kind of face to face conversation that takes place between strangers or known individuals, in any context or situation. It is not just about what is actually said, the language used, but also focuses on how it is said. The non-verbal messages sent through the tone of voice, facial expressions, gestures and body language also play an important role.

Conversation is a form of interactive, spontaneous communication between two or more people. It is an important aspect in spoken communication. The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in English among engineering students is the need of the hour.

Kinesics or Role of Body Language in Communication: Body language plays an important role in communication. Most often it sends signals stronger than words. The sub conscious mind controls the body movements, so listeners can easily understand if there is a difference in what you are saying and thinking. Hence, it is very important that your words and body language complement each other. Body language comprises of the gestures and movements we make of the different parts of our body when communicating with people. Facial expression and eye movements are very important while conveying your feelings. A smile on the face reflects confidence. Right body posture enables you to control your voice easily. Your body weight should be balanced on the feet to have right and correct posture. Observe your body language when you are happy and confident. You will notice that your body is balanced and you take full breath at ease and your body moves synchronously with your voice.

Why body language:-

- Body language can instantaneously help to assess the interest of people
- It is a personal way of expressing emotions when words don't or can't help
- It makes communication interesting

Positive body gestures

Positive body gestures enhance confidence and security. They are signs of active participation and leave a good impression. Positive gestures include:-

- Walking upright
- Shaking hands confidently
- Having a pleasant face.
- Nodding head is a positive gesture
- A steady eye contact

Negative body gestures

Negative gestures symbolize insecurity and restlessness. Such gestures show lack of confidence. Such gestures should be avoided in interviews or meetings.

- Being up tied
- Biting nails
- Getting distracted
- Faking a smile
- Looking at something else while talking instead of the speaker
- Proper etiquettes should be followed.

Points to remember:-

- Never be stiff while making movements.
- Avoid body language that may be misunderstood or look unprofessional. E.g. Winking.
- A consistent eye contact is a positive sign and must be used.
- Avoid fiddling with things around. It may distract the attention.
- Each body part movement signifies something and helps in interpreting. E.g. Standing with hands on hips signifies aggressions, nodding signifies agreement and active listening, biting nails signifies nervousness.
- Unlike emails, body language does not give time to think. Hence they must be used appropriately.

How to start a conversation:

Starting a conversation to know someone, or breaking tongue-tied silence can be very stressful. However, it is not difficult. The following guidelines can be used to start a conversation, when there is nothing to talk about.

- **Comment on the location or occasion:** Look around to see if there is anything worth pointing out. For instance, “I enjoy this view!” “Such incredible food!” etc.
- **Ask an open-ended question:** Open ended questions facilitate to start the conversation and continue the conversation with ease. Open ended questions generally begin with

question words like who, when, what, why, where and how. For example, “What sort of books do you like?” Which season do you prefer the most etc.

- **Learn how to combine general remarks with open-ended questions:** Sometimes either one of these may be awkward or seem to be out of place or context on its own. In such situations, combine general remarks with open ended questions for maximum effect. For example, “That’s a beautiful hand bag, where did you get it?” This combination of general remarks with open ended question allows the owner of the hand bag to talk about the day she went for shopping and her experiences.
- **Enquire about their pets:** Talking about animals can create a common ground to speak about when there is absolutely nothing to talk in common. Don’t talk about your pet, as it may be annoying to some people. Instead, asking about their pets is a great way to allow people to open up and talk with less effort.
- **Acquire adequate knowledge on current events:** Updating one’s knowledge on current affairs is a good way to start a conversation or continue the conversation. When you are ready to start a conversation, you can say something like, “Did you read the news about earthquake in Nepal?”
- **Make use of previous discussions:** If the person is a known individual, recollect the list of topics already discussed and continue with one of them. For example, children, or projects or bad news that he/she shared. This gives a topic to talk about, and also makes them understand that you care about them.
- **Pose questions that are easy to answer:** Some questions are hard to answer and make the person think sometimes, “Do I really have to answer this question?” Many people prefer easy questions to hard questions. For instance, “What are your plans for today?”, “How do you feel working in summer?”etc.
- **Understand their feelings:** Don’t ask questions that invade their personal space. Some people experience discomfort in discussing topics such as weight, or lack of possessing a degree or qualification etc. Be thoughtful and avoid starting a conversation on such topics even with strangers.
- **Wash off your fears:** When you feel that you are not able to participate in conversation, with another person, it may be because you started telling yourself a few negative things like you are boring, intruding or wasting their time. This can leave you embarrassed and tongue-tied. Feeling self-conscious during conversation is not unusual and also not productive.

Tips for an effective conversation:

- Introduce yourself, if you don't know the person. Look approachable, tell the person your name and offer a firm hand shake and smile.
- Keep the conversation light and simple, especially if you are still getting to know each one better.
- Use small talk to establish relationship and affinity. Small talk can be started on topics like, the purchase of new car, vacation plans, a newly planted garden etc.
- Talking about weather is a cliché, but if there is something unusual about the weather, it can be a great topic for conversation.
- Follow your partner's cue for a smooth conversation.
- Employ active listening strategies to know what they are saying and to summarize their feelings.
- Ask and answer the questions as part of conversation. Ensure that they get adequate time to talk.
- Tell the other person's name as a sign of respect and to make them feel comfortable. It makes the conversation real and intimate.
- Utilize acknowledgement cues like nodding, giving short but encouraging statements like "Is that true?", "Is that so?" That's quite interesting or amazing!"
- Keep your body language open and amicable. Nod while agreeing; make eye contact, lean forward. This will make them feel more comfortable and makes the conversation more natural.
- Keep a sensible bubble of personal space if the person you're talking to is a stranger or someone that you don't know well.
- Remain engaged in the conversation.
- Respond naturally. Laugh for a funny comment or joke. Don't force laughter.
- Practice getting conversations started. It is little difficult in the beginning, but becomes easy with practice.
- Follow your partner's lead: If your conversational partner appears to listen interestingly, continue. If he or she looks at a clock or wrist watch, or searches for an escape strategy, then you have been going on for too long. It is important to observe and following your partner's cues to make the conversation pleasant. This may be a hard skill to learn, but can be practiced.
- Use sensory words: Words like 'imagine', 'feel', 'tell' etc. encourage the other person to paint an imaginary and descriptive picture as part of the conversation. This will make the conversation engaging and will also leave an impact on the other person.
For example "How do you feel about the new government?"
- Maintain the equilibrium: As the person who started the conversation, the responsibility

to continue the conversation and maintaining its momentum rests on you. If the other person listens to actively and pose open questions back for you, take them as their cues and keep them engaged in conversation by asking them open questions.

- Don't be afraid of pauses: Pauses can be looked at as opportunities to change the topics, re-energize the conversation. Letting a pause for a long time is the only time that you should think or worry about silence in a conversation. As long as you can move naturally to the next subject or topic, it's fine and should not feel stressed.
- Don't make your partner feel uncomfortable: Answer respectfully to someone who remains uncomfortable in your presence. If your conversational partner appears uninterested or withdrawn in conversing or sharing information with you, don't irritate too much and don't ask too many questions.
- Give yourself an out: Entering into a conversation means that you can talk briefly with your friends. This will not make your partner feel trapped or obligated, and also gives you an opportunity to conclude, when necessary.

Role-Plays: Role playing is defined as pretending to be someone else or pretending to be in a specific situation that you are not actually in at the time. An example of role playing is when you pretend that your friend is your boss and you have a practice conversation in which you ask for a salary hike.

In day to day life, we require information about many things. We have to ask for information about various things and also give information to different people about different things. Expressions utilized differ from situation to situation. For instance, the expressions used in asking for information is different from complaining. Thus, the students should know the differences and master them to be proficient in using the language. Few expressions that are generally used during request are given below for better understanding as an example.

Making Requests:

- Could you possibly give me a glass of water?
- Do you think you could give me a glass of water?
- I wonder if you could give me a glass of water.
- Would you mind giving me a glass of water?
- I would be grateful if you could give me a glass of water?
- I would appreciate if you could give me a glass of water?

Helping students or trainers to understand human behavior is one of the most common problems faced by teachers and trainers. Increasingly tutors are using experiential methods to give

individuals practice at dealing with real life problems, and many of these methods involve the use of role-play. If it is used well, role-play can vastly enhance the learning experience, but often the full potential of the role-play is diminished as it is ineffectively, or inappropriately, applied.

Discussion Questions:

1. Imagine that you are travelling in a train and would like to converse with the traveler sitting opposite to you. How will you start a conversation?
2. You are the director of a company and decided to select the best manager of the year. Talk to your colleagues on the criteria you have decided upon to select.
3. Mrs. Mary is baking cakes when her daughter Linda came home from school. Write an imaginary conversation between Mary and Linda.
4. You and your friend have decided to attend a musical concert in the city. Write a few lines of your conversation about the concert you have planned to attend.
5. You happened to meet your old friend in a super market. Write the dialogues between you and your friend.
6. Browse and find out various formal expressions used in situations like complaining, apologizing, giving and asking for information.

Vocabulary Building

Vocabulary means a sum or stock of words employed by a language, a group, an individual or a work or in a field of knowledge. It is the collection of words and terms available for used in communication. Developing good vocabulary is not only important to writers and speakers. It is important in everybody's life both personally as well as professionally. The three main reasons to improve one's vocabulary are:

- It sharpens your communication
- It opens your mind
- Vocabulary helps you to become successful

Tips to improve vocabulary

- Read, read, and read! The more you read novels, newspapers and magazines, the better is your vocabulary, as you are exposed to number of different and new words.
- Keep a thesaurus or pocket dictionary, or a smart phone.
- Maintain a vocabulary journal.
- Learn a word a day, its synonyms and antonyms.
- Learn word roots (Etymology)
- Understand the meanings of as many prefixes and suffixes.
- Remember one-word substitutes, business vocabulary.
- Practice verbal analogy.
- Use idioms and phrases and collocations in your speech.

Synonyms: A synonyms is a word that has the same or similar meaning as another word.

Ex: Deceit – Dishonest

Antonyms: An antonym is a word that is opposite in meaning to the given word.

Ex: Turbulent x Tranquil

Idioms and Phrases: Understanding and remembering idioms and phrases is very important to improve one's vocabulary. The word 'Phrase' can be defined a small group of words standing together as a conceptual unit, typically forming a component of a clause.

Ex: I cannot *put up with* that fellow. The italicized words are a phrase. The contextualized meaning of the phrase is **endured**.

An ‘Idiom’ can be defined as a group of words whose meaning cannot be predicted from the literal meaning of the constituent words.

Ex: To smell a rat: **to suspect foul dealings.**

One-Word Substitutes: Substituting a long sentence by a single word conveying the meaning of the sentence.

Ex: A person whom one knows but is not particularly a close friend- **Acquaintance.**

Verbal Analogy: Analogy means similarity between like features of two things, on which a comparison can be made.

Ex: Play is related to ground as pray is related to – **temple**

Prefixes and Suffixes: Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning.

Ex: In the word **multicultural**- *multi* is the prefix, and *cultural* is the word. Thus a new word **multicultural** is formed by adding the prefix to the word.

Suffixes are added to the end of the existing word.

Ex: In the word **childish**, **‘ish’** is the suffix, and **child** is the word. Thus a new word **childish** is formed by adding the suffix **‘ish’** at the end of the word **child**.

Business Vocabulary: It is defined as set of words used for specific purposes. For example, the words used by a lawyer are different from the words used by an engineer.

Ex: Cash Cow: It is a business term that is used to talk about a business, investment or product that gives steady income or profits.

Collocations: A familiar grouping of words, especially words that habitually appear together and thereby convey meaning by association.

Ex: Richly decorated, fully aware, excruciating pain etc.

Study of word origin or Etymology: the study of the origin of words and the way in which their meanings have changed throughout history.

Ex: The meaning of the root **Audi** is ‘hear’. Words like **audible** and **audience** can be remembered by remembering the root word.

Discussion Questions / Exercises

1. Identify any ten difficult words from a newspaper article and write their synonyms and antonyms.
2. Google to find out the meanings of the following idioms

1. Bag of Bones
 2. Play Possum
 3. A Hot Potato
 4. A Pretty Kettle of Fish
 5. To Bring to Book
3. Write one word to substitute the sentence
1. Person lacking in experience and competence in art or science -----
 2. Obvious to the eye or mind -----
 3. Fear of great heights -----
 4. To divide into branches or parts -----
 5. The science of colors -----
4. Select any five prefixes and five suffixes. Write their meanings and form as many meaningful words as possible.
5. Complete each of the sentences by choosing the correct word from the four options given.
1. Drama is related to stage as tennis is related to-----
a. Field b. court c. net d. racket
 2. Play is related to director in the same way journal is related to-----
a. Reader b. publisher c. producer d. editor
 3. Disease is related to epidemic in the same way as skirmish is related to-----
a. War b. ointment c. quarrel d. campaign
 4. Horse is related to hay in the same way cow is related to -----
a. Leaves b. fodder c. milk d. straw
 5. Well is related to depth as office is related to-----
a. Subordinates b. promotion c. efficiency d. authority.

Unit-2

Activities on Reading Comprehension

Introduction: Reading is an essential element at every stage of one's life, especially in schools, colleges and at workplace. This is because reading is a means of discovering information to expand one's knowledge and understanding of the subject of any kind and any field. Reading helps in mental development and is known to stimulate the muscles of the eyes. It involves greater levels of concentration and improves the conversational abilities of the reader.

Reading Comprehension passages find their place in every competitive examination. Apparently, solving reading comprehension passages seems to be easy, but in reality, it is difficult. The question that vacillates in every aspirant's mind is "How to improve Reading Comprehension"? Students are adapted and comfortable in solving simple and undeviating passages in their schools days, but the task becomes difficult when it comes to competitive examinations. Students find difficulty in understanding the vocabulary, concept of the passage and lose interest in solving reading comprehension passages.

Reading Comprehension Strategies:

- Students often complain that they are unable to understand the given passage. If, you happen to belong to this category of students, remember that you need not understand each and every word, and at the same time you need to find out the summary or the gist of the paragraph. Focusing on the key words is more important.
- Know your strengths. The conservative approach is, reading the passage and then answering the questions. But some students do not feel comfortable with this approach. Probably, they do not know which key words they have to remember, and waste a lot of time in reading the passage again and again. In such situations, a 'bottom up' approach is followed, where the students read the questions first and then look for corresponding answers from the paragraph.
- Time management plays a crucial role. Apart from testing knowledge and skill, competitive examinations also test an individual's time management. Practice numerous reading comprehension exercises with the help of a timer.
- Practice more. This will alone make you smart in managing time, understanding the techniques and finally makes you proficient in answering the reading comprehension passages.
- Improve your vocabulary. A person who has poor vocabulary stops more number of times while reading a passage. Every time he/she comes across a new word, he/she stops

and tries to understand the meaning. In such situations, understanding the gist of the passage becomes difficult. Having good vocabulary improves reading speed. It also helps in understanding the passage better and saves a lot of time.

- Use a pencil while reading. Underline the key words.
- Find out words that are not necessary. If you carefully observe any reading comprehension passage, you clearly understand that there are more number of words, sentences and phrases which do not add any meaning to the passage. Try to eliminate this junk while reading. You can understand that even without these unwanted words, sentences and phrases the meaning of the passage is clear.
- Come back later. Sometimes when we don't find answer for a particular question, we generally tell ourselves that "Okay, let me proceed, I will come back to it later." This is indeed a good strategy and saves time, but before moving on to another question, circle on your choice of answer, which you feel correct at the present moment. In most situations when you go back to answer the question, you don't remember the gist of the passage. So, you have to read again from the beginning which consumes a lot of time.
- Most reading comprehensions are complex passages taken from scientific essays, well-known fiction, literature or economics. Solving passages from different fields of knowledge will not only give practice, but also increases vocabulary and reading speed.
- Focus on the content. Don't let your mind to waver here and there.

General Vs Local Comprehension

General comprehension or Global comprehension means understanding the general meaning of what an individual is reading. It is referred to the central idea of a multiple paragraph. Local comprehension can be defined as the most important point about the topic of an individual paragraph. The general meaning is stated in the paragraph and hence visible to the reader. The local or implicit main idea was suggested in the paragraph and hence less visible to the reader.

Reading for facts

Every reading passage contains facts and details. The facts and details tell more about the main idea. Questions about facts and details ask you about something that was stated in the passage. To answer a question about a fact or detail, look back to the passage to find the answer. Five WH questions and one H question answers everything about facts or details. They are who, what, when, where, why and how.

Guessing meanings from context

The ability to infer the meaning of an unknown word either by looking at the vocabulary around it or its context is an important reading skill. The context here either refers to the sentence or the paragraph where the unfamiliar word appears which provides the reader with information that to give meaning or sense of the term. Four types of clues can be used to support reading comprehension. They are synonyms, antonyms, examples and definitions and general knowledge.

Scanning

It is another types of fast reading used to cover a great deal of material to locate a specific fact or piece of information. While trying to find out meaning for a word in a dictionary, or looking for a telephone number in the telephone directory, we scan and look for only specific information. Scanning speed can be increased by regular practice and better concentration. Scanning is a very important reading technique and serves several purposes, which include looking for

- a. A specific point or fact
- b. relevant details presented in the form of graphs or tables
- c. a formulae in a text
- d. a word in a dictionary
- e. train or television schedules
- f. references or bibliographical listings
- g. examination results

Skimming

It is the rapid survey of the subject. This is to get a rough idea or to see quickly what the book is about. It is a more sophisticated skill than scanning. The main objective of skimming is to understand the central idea and the main points of a text. The reader has to read fast and make quick analysis. Skimming involves three main skills: Identifying the central idea, recognizing main ideas, and identifying the writing patterns of the passage. Skimming is indispensable for better understanding of a text. Skimming should answer the following questions about a passage or text.

What is the overall purpose of the text?

What is the theme or the central idea of the passage?

What is the organization of the passage?(general to specific, specific to general, chronological, more important to less important, or less important to more important and so on.

What does the author intend to do? (describe, instruct, report, narrate, persuade and so on.)

What are the main points of the text?

Inferring meaning

Inferences are broadly referred to what “you read between lines.” Inferences are what the author suggests or implies. The author wants the reader to arrive at the same conclusion the author has arrived at. When the author implies something, the reader has to infer.

Critical Reading

Critical reading is engaging in what you read by posing questions to one self. For example ‘What is the author trying to say?’ or ‘what is the main idea or argument presented?’ It involves a reasoned argument coupled with evaluation and analyses of what you read.

Note: Don’t spend lot of time in skimming and scanning to avoid drifting away from the content of the paragraph.

Effective Googling

Effective search is an important skill that everybody has to master. There are few tips to be followed for effective googling.

1. Keep the search phrase short
2. Use quotes
3. Search a website
4. Search a domain extension
5. Tell it what you don’t want through a minus (-) sign.
6. Tell about what you don’t want.
7. Search for this or that
8. Use the wild card
9. Avoid synonyms
10. Do a specialty search.

Discussion Topics/Exercises

Read the paragraph and answer the following questions

April fool's Day

April fool's Day, sometimes called All Fool's Day, is on the first of April every year. People can play practical jokes. That's why you shouldn't believe what is said to you and you should be doubtful of the people around you on this day. Someone might change the time on another person's alarm to make him wake up very early or very late. Or she / he may put a lot of pepper in another's food. Of course all this is done just for fun. When the trick is played people say "April Fool" to make the poor person realize that it was just a joke.

Some of the well known and most successful pranks or *practical jokes* were on the media - television, radio stations, newspapers... For instance, a BBC television program ran a famous hoax in 1957, showing Italians harvesting spaghetti from trees. A large number of people contacted the BBC wanting to know how to cultivate spaghetti trees. In 2008, the BBC again reported on a newly discovered colony of flying penguins showing people walking with the penguins in Antarctica, and following their flight to the Amazon rainforest.

Source: [Wikipedia](#)

Comprehension:

1. April Fool's Day is also called Fool Day?
 - a. True
 - b. False
2. On this day
 - a. you must be suspicious about what people around you say or do
 - b. You should wake up early in order not to be hoaxed
3. After you play a trick on someone
 - a. say April Fool
 - b. say April Fool's Day
4. After the announcement of the BBC "spaghetti documentary"
 - a. people believed the piece of news
 - b. people called the BBC to complain about being hoaxed

Unit-3

Activities on Writing Skills

Writing skills are tended to be inborn talents. But without putting up hard work, the innate talents are of no use. Sustained motivation and hard work are the two secrets to a good write up. The skill of writing has taken last place in communicative skills (LSRW). To acquire this ability continuous practice and involvement are necessary. If you would wish to write start writing, keep writing and check your writing then rewrite. It is a process of answering umpteen (No. of) questions related to the write up. Information gathering from day to day life experiences helps to improve writing skills which are an integral part of good communication. The more effective your writing skills are, the more you through influence on people around you.

Importance and uses of good writing skills:

1. Good writing skills allow you to communicate with a larger audience effectively with clarity and ease.
2. It enables you to meet the demands of life.
3. Good writing skills create impression and avoid negative reactions.
4. The errors in writing may force the loss of credibility.

Strategies to develop writing skills:

- Command over writing comes through practice.
- Life experiences should be converted to activity ‘writing’.
- Grammatical errors are continuously checked
- Action words are concentrated upon
- Accuracy and coherence
- Re drafting
- Remember your audience and their requirement
- The medium and style of writing
- Gender neutral language

Different Types of Writing Skills

1. Letters, Formal and informal
2. Reports Project reports Memo reports and minutes of meetings
3. Résumé or Job Application
4. E mails

5. Portfolio writing

6. Taking Notes

Improving One's Writing

Important tips to improve writing skills

- Keep it simple
- Keep it active: passive voice is avoided
- Work together: share the work done by showing it to specialists in that area to get feedback
- Invest on books and training: Look into dictionary or thesaurus to produce clear and understandable writing. Courses and workshops will help to improve writing
- Make it interesting. As the readers are not familiar with subject matter, necessary details are given
- Use new and better Technology: update knowledge of giving headings, margins, alignment and new words
- Hiring a professional: when the volume of writing is large and professional matter, it can be given to persons who are proficient in writing

Résumé or Job Application

A Résumé is a calling card for one's future. It is a brief summary of your talents, abilities education, experience and skills. A successful Résumé will review summarize and present your training, expertise in the said field and achievements clearly and concisely. Its main purpose is to convince the prospective employer to contact you for an Interview. A Résumé is normally 2 to 3 pages. But a Curriculum Vitae is longer.

Major uses of a Résumé:

1. To help to go for an interview
2. To provide the employer with reference material during the interview
3. To serve as a reminder to the employer after the interview to send a letter

Types of Résumés

1. Chronological Résumé
2. Functional Résumé
3. Combination Résumé
4. Targeted Résumé

Chronological Résumé

It starts by listing your work history with the recent position listed first. Your jobs, educational qualifications are listed in reverse chronological order, with the recent one first. Employers prefer this type of Résumé because it is easy to assess one's caliber.

Functional Résumé

This type of Résumé focuses on skills and experience rather than one's chronological work history. It is used most often by people who are changing careers or who have gaps in their employment history. It highlights major skill areas. Skills are emphasized over work experience. Job titles, Dates or names of the employers may be left out. You may describe or label this section in varieties of ways.

- Skills
- Abilities
- Accomplishments
- Experience
- Areas of competence

Combination Résumé

A combination Résumé lists a person's skills and experience first. The employment history comes next. With this type of Résumé one can highlight the skills relevant to the job one is applying for. It also provides the chronological work history that employers prefer. You are writing a targeted Résumé and need an effective way to match the skills to the job requirements.

Targeted Résumé

A targeted Résumé is a customised report which specifically highlights the relevant qualifications and skills needed for the job. It gives an idea of requisite experience for the specific position. This Résumé is in response to an advertisement of a specific company with different career objectives.

Résumé Structure

The Résumé structure is important in more than one way. The ideal Résumé structure gives a professional outlook while displaying a career – oriented attitude of the applicant. It influences the flow of the Résumé and thereby affecting its readability. Hence, constructing the Résumé perfectly will improve your chances of gaining the important interview call. Each applicant decides on the structure as per his strengths, capabilities and expectations of the prospective employer and hence, every Résumé tends to differ from the other. In general the structure contains the following steps.

- Presentation
- Planning
- Projecting skills and strengths
- Summary
- Form and style
- Expert advice (pet peeves)
- Cover letter

A Résumé is divided in 3 sections Introduction, Primary section and secondary section

Introduction:

It contains a header and objectives.

Header includes name and contact details of the applicants. The name should be in bold letters. The address, email id and telephone numbers are furnished.

Objectives:

It holds the aspirations and career plans. The applicant's potential qualities and his expectations from the job are clearly indicated here.

Primary Section:

It is the most important part of a Résumé wherein the employer spends maximum time reading it. So, the contents, flow and the look of this section should be perfect. Ideally, the experience section should get more prominence and therefore should be written first. Nevertheless applicants can put forth educational qualification section prior to the other ones.

Experience:

It contains work history, designation, place of work, total work duration and responsibilities. While giving the above details bullet format and action words are used. Elaborate this section wisely to bring out the best of the applicant's capacities.

Education Qualification:

This section should include qualifications both education as well as additional, name of the awarding bodies, year of passing and grades scored.

Certifications

Extra courses, internships, workshops, seminars and training sessions undertaken are listed here.

Achievements:

Any extra efforts put in and fetched awards or rewards are mentioned here.

Secondary section

Personal Details: It includes family background, marital status, age, interests etc.

References: This includes the name and contact details of the people worked with or studied under the guidance of. However the practice of writing references is thinning down and concluded in one sentence, “available on request”. This is the last part of the Résumé.

General Editing and Proof Reading of a résumé

A fresh eye can spot any mistakes which were overlooked. If it is reviewed, the reviewer may notice a better way of saying something. Misspellings can also be avoided.

Résumé Parsing Services: these are Computer Programs that filter through Résumés utilizing key words.

Key words from the job posting: Since a Parsing Service may be utilized, it is useful to include actual wording from the job posting within your Résumé.

Titles: Make sure that the job titles on your Résumé match the job position

Don't use the page Header and Footer Features: your Résumé will probably not make it past the Parsing Service if you put your contact information etc., as a header or footer. Using a page header or footer on Résumé is a good way not to get noticed.

Legible and Attractive:

Stay with the Times New Roman, Verdana or courier. The font size for the content would be between 11 and 12 and for headers it could be 12 or 14, Leave a margin of 1 1/2" to left and right. The content should be in black, highlighting headers with dark gray or deep navy blue. Bold and words in italics should be sparingly used.

Final Formatting

Checks the job posting requirements to be sure you are submitting your Résumé in the prescribed format through email, postal mail (hard copy) or fax. Most commonly used format is Microsoft Word. A file name should be given for your Résumé.

Cover Letter:

The Cover Letter basically consists of a request or self recommendation. It is short explanations of why should the employer consider the applicant? A cover letter can be short when you enclose a C.V. It is best to personalise the letter for maximum impact on the reader, the recruiter. Only factual information should be given in it. The opinion about the company can be briefly written along with a mention of how it would help the applicant to work effectively in the workplace.

The Format

A cover letter usually contains three paragraphs. Each para has its own importance.

In the first para details of getting the information about the job i.e. through advertisements, job portal, and internet are given.

The 2nd para should be about appraising the growth of the company and applicant's self appraisal. The skills and achievements also should be given.

The 3rd para consists conclusion with a complimentary word to prove one's mettle. A brief mention of the enclosures is also given.

All the 3 paras should be precise but very clear and impressive so that the employer can send an interview call.

Tips to prepare a good résumé

1. See that a Résumé doesn't have any typographical, spelling, grammar, syntax errors or factual errors
2. Key information is given i.e. Name, address, phone number and email id at the top of the first page. Objectives are listed next in concord with the job requirements
3. Experience, educational qualifications in reverse chronological order. Additional information regarding hobbies/interests is given
4. Specify the goals for opting the job
5. Strengths are highlighted
6. Make careful and strategic choices as how to organise, order and convey skills
7. It should be 'You' attitude not self.
8. Use most impressive and power words
9. Result oriented approach is used
10. Use phrases instead of long sentences
11. Use laser printer
12. Watch the tense used
13. Experience section should come before education details

What not to write in a résumé

1. Word Résumé or C V on the top
2. Fluffy rambling/ objective sentences
3. Salary
4. Full addresses of the former employers
5. Reasons for leaving previous jobs
6. Personal statistics
7. References
8. Your weaknesses

Discussion/Activity

Google and find out the different formats of the three kinds of Résumé i.e. Chronological, functional and combination.

E Correspondence

E mail is a medium of electronic communication. It can be used for intra and inter communication .These are quick in transcending the information to far off places.

Characteristics of an e mail

1. Concise fewest possible words are used
2. Accurate format is used
3. Clear: simple, familiar, direct and specific words ,appropriate linkers and transitional signals should be used
4. Conventional tone: formal and conversational tone is used
5. Single theme: logical development of the content with sub-ordinating ideas related to the context.

Advantages

- Speed
- Quick distribution
- Flexibility to modify, edit and revise
- Easy attachment of documents
- Low cost

E mail format

- To: receiver's email id
- CC (carbon copy)
- BCC (blind carbon copy) a line of privacy for people concerned
- Subject line: title of the message
- Attachments: downloading material for the receiver to read
- Body: sender's address, date, recipient's name and address, salutation, complementary close,

Discussion questions

- a. Write an email to the book seller ordering for the supply of required books
- b. Send an email to the customer informing the despatch of the goods required
- c. Write to your colleagues in your office to save all their documents in view of the changes to be made in the software.

Portfolio Writing

A professional portfolio is a tangible collection of items that charts your professional growth and illustrates the best examples of the most relevant skills and experiences. It enables to demonstrate allied qualifications clubbed with skills. The process of putting portfolio together helps to determine how organized you are. It gives a clear picture of targets for chosen career. It is a valuable tool that can be used throughout the career to assess the professional development, negotiate effectively, prepare for performance appraisals, navigate career transitions and track professional growth and opportunities. It is a proof of achievements and rewards. Job seekers who use Portfolios often receive more offers at higher starting pay.

Creating a portfolio:

Collect items that show case your skills and abilities in various areas. At the end of each college semester or during each year of employment, collect and file evidence of activities, work, assignment, internships, accomplishments, special trainings, workshops and artifacts.

The artifacts are:

- Community or club activities
- College extracurricular recognition
- Class room experiences
- Special interests
- Professional memberships
- Special skills or certifications
- Work related skills
- Service or voluntary work

Next step is selecting artifacts that exhibit accomplishments. Select material that is exemplary and lead nearer to goals

Connect material to achievements with summaries or reflection papers that highlight learning. For example if you participate in leadership training workshop connect the pamphlet with written summary of what is learned and growth prospects.

Sort out portfolio materials and learning outcomes.

Assemble a working portfolio by purchasing a professional binder, divider tabs, clear sheet protectors and creative paper. Card stock for keeping photos and captions is a MUST. Use high quality paper for lay-out pages and strive for consistency and professionalism

A portfolio should resemble a scrap book project.

Filter it into a targeted presentation to potential employers and graduate schools.

For example, a presentation portfolio for a scholarship application might include items related to Leadership, Service learning or Academic excellence.

A portfolio is a proof to show in an Interview that you are well qualified for the job. Use SIR (situation, input and result) approach. Respond to the questions based on the above approach. The portfolio can never be left with the interviewers.

Discussion topic:

Create your portfolio.

Technical Report Writing

Introduction: A Technical report is a formal report designed to convey technical information in a clear and accessible format. It is divided into sections which allow different readers to access different levels of information. The purpose of the individual sections is to produce an accurate professional document.

Rules of writing a Technical Report: Four general requirements should be met to writing a report. They are

1. Clarity
2. Continuity
3. Conciseness
4. Objectivity

Clarity: The purpose of a technical report is to transmit conclusions and their supportive evidences. To do this, a report must convey the exact meaning of the writer's intention to the reader. Ambiguity regarding mathematical symbols must be clearly defined, the grammatical errors should be rechecked and figures and tables must be easily understood.

Continuity: The matter of a report should be logically arranged so that it is interesting statement. It requires continuity between succeeding sentences, paragraphs and sections. The transitional words, phrases and sentences may be influencing the reader so one should be careful in maintaining the continuity. While referring figures and tables limit the distractions the references should be either at the beginning or at the end of the report.

Conciseness: The reports should be concisely written by using fewest possible words and illustrations. Omit irrelevant details and conclusions. The quality of the report is inversely proportional to the length of it. The supporting evidences for every conclusion should be given simultaneously.

Objectivity: Technical report should show the restraint and expect the reader evaluate the data honestly. Do not try to hide the deficiencies in the research. No technical report is better than research. The assumptions, hypotheses and results should be frankly stated in a report. Do not write any matter which may cause irritation or to impress the reader.

Types of Technical Reports:

Informal reports: Memorandum, brief analysis, Tour report laboratory report field report and inspection report

Formal reports: Committee reports Institution reports, Project reports, Survey reports, Status reports, Progress reports, Annual reports, Letter report, Feasibility study, Damaged report, Maintenance report and Project Proposal.

The Format of a Report

The report should contain the following sections

1. Title page / Cover page
2. Abstract
3. Contents
4. Introduction
5. Objectives
6. Procedure
7. Conclusion
8. Recommendation or suggestion
9. References / bibliography
10. Acknowledgements
11. Appendices

Title Page: The title of a report or main text word is given at the beginning of a report in this page.

Abstract: It is the summary of the whole report including important features, results and conclusions.

Contents: Numbers and lists of all sections and sub-sections with page numbers. In other words this is the preface or foreword of a report.

Introduction: The objectives of writing the report should be listed.

Procedure: The method and style of writing the report may be given here. This section separates the main ideas and puts them in a logical order. The body of the report is divided into numbered and headed sections.

Conclusion: The summing up of the theme(s) stated in the main text.

Recommendations or Suggestions: Details of opinions for further improvement.

References/Bibliography: Details of published sources of material, other material including websites are given.

Acknowledgments: List of people who helped you to prepare the report. This can be put after contents page also.

Appendices: Any other material essential for the maximum understanding of the report.

Writing Styles:

Presentation: As a part of assessment of a technical report, the following guidelines are recommended.

- a. The report must be printed on one side of white A4 size paper. It may be handwritten or printed.
- b. Margins must be at least 2.5 inches.
- c. Page numbers start after contents page. Do not number the title page, summary and contents pages.

Planning the Report: Collect the information from the library, handouts, lecture notes, pamphlets, journals and reference books. Keep an accurate record of all the published references to be used while writing a report. The following points should be remembered while writing reference or bibliography.

- The name of the journal or article
- The author's name
- Title of the article
- Year of publication
- Volume number
- Issue number in brackets
- Page numbers if needed
- Edition number if required
- Publisher
- Year of publication

Creative phase of planning

Write the topics and ideas from the researched material in random order. Arrange them into logical groups. Keep note of the topics that do not fit into groups in case they come to use later. Put the groups into a logical sequence which covers the topic of the report.

Structuring the Report:

Using the logical sequence of grouped ideas, write a rough outline with Headings and Sub-headings.

Writing the first Draft

For the course work assignments, the readers, particularly in professional context would like to consider the level of details given in the report. Begin writing the main text not the introduction. Follow the outline in terms of headings and side headings. Let the Ideas flow. Do not worry

about style, spelling or word processing. If you are stuck, go back to the outline plan and make more detailed preparatory notes to get the flow again. Make rough sketches of diagrams or graphs. Keep a numbered list of references as they are included in the write up. Put the quoted texts in quotation marks. Write the conclusion next, followed by the introduction. Do not write the summary at this stage.

Revising the first draft

The report will take shape from this step. The accuracy and conciseness of the subject matter is a prime point here. Whatever information intended to reach the reader should be concentrated upon. To achieve the above result, the means would help more than words. Diagrams, graphs, tables and pictorial representations are the most widely used tools in revising the draft.

The Report Layout

Appearance of a report is as important as its content. An attractive, clearly organized report stands a better chance of being read. Use a standard 12pt font Times New Roman in the main text. Use different font sizes, bold, italics and underline wherever necessary. Do not make too many changes in the type style. Use side headings to break up the text and to facilitate reader.

Styles

A report document mostly uses styles called Normal, Caption, Header, Programme etc. There are a few other points to note like, footer or foot notes. As far as possible, a report should contain limited number of styles.

Note

Professional reports generally do not increase the font size for titles and headings.

Length: There will not be extra credits for long reports. So, concise reports are preferred.

Originality and Plagiarism

Whenever you make use of other people's ideas or facts, you must indicate this in the references. Any phrases, sentences or paragraphs which are copied unaltered must be enclosed in quotation marks and referenced by a number. The material which is not reproduced unaltered should not be put in quotations, but still must be referenced. It is not sufficient to list the sources of information at the end of the report; indicate the sources of information individually within the report using the reference numbering system.

Finalizing the report: Add page numbers, contents and title pages and summarize. The summary should indicate the scope of the report and give conclusions. It must be intelligible.

Proof-reading

Re-checking every aspect of the written matter from the beginning to the end is absolutely necessary. This act should be either done by the author or given to someone else to check the contents, style, structure and layout. Don't forget to record the person's name in acknowledgment.

Topics for discussion

1. Write a letter report for establishing language lab in engineering colleges with advanced software.
2. Write a note report of the importance of reading rooms in college libraries.
3. Write a technical report on the collapse of a newly constructed bridge to a newspaper
4. Report on the educational tour undertaken by your college.

Unit-4

Activities on Presentation Skills

An oral presentation is a formal address by a person to a group of people with or without using visual aids and other tools like slide show, video or audio clip. Successful presentations are designed to meet the needs and expectations of the audience. It serves various purposes such as improving speaking skills, increase the chances of getting good jobs and to gauge the strength of oneself regarding language competency and persuasive skills. It is therefore, a conscious effort of the speaker and is a purposeful communication and establishes the reputation of the speaker.

To quote Emerson, “All the great speakers were the products of rehearse and practice”

TYPES OF ORAL PRESENTATIONS

There are broadly three types of oral presentations. They are i. Impromptu ii. Extempore iii. Seminar

Impromptu

Impromptu refers to the type of oral presentation where the person has to speak on the spot without any previous preparation. This skill demands a good level of presence of mind and self-confidence apart from the skill of organizing the material in a quick pace. Impromptu reflects a highly competitive and agile environment in which we work.

In the absence of earlier arrangement of ideas and structuring of arguments, the speaker might fail to present a coherent speech. The looseness as when compared to a seminar presentation is expected. However, one should make an attempt to reduce chaotic presentation.

Extempore

In this format of presentation, the speaker is given time for presenting his speech. He or she has time to work and rework his or her arguments and ideas taking into consideration the equipments of the delivery say brevity, coherence and ample supporting evidence etc. In extempore, we cannot directly use the material, that is, read it out while delivering it to the audience. Consequently, extempore presentation demands a deeper and thorough understanding of the issue/topic being spoken.

Seminar

For a student, seminar is important as early exposure to this form of oral presentation is a must. Seminars are regularly organized and conducted in colleges with a primary objective of evaluating certain features that are present in both the two earlier forms---- Impromptu and Extempore. These provide the speaker with ample time to collect the material and organize ideas.

Further, in a seminar like impromptu, the presence of mind, quick k grasp of situation and prompt action are essential. In a seminar the speaker can access his or her material directly.

Elements of oral presentation

A typical presentation will have the following steps

- A) Introduction
- B) Main Body
- C) Conclusion
- D) Questions and responses

Introduction: A well beginning is half done. The speaker has to prepare thoroughly and motivate the audience. The introduction therefore should be attractive, attention drawing and thought provoking. There are various ways to kick-start the presentation.

- *greet the audience
- *introduce yourself
- *announce the topic either by asking questions or by directly giving clues before declaring it.
- *explain the purpose of the presentation
- *maintain time (duration of the pot)
- *specify when you would like to ask questions
- * give an outline of the ppt

Main Body

The main body should contain relevant matter, preferably divided into sub titles. Orderly arrangement of these should cohere with the content. The relationship between the themes and arguments should be clearly stated. It should contain a situation wherein, the audience can effectively relate.

Conclusion

The main point here is, to reinforce the central idea, giving a brief summary of the main points.

“Great is the art of the beginning. But greater is the ending”

Specific Objectives of an oral presentation

1. **Planning:** - a. Purpose b. Audience c. Data needed and collection of it d. The action plan
2. **Topic selection:-** Right topic suitable for self and also for audience
3. **Purpose:-** Simple, concise statement of intention that helps to feel the pulse of the listener throughout the presentation

Steps involved in oral presentation

1. Deciding the topic. It is good to choose a topic that is decent and relevant
2. Collecting or gathering information, data and visuals on the topic chosen, accessing library, internet and discussion with people.
3. Arranging the information in a coherent manner.
4. A rough draft should be prepared keeping the length and time of the presentation.
5. Revise the rough draft number of times, to make it error proof.
6. Practice is essential. Rehearsing the speech before presenting it helps in boosting the confidence. It helps to understand the flaws in delivery of speech for necessary correction. Take the help of a friend or a mirror to practice.

Discussion Question

Prepare a presentation on any interesting topic of your choice.

Unit-5

Activities on Group Discussion and Interview Skills

Interview is an opportunity to meet the challenges of professional life on the one hand and to get skilled personnel for the employer. It is an opportunity for both employee and employer. If the applicant wants to exhibit his skills, knowledge, self-confidence and motivation, the interview is the only way to determine the candidate's caliber.

The interview has a wide range of uses. It is a form of oral communication, one to one or one to group interaction which proves the unique identity of the applicant. Every interview has some process involving the following steps.

1. Type of interview
2. How to start an interview
3. Establishing rapport
4. Exchanging information
5. Closing the interview
6. Follow-up after the interview
7. Conclusion

A few aspects regarding interview process are:

1. Arrangement of place , time and questions
2. Acquiring job related information and knowledge about the requirement
3. Assessing SWOC of one self
4. Opening strategies

Planning for the interview:

After sending Résumé to a company, the candidate will get a call from the hiring manager. The interview may be either a phone interview or in-person interview. The phone interviews give a chance to the employer to feel your skill set on conserving. In-person interview are usually conducted if the candidate survives the initial phone interview. Mostly the in-person interviews are based in asking questions relevant the job or to the person by a panel of members.

The opening strategies:

There are **two stages** in opening an interview.

1. **Entrance and introduction:** The best way to enter an interview room is to knock, ask for permission to enter and then wait for a while before sitting down. Try to be comfortable keeping your hands in the lap.

- a. Be presentable, have time sense, composed and give candid replies.
 - b. Be focused
 - c. Maintain eye contact
 - d. Introduce yourself clearly
 - e. Smile
 - f. Be expressive. Avoid using monotone.
 - g. Pronounce words clearly
 - h. Be concise
 - i. Stay focused and to the point
 - j. Be direct
 - k. Use appropriate hand gestures to emphasize key points
 - l. Negotiate well
2. **Attitude and Response:** Interviewers will give a lead to the candidates. So try and take cues from the tonal variations, facial expressions and thrust of questions.
- a. Family background
 - b. Education
 - c. Initiation
 - d. Interpersonal skills
 - e. Aptitude
 - f. Appealing gestures

In any interview there are three stages:

1. Pre interview

- Identify your strengths and weaknesses, goals, skills, etc
- Research the company
- Rehearse what you plan to say
- Practice answers to common questions
- Prepare questions to ask the employer

2. Process interview

- Make sure you arrive a few minutes early
- Be aware of nonverbal communication. Sit up straight, look alert, speak clearly and forcefully, but stay relaxed. Make good eye contact, avoid nervous mannerisms, and try to be a good listener as well as a good talker. Smile!
- Follow the interviewer's lead, but try to get the interviewer to describe the position and duties to you fairly early in the interview so that you can then relate your background and skills in context

- Be specific, concrete, and detailed in your answers. The more information you volunteer, the better the employer gets to know you
- Offer examples of your work and references which will document your best qualities
- Answer questions as truthfully and as frankly as you can. Answer honestly, while trying not to say more than is necessary

3. Post interview

- Take notes on what you feel you could improve upon for your next interview
- Write a brief thank-you letter to interviewer indicating your interest within 24 hours of your interview
- If offered the position, one to two weeks is a reasonable amount of time to make a decision. All employment offers deserve whether you accept them or not

Interview preparation

Research is a critical part of preparing for an interview. Spend time in thinking about yourself and the questions you might ask at the end of interview. Self-assessment will enable you to know what you have to offer an employer. It is very important to develop an inventory of skills, experience and personal attributes that can be used to ‘sell yourself’ to employers.

Following is a list of marketable skills which are generic in nature.

- Analytical/Problem solving
- Flexibility/Versatility
- Interpersonal
- Oral/Written communication
- Organization/Planning
- Time management
- Motivation
- Leadership
- Self-starter/Initiative
- Team player

Types of interviews

1. Face to face interview
2. Group interview
3. Behavioral interview
4. Telephone interview
5. Panel interview
6. Stress interview

7. Video Conferencing

Face to face interview: This is also known as traditional interview. In this kind of interview the employer and the job seeker can get to know each other about respective environment.

Group Interview: These interviews are conducted by large companies or MNC's for graduates at a time. They may give some exercises to solve in a group and observes the leadership and communication skills of the participants. These interviews test the team work, listening comprehension and stress managing skills among the group.

Behavioral Interview: In this, the candidates are asked to explain their skills, experience, hobbies, projects and personal details.

Telephone Interview: These are to reduce the expenses of reaching the spot.

Panel interviews: The candidates will meet several higher authorities and answer the critical questions by a panel of members. Usually this method is used to hire for advanced positions.

Stress interview: The main purpose of this interview is to test the candidate's ability to handle stress situations. The employer will ask continuous questions to answer without giving time to think. The interviewer might openly challenge beliefs or judgment. Sometimes impossible tasks are given to test your abilities but not aim at a solution.

Interview through Videoconferencing

Interviews are also held through video conferencing. This is very akin to a face-to face job interview because the interviewers can watch the candidate answering the question, and can also assess his/her behavior and non-verbal gestures. Some organizations prefer to have a screening interview through video conferencing. The video conferencing interview follows a fixed structure. The number of interviewers varies from one to eight. The chair person of the selection committee introduces the members of the committee to the candidate. Each expert may talk to the candidate and asks him/her questions. This will continue until each member talks to the candidate. As the form and structure of a videoconferencing interview is akin to face-to-face personal interview, the candidate may apply the same techniques and strategies of interviewing.

Tips for successful interviews:

- Keep all necessary information within your reach
- Don't be afraid, have a glass of water
- Be a good listener
- Dress well (Formal)
- Switch off cell phone
- Keep control on body movements

- Maintain eye contact
- Don't give pauses
- Have a Smile on the face

Discussion Questions

There are mainly seven types of questions that occur during interviews.

1. Open questions: To encourage the candidates to feel at –home. E.g. (i) Name some of your interests? (ii) Tell something about yourself
2. Closed questions: To limit the scope of responses with specific answers. E.g. What is data processing?
3. Probing questions: To test the deeper understanding of the subject. E.g. Do you think recession might help Developing Countries?
4. Reflective questions: To confirm the candidate's statements. eg. Do you want the public sector companies be privatized?
5. Loaded questions: To judge the abilities. Eg. You are too short. Don't you think this is going to be a handicap for you?
6. Hypothetical questions: To test the problem solving capacity. Eg. How do you tackle the problem of difference of opinion with your Boss at work?
7. Leading questions: To know the desired response. Eg. What is opinion about TRP ratings?

General HR interview questions with possible answers:

1. How would you describe yourself?

My background to date has been centered on preparing myself to become the very best engineer I can become. I was born and raised in I've graduated from the JNT University with a B.Tech degree in..... I have worked for 2 years as a junior engineer in LQ-Soft solutions. I enjoy playing cricket in my free time and learning languages.

2. What specific goals, including those related to your occupation, have you established for your life?

I want to be working for an excellent company like yours. I plan to contribute my leadership, interpersonal, and technical skills. My long-range career goal is to be the best engineer I can for the company I work for.

3. How has your college experience prepared you for this career?

I have prepared myself to transition into the work force through real-world experience involving travel abroad, internship, and entrepreneurial opportunities which were given to me at our college. As you can see from my academic, extracurricular and experiential

background, I have unconditionally committed myself to success as an engineering professional.

4. What influenced you to choose this career?

I like engineering because my potential for success is limited only by how much of myself I dedicate toward my goal. If any profession is founded on self-determinism, it surely must be engineering.

5. Do you have the qualifications and personal characteristics necessary for success in your chosen career?

I believe I have a combination of qualities to be successful in this career. First, I have a strong interest, backed by a solid, well-rounded, state-of the-art education, especially in a career that is technically oriented. I am convinced that I possess these characteristics and am ready to be a successful team member for your firm.

6. Are you more energized by working with data or by collaborating with other individuals?

I like the validity of information and also like the energy that comes with working with people?

The best thing about working in a group is combining the great minds from different perspectives and coming up with something extremely great, compared with when you're working alone. At the same time, information can generate vitality in the project you're working on.

7. How would you describe yourself in terms of your ability to work as a member of a team?

I have had opportunities in both athletics and academics to develop skills as a team player. I have experience of being team leader to do a project. I maintained excellent communication among group members and coordinated towards reaching our team goals.

8. Would you describe yourself as goal-driven?

Yes. I demonstrated my goal orientation as president of the local community service. I am proud of the fact that I set a goal of signing 50 new members this year and accomplished it.

9. Can you describe your long-range goals and objectives?

My primary objectives are to learn as much as possible about your company and learn professional techniques.

10. What do you expect to do in the next five years?

Although it is hard to predict future, I sincerely believe that I will become a successful engineer.

11. How would you evaluate your ability to deal with conflict?

Yes. I believe that I am good at handling it. I explain what I need from the task given.

12. Would you say that you can easily deal with high –pressure situations?

Yes. My past experiences gave me the courage to deal with serious situations effectively attending to emergency on-call duties also.

13. What were the reasons to select this college?

This college has had a reputation as having an excellent infrastructure and state-of-Art class rooms and skilled faculty to nurture my career.

14. Do you think that your grades are an indication of your academic achievements?

I have focused on gaining real- world experience. Sometimes my heavy load has not allowed me to keep up with my studies, but my experience can be applied in my future endeavor.

15. Describe the characteristics of a successful leader?

A successful leader should have vision, formulate strategies and communicates to the team members.

16. Tell me what do you know about our company?

You are respected worldwide. Over the last fifteen to twenty years you have excellent track record and won many awards.

17. Which is more important to you, the job or salary?

Salary commensurate with my experience and skills.

18. How do you determine priorities in scheduling your time?

I know time management skills. I list the works as per their importance and complete the work.

19. Tell me about a time you had to handle multiple responsibilities?

While attending the college, I worked as a part timer in another firm and was successful. As a student, I was coordinator for cultural, literary and sports committees.

20. What is your greatest strength and weakness?

I work well under pressure to reach the deadlines. My weakness is I work too hard.

21. How would you deal with difficult persons?

I would first keep an open mind and listen to them, which in itself calms down most people.

22. What motivates you?

Recognition and promotion.

23. What is your definition of success?

Success is never giving up.

24. Why should we choose you?

Because I am the best and most appropriate person for this job.

25. If we did offer you the job, how would you react?

I would take it, thank you very much, when can I start (or) let me request you to give me time as I am slightly indisposed.

Group Discussion

Introduction

A group discussion (GD) is a type of interactive, oral communication which takes place when a group of people get together to discuss something. A group discussion can be informal or formal. An informal group discussion occurs when a group of friends talk about things in general at their college canteen, outside the classroom, at a bus stop or any other place; or when a family talks about various things, or when a group of people talk about various matters, such as sports, train travel, price rise, examinations, favorite film stars etc. In these informal discussions, each one freely expresses his/her views on the subject. In formal contexts, group discussions are increasingly used as a tool to identify candidates with the right abilities, either for employment or for admission to various courses. As the term itself suggests, a GD is a discussion, but most students misinterpret it to be a debate. What is actually expected in a GD is participation in a systematic way on a particular topic finding a solution to it...

The prospect of a GD tends to leave good number of participants petrified. You can get rid of that feeling of fear by remembering you have experienced group discussions right from childhood. Remember those heated discussions you had across the dinner table with family members, friends and relatives? Consciously or unconsciously, they have helped you learn a thing or two about discussing in a group. As a result, you would have often felt the desire to prove that you were right and they were wrong. A bundle of angst would build within you. Discard that feeling now. Remember, a GD is a discussion -- and not a debate -- between the members of a group.

There are two kinds of GD. Structured and Unstructured

Structured GD is where each participant gets specific time to speak. Unstructured is anyone in the group can speak at any point of time without disturbing general decorum.

Uses of a GD

1. To express important points about a given topic.
2. Telling facts about the topic with justification
3. To develop oratory skills
4. To drive fear away
5. To share opinions
6. To arrive at a positive conclusion

The main areas of a GD are

1. Subject knowledge about current affairs, politics, social issues, economic issues, scientific and environmental problems.
2. Analysis will help to discard unimportant and irrelevant points
3. GD develops communication skills such as listening, language, expression, articulation and pronunciation, verbal and non-verbal.
4. It develops leadership skills like initiation, assertiveness, self confidence, persuasiveness, patience, body language and motivation.
5. Team management skills include adaptability, positive thinking, cooperation, coordination and correcting attitudinal lapses.

Dynamics of GD

1. The opening of a GD should be attractive and direct the course of discussion.
2. Reasoning ability plays an important role.
3. Plan a strategy
4. The motivator or the leader of a group should roll the topic on, avoiding pauses.
5. The leader should see that bitter arguments and personal criticism are avoided
6. Understanding the topic from all possible angles
7. Summing up is very important for a good GD
8. Proper body language and eye contact makes a GD effective.
9. Use position, reason, example and position formula

Useful phrases of a GD

- Agreeing: You are absolutely right
- Disagreeing: I am sorry, I don't see it in that way
- Interrupting: Sorry, do you mind, if I say something here?
- Dealing with interruptions: Could I just finish with what I am saying?
- Asking for information: Would you mind saying a little more about it?
- Adding more information: Another point I would like to make is.....

Different parts of a GD (for 15 minutes GD)

- Chaos period (1-2 minutes)
- Period of generating ideas (7-8 minutes)
- Building discussion on the ideas (5-6 minutes)
- Conclusion (1 minute)

Strategies for effective group discussion

1. The opening sentences should create enthusiasm and interest among the listeners.
2. Systematic implementation of the content.
3. Body gestures or non verbal communication should be balanced.
4. Balancing the points of discussion when opposition is raised.
5. Anticipation of possible disruptions.
6. Politeness doesn't tend to either muteness or muttering.
7. Open mindedness
8. Cheerful personality while recapping the ideas.

Do's of a GD

- Listen to the speaker carefully
- Put your thoughts on paper
- Initiate the discussion if you are thorough with the subject.
- Support your point with some facts and figures.
- Give others a chance to speak and respect their contribution.
- Disagree politely.
- Do not forget to summarize, if you are the initiator.

Don'ts of a GD

- Sitting with crossed arms and legs.
- Throwing your body organs or limbs.
- Fidgeting
- Sitting stiff
- Scratching, pricking or rubbing
- Expressing anger or uncontrollable laughter
- Over speak or intervene without proper usage of vocabulary
- Argue or shout
- Erratic statistics
- Speak about intercultural or socio economic background of any participant.

A few expressions used in GD

Activity

1. Lead the discussion

Expression

*It is not difficult to understand the problem but.....

*The actual point of discussion is....

*Dear friend, don't deviate

2. Draw someone into discussion

*what is your opinion about this?

*Do you agree, if I say...?

*May I draw your attention.....?

3. Refocus the discussion

*for instance or example

* I think we are drifting

- 4. Help someone to participate
 - * Can you speak something...?
 - * Can you elaborate?
 - *Please continue...
- 5. Make suggestions
 - *could you explain?
 - *Can you give details...?
- 6. Conclude
 - *at the end, I say
 - * I will sum up

Discussion Topics

- 1. Disaster management is still a dream in India.
- 2. Why should only Gandhiji's imprint be on currency?
- 3. Research is stealing.
- 4. Indians lack etiquette.
- 5. Women empowerment is a curse for mankind.

Unit-6

Conflict Management

Introduction:

Conflict management involves implementing strategies to limit the negative aspects of conflict and to increase the positive aspects of conflict at a level equal to or higher than where the conflict is taking place. Furthermore, the aim of conflict management is to enhance learning and group outcomes (effectiveness or performance in organizational setting) It is not concerned with eliminating all conflict or avoiding conflict. Conflict can be valuable to groups and organizations. It has been shown to increase group outcomes when managed properly.

Definitions:

Conflict:

While no single definition of conflict exists, most definitions seem to involve the following factors: that there are at least two independent groups, the groups perceive some incompatibility between themselves, and the groups interact with each other in some way. Two example definitions are, “process in which one party perceives that its interests are being opposed or negatively affected by another party”, and “the interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities”.

There are several causes of conflict. Conflict may occur when:

- 1) A party is required to engage in an activity that is incongruent with his or her needs or interests.
- 2) A party holds behavioral preferences, the satisfaction of which is incompatible with another person's implementation of his or her preferences.
- 3) A party wants some mutually desirable resource that is in short supply, such that the wants of all parties involved may not be satisfied fully.
- 4) A party possesses attitudes, values, skills, and goals that are salient in directing his or her behavior but are perceived to be exclusive of the attitudes, values, skills, and goals held by the other(s).
- 5) Two parties have partially exclusive behavioral preferences regarding their joint actions.
- 6) Two parties are interdependent in the performance of functions or activities.

What do organizations use conflict management for?

For any organization to be effective and efficient in achieving its goals, the people in the organization need to have a shared vision of what they are striving to achieve, as well as clear objectives for each team department and individual. You also need ways of recognizing and resolving conflict amongst people, so that conflict does not become so serious that co-operation is impossible. All members of any organization need to have ways of keeping conflict to a minimum - and of solving problems caused by conflict, before conflict becomes a major obstacle to your work. This could happen to any organization, whether it is an NGO, a CBO, a political party, a business or a government.

Conflict management is the process of planning to avoid conflict where possible and organizing to resolve conflict where it does happen, as rapidly and smoothly as possible.

Conflict between individual

People have differing styles of communication, ambitions, political or religious views and different cultural backgrounds. In our diverse society, the possibility of these differences leading to conflict between individuals is always there, and we must be alert to preventing and resolving situations where conflict arises.

Conflict between groups of people

Whenever people form groups, they tend to emphasize the things that make their group "better than" or "different from" other groups. This happens in the fields of sport, culture, religion and the workplace and can sometimes change from healthy competition to destructive conflict.

Conflict within a group of people

Even within one organization or team, conflict can arise from the individual differences or ambitions mentioned earlier; or from rivalry between sub-groups or factions. All leaders and members of the organization need to be alert to group dynamics that can spill over into conflict.

How to identify signs and stages of conflict?

"Disputes of right" and "disputes of interest"

Especially in the workplace, two main types of disputes have been noted (although these two types may also happen in other situations). These are:

- "Disputes of right", where people or groups are entitled by law, by contract, by previous agreement or by established practice to certain rights. Disputes of right will focus on conflict issues such as employment contracts, legally enforceable matters or unilateral changes in accepted or customary practices. A dispute of rights is, therefore, usually settled by legal decision or arbitration and not by negotiation.
- "Disputes of interest", where the conflict may be a matter of opinion, such as where a person or group is entitled to some resources or privileges (such as access to property, better working conditions, etc). Because there is no established law or right, a dispute of interest will usually be solved through collective bargaining or negotiation.

Stages of conflict

The handling of conflict requires awareness of its various developmental stages. If leaders in the situation can identify the conflict issue and how far it has developed, they can sometimes solve it before it becomes much more serious. Typical stages include:

- Where potential for conflict exists in other words where people recognize that lack of resources, diversity of language or culture may possibly result in conflict if people are not sensitive to the diversity.
- Latent conflict where a competitive situation could easily spill over into conflict e.g. at a political rally or in the workplace where there are obvious differences between groups of people.
- Open conflict - which can be triggered by an incident and suddenly become real conflict.
- Aftermath conflict the situation where a particular problem may have been resolved but the potential for conflict still exists. In fact the potential may be even greater than before, if one person or group perceives itself as being involved in a win-lose situation.

Signs of conflict between individuals

In the organization leaders and members should be alert to signs of conflict between colleagues, so that they can be proactive in reducing or resolving the conflict by getting to the root of the issue. Typical signs may include:

- colleagues not speaking to each other or ignoring each other
- contradicting and bad-mouthing one another
- deliberately undermining or not co-operating with each other, to the downfall of the team

Signs of conflict between groups of people

Similarly, leaders and members can identify latent conflict between groups of people in the organization or the community and plan action before the conflict becomes open and destructive:

- cliques or factions meeting to discuss issues separately, when they affect the whole organization
- one group being left out of organizing an event which should include everybody
- groups using threatening slogans or symbols to show that their group is right and the others are wrong

How to build teamwork and co-operation (...and so minimize the possibility of conflict)

Teamwork and co-operation are essential in an organization which aims to be effective and efficient, and not likely to be divided by conflicting factions. The best teamwork usually comes from having a shared vision or goal, so that leaders and members are all committed to the same objectives and understand their roles in achieving those objectives. Important behaviors in achieving teamwork and minimizing potential conflict include a commitment by team members to:

- share information by keeping people in the group up-to-date with current issues
- express positive expectations about each other
- empower each other - publicly crediting colleagues who have performed well and encouraging each other to achieve results
- team-build - by promoting good morale and protecting the group's reputation with outsiders
- resolve potential conflict - by bringing differences of opinion into the open and facilitating resolution of conflicts

How to manage and resolve conflict situations?

Collective bargaining

Especially in workplace situations, it is necessary to have agreed mechanisms in place for groups of people who may be antagonistic (e.g. management and workers) to collectively discuss and resolve issues. This process is often called "collective bargaining", because representatives of each group come together with a mandate to work out a solution collectively. Experience has shown that this is far better than avoidance or withdrawal, and puts democratic processes in place to achieve "integrative problem solving", where people or groups who must find ways of co-operating in the same organization, do so within their own agreed rules and procedures.

Conciliation

The dictionary defines conciliation as "the act of procuring good will or inducing a friendly feeling". South African labor relations legislation provides for the process of conciliation in the

workplace, whereby groups who are in conflict and who have failed to reach agreement, can come together once again to attempt to settle their differences. This is usually attempted before the more serious step of a strike by workers or a lock-out by management is taken; and it has been found useful to involve a facilitator in the conciliation process. Similarly, any other organization (e.g. sports club, youth group or community organization) could try conciliation as a first step.

The difference between negotiation, mediation, and arbitration:

Three methods of resolving situations that have reached the stage of open conflict are often used by many different organizations. It is important to understand these methods, so that people can decide which methods will work best for them in their specific conflict situation:

- **Negotiation:** this is the process where mandated representatives of groups in a conflict situation meet together in order to resolve their differences and to reach agreement. It is a deliberate process, conducted by representatives of groups, designed to reconcile differences and to reach agreements by consensus. The outcome is often dependent on the power relationship between the groups. Negotiations often involve compromise - one group may win one of their demands and give in on another. In workplaces Unions and management representative usually sue negotiations to solve conflicts. Political and community groups also often use this method.
- **Mediation:** when negotiations fail or get stuck, parties often call in an independent mediator. This person or group will try to facilitate settlement of the conflict. The mediator plays an active part in the process, advises both or all groups, acts as intermediary and suggests possible solutions. In contrast to arbitration (see below) mediator's act only in an advisory capacity - they have no decision-making powers and cannot impose a settlement on the conflicting parties. Skilled mediators are able to gain trust and confidence from the conflicting groups or individuals.
- **Arbitration:** means the appointment of an independent person to act as an adjudicator (or judge) in a dispute, to decide on the terms of a settlement. Both parties in a conflict have to agree about who the arbitrator should be, and that the decision of the arbitrator will be binding on them all. Arbitration differs from mediation and negotiation in that it does not promote the continuation of collective bargaining: the arbitrator listens to and investigates the demands and counter-demands and takes over the role of decision-maker. People or organizations can agree on having either a single arbitrator or a panel of arbitrators whom they respect and whose decision they will accept as final, in order to resolve the conflict.

How to be an effective mediator?

An effective mediator needs certain skills in order to achieve credibility and results:

- preferably a proven record of success in mediation or negotiation
- the ability to gain the trust, acceptance and co-operation of conflicting parties
- clear thinking in identifying the real problems and offering practical solutions
- knowledgeable about the organizational structures, strategies and attitudes of the conflicting parties; as well as any relevant laws or agreements
- Tactful and diplomatic with the necessary powers of persuasion and strong character to nudge the participants progressively towards an agreement.

How to run a mediation process?

The mediation process can be broadly divided into the following three stages:

Stage 1: Introduction and establishment of credibility

During the first stage, the mediator plays a passive role. The main task is to gain the trust and acceptance of the conflicting parties, so that they begin to believe that he/she will be capable of assisting them fairly as a person on whom they can rely at all times. An experienced mediator will leave most of the talking to the disputing parties, but will listen attentively and ask probing questions to pinpoint the causes of the dispute, obstacles to a possible settlement and to identify the issues in order of priority. Once credibility is achieved and sufficient background knowledge gained, the mediator may begin to persuade the parties to resume negotiations, possibly with a fresh perspective.

Stage 2: Steering the negotiation process

In the second stage, the mediator intervenes more actively in steering the negotiations. He/she may offer advice to the parties, attempt to establish the actual resistance point of each party and to discover areas in which compromises could be reached. The mediator will encourage parties to put forward proposals and counter-proposals and (when a solution appears feasible) will begin to urge or even pressurize the participants towards acceptance of a settlement.

Stage 3: Movement towards a final settlement

An experienced mediator will know when to use diplomacy and when to exert pressure towards final settlement of the dispute. Timing and sensitivity to personalities and strategic positions is important to maintain credibility and avoid rejection by one or more parties in the process. He/she might use bi-lateral discussions with individuals or groups and during the final stages

may actually suggest or draft proposals for consideration. In the event of a final settlement being reached, the mediator usually assists the parties in the drafting of their agreement, ensuring that both sides are satisfied with the wording, terms and conditions of the agreement.

The process of mediation is dynamic and finely-tuned. A good mediator has to be flexible and inventive, must ensure that his/her personal values are not imposed on the conflicting parties. At most a mediator can advise, persuade or cajole them towards agreement

General suggestions for Conflict Management:

- a) Organization Learning and Effectiveness- In order to attain this objective, conflict management strategies should be designed to enhance critical and innovative thinking to learn the process of diagnosis and intervention in the right problems.
- b) Needs of Stakeholders- Sometimes multiple parties are involved in a conflict in an organization and the challenge of conflict management would be to involve these parties in a problem solving process that will lead to collective learning and organizational effectiveness. Organizations should institutionalize the positions of employee advocate, customer and supplier advocate, as well as environmental and stockholder advocates.
- c) Ethics - A wise leader must behave ethically, and to do so the leader should be open to new information and be willing to change his or her mind. By the same token subordinates and other stakeholders have an ethical duty to speak out against the decisions of supervisors when consequences of these decisions are likely to be serious. “Without an understanding of ethics, conflict cannot be handled”

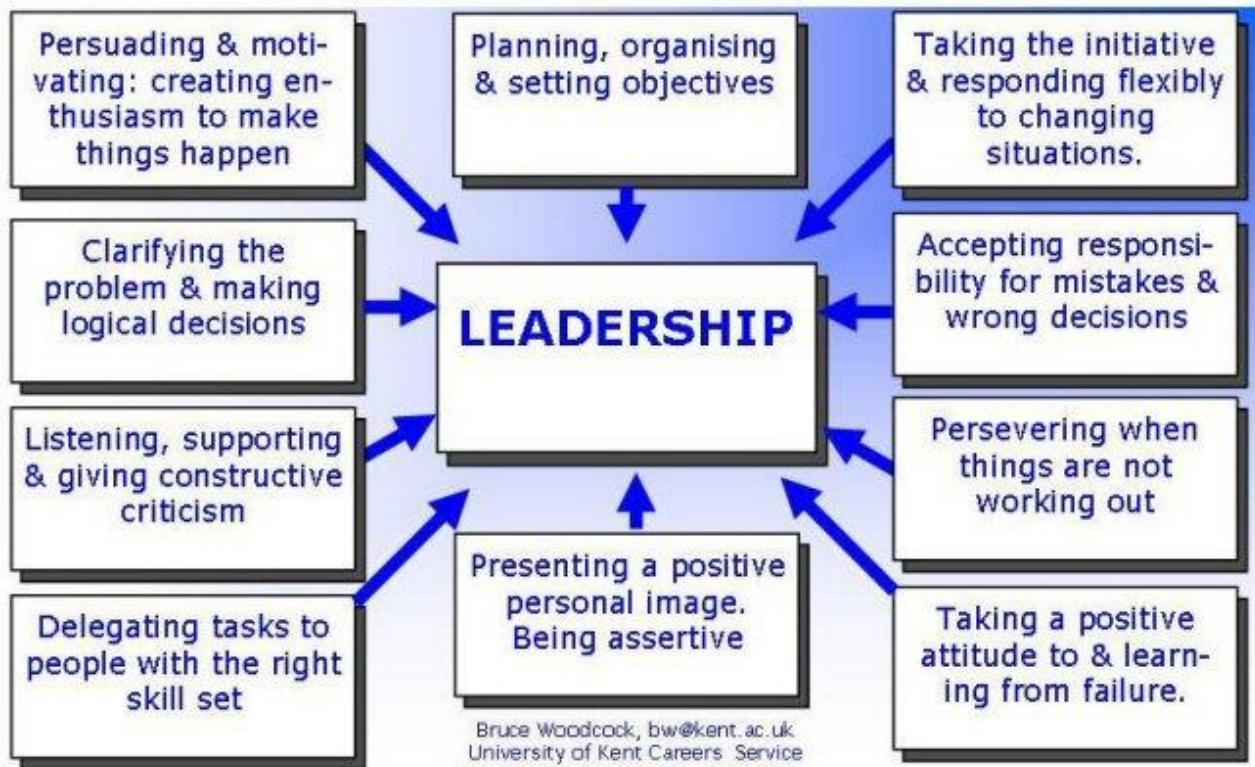
Do not avoid the conflict, hoping it will go away. Ask the participants to describe specific actions they would like the other party to take. It would also be beneficial to have a third party (meaning a non-direct superior with access to the situation) involved. This could be an individual member or a board dedicated to resolving and preventing issues. Lastly, do not meet separately with people in conflict. If you allow each individual to tell their story to you, you risk polarizing their positions.

Unit-7

Leadership Skills

Introduction:

Leadership has been described as the “process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.



Leadership involves:

- Being able to motivate & direct others
- Taking responsibility for the direction & actions of a team
- Setting objectives.
- Organizing & motivating others.
- Taking the initiative
- Persevering when things are not working out.
- Taking a positive attitude to frustration/failure.
- Accepting responsibility for mistakes/wrong decisions.
- Being flexible: prepared to adapt goals in the light of changing situations.

How to become a leader?

- Use initiative to act on opportunities. Become a leader before other people view you as one. Healthy organizations reward those who take the lead, not just those with formal management roles.
- Take responsibility for own objectives: set priorities.
- Display a "can do" attitude even in demanding situations... Try to solve problems, rather than to pass them on to other people. First answer is 'yes, I'll make it happen'.
- "Go the extra mile" when asked to do tasks. Go beyond your job description. Do work that gets you noticed.
- Show enthusiasm: this will be noticed and you will eventually be rewarded.
- Take ownership of problems: anticipate potential problems, take pre-emptive action and act quickly to resolve problems.
- Introduce improvements to the way things are done.
- Develop innovative practices. Value innovative thinking.
- Learn new skills that will enhance capability.
- Common sense is not common!

Using the appropriate style of leadership in differing circumstances

Leadership involves managing, coordinating and supervising, taking responsibility for people; directing, organizing and motivating them. A good leader will use a variety of styles of leadership according to the situation whereas bad leaders tend to fall in to just one style. In practice, most leaders use both task-oriented and people-oriented styles of leadership.

At university, a participative style may be most appropriate. Whereas a production manager in a factory may need to use a procedural or authoritative style much of the time. So you need to take into account the nature of the task.

A fire officer dealing with a serious fire may need to be authoritative, making instant decisions and barking out commands, but when training staff, a participative style will be more effective.

Different individuals also require different styles. You may need to manage an intelligent, competent and trustworthy team member by using transformational techniques whereas someone who is lazy and unreliable may require an authoritarian style.

What makes a charismatic leader?

- Keep up good eye contact
- Develop a genuine smile.
- Have an open body posture
- Keep your hands apart with palms forwards or upwards and away from your face when talking.
- Stand up straight but be relaxed.
- Let people know they matter and you enjoy being around them. Nod when they talk, briefly touch them on the upper arm.
- In groups move around to appear enthusiastic, lean slightly forward and look at everyone in the group from time to time.
- Keep your messages simple to understand.
- When speaking, be clear, fluent, forceful and articulate, evoke imagery, use an upbeat tempo, occasionally slow for tension or emphasis

Leadership Skills

- Many years of experience in Exploring have shown that good leadership is a result of the careful application of following skills that any leader or officer can learn to use.
- Understanding the needs and Characteristics of the Post
- Each individual participant of the group has certain needs and characteristics.
 - A leader should understand his or her own needs and characteristics.
 - A leader should understand the needs and characteristics of each participant of the group. This helps the leader to deal with each person as an individual, to treat that individual with respect, and to help the person.
 - This understanding helps in planning the program and in getting things done.
 - This understanding creates trust and builds condense among group participants.
- Through conversation and informal surveys of post participants, try to find out:
 - Why they joined your post?
 - What they expect from the post's program?
 - What their major interests?
 - What are their future plans?

Knowing and using the resources of the group

- Resources include all those things necessary to do a job. Resources also include people, because people have knowledge and skills. Knowledge is what a person learns through familiarity or experience what you know. Skill is the ability to use what you know. Attitude includes the desire to do something motivation and the belief that you can do it condense.
- When the leader uses the knowledge and skills of group participants to get a job done, the participants gain experience and improve skills. They also develop a positive attitude toward using a skill.
 - Keep the post's program capability inventory up-to date and use it in planning.
 - Understand the purpose and resources of your participating organization
 - Find out your post participants' skills, interests, and resources.

Communicating

- To improve your skills in getting information:
 - a. Pay attention and listen carefully.
 - b. Make notes and sketches.
 - c. Ask questions and repeat your understanding of what was said.
- To improve your skills in giving information:
 - d. Be sure others are listening before you speak.
 - e. Speak slowly and clearly.
 - f. Draw diagrams, if needed. Ask those receiving information to take notes.
 - g. Have the listeners repeat their understanding of what was said. Encourage questions.

Planning

Planning is an important part of everything we do in Exploring. The following is a simple process for

1. Consider the task and objectives. What do you want to accomplish?
2. Consider the resources equipment, knowledge, skills, and attitudes.
3. Consider the alternatives. Brainstorm.
4. Reach a decision, evaluating each option.
5. Write the plan down and review it with the post.
6. Execute the plan.
7. Evaluate the plan.

Evaluating

- Evaluating helps measure the performance of a group in getting a job done and working together.
It suggests ways in which the group can improve its performance.
- There are two basic categories of evaluation questions.
- After any event or activity, ask these questions:
 - Getting the job done
 - Was the job done?
 - Was the job done right?
 - Was the job done on time?
 - Keeping the group together
 - Were relationships between group participants helped or hurt?
 - Was participation equally distributed among group participants?
 - Did the group enjoy the activity?
 - Did the group handle conflicts well?

Controlling group performance

- A leader influences the performance of the group and individual participants through his or her actions. Why is control needed?
- A group needs control as an engine needs a throttle to keep it from running itself into the ground.
A group works together best when everybody is headed in the same direction. If a plan is to be properly carried out, someone must lead the effort. Control is a function that the group assigns to the leader to get the job done. Control happens as a result of recognizing the difference between where the group is and where the group is going. The leader is responsible for developing a plan to help the group get to its goal.
- Setting the example is the most effective way of controlling the group. When working with post participants, do the following:
 - a. Continually observe the group. Know what is happening and the attitude of the group.
 - b. Make your instructions clear and pertinent.
 - c. Pitch in and help when necessary.
 - d. Quickly deal with disruption. Guide the post toward self-discipline.

Counseling

Counseling is important.....

- To help people solve problems
- To encourage or reassure
- To help an Explorer reach his or her potential
- Counseling can be effective when a person is
- Undecided he or she can't make a decision
- Confused he or she doesn't have enough information or has too much information
- Locked in he or she doesn't know any alternatives

Unit-8

Team Building

Introduction:

Team-building is a philosophy of job design in which employees are viewed as members of interdependent teams instead of as individual workers. Team-Building refers to a wide range of activities, presented to businesses, schools, sports teams, religious or nonprofit organizations designed for improving team performance. Team-building is pursued via a variety of practices, and can range from simple bonding exercises to complex simulations and multi-day team building retreats designed to develop a team (including group assessment and group-dynamic games), usually falling somewhere in between. It generally sits within the theory and practice of organizational development, but can also be applied to sports teams, school groups, and other contexts. Team-building is not to be confused with "team recreation" that consists of activities for teams that are strictly recreational. Team-building can also be seen in day-to-day operations of an organization and team dynamic can be improved through successful leadership. Team-building is an important factor in any environment, its focus is to specialize in bringing out the best in a team to ensure self development, positive communication, leadership skills and the ability to work closely together as a team to problem solve.

Work environments tend to focus on individuals and personal goals, with reward & recognition singling out the achievements of individual employees. "How to create effective teams is a challenge in every organization "Team building can also refer to the process of selecting or creating a team from scratch.

Team Dynamics

When assembling a team it is important to consider the overall dynamic of the team. When building a team we have to account for these five dynamics that are fundamental to team success:

- 1. The Team Member.** Successful teams are made up of a collection of effective individuals. These are people who are experienced, have problem solving ability, openness to addressing the problem, action oriented and charismatic personal style.
- 2. Team Relationships.** For a team to be successful the members of the team must be able to give and receive feedback.
- 3. Team Problem Solving.** An effective team depends on how focused and clear the goal of the team is. A relaxed, comfortable and accepting environment and finally, open and honest communication.
- 4. Team Leadership.** Effective team leadership depends on leadership competencies. A competent leader is: focused on the goal, ensures a collaborative climate, builds confidence of

team members, sets priorities, demonstrates sufficient “know-how” and manage performance through feedback.

5. Organizational Environment. The climate and culture of the organization must be conducive to team behavior.

Reasons for team building:

The overall goals of team building are to increase the teams understanding of team dynamics and improve how the team works together. Unlike working as a group, working as a team incorporates group accountability rather than individual accountability and results in a collective work product. Team-building encourages the team approach to working on a project. There are many advantages to this approach. These advantages include the following:

- Increased flexibility in skills and abilities
- More productive than work groups with individual mindset
- More beneficial in times of organizational change
- Encourage both individual and team development and improvement
- Focuses on group goals to accomplish more beneficial tasks

Leadership roles in team building:

Successful team leaders frequently contain six of the same leadership abilities.

- (1) A team leader is usually goal-oriented to keep team the on track.
- (2) They must promote a safe environment where members can openly discuss issues.
- (3) A leader must build confidence amongst members by building and maintaining trust and offering the members responsibilities.
- (4) A leader should be technically competent in matters relating to team tasks and goals.
- (5) It is important for a team leader to set a manageable list of priorities for the team to keep members focused.
- (6) Finally, leaders should offer clear performance expectations by recognizing and rewarding excellent performance, and provide feedback to others.

Carl Larson and Frank Lafasto conducted a three year study of over 75 diverse teams. By interviewing key members of each team, Larson & Lafasto identified eight effective strategies a leader should employ to enhance team-building:

1. Establish clear and inspiring team goals
2. Maintain a results-oriented team structure
3. Assemble competent team members

4. Strive for unified commitment
5. Provide a collaborative climate
6. Encourage standards of excellence
7. Furnish external support and recognition
8. Apply principled leadership

Team culture

In an effective team culture, the concept of context is addressed. Team members understand why they are participating on the team and how the team fits within their organization. Team members spend time defining their team culture by agreeing upon team norms and expectations within the company's overall team context. Finally, team members understand that 20% of the problems they will experience as a team will fall within the context of the task or mission the team is assigned to accomplish. The other 80% of the problems will relate to their team culture and the processes team members establish and commit to for interacting.

Types of team building exercises

Team-building exercises consist of a variety of tasks designed to develop group members and their ability to work together effectively. There are many types of team-building activities that range from games for kids to games and challenges that involve novel and complex tasks that are designed for improving group performance by addressing specific needs.

Team-building can range from simple social activities - to encourage team members to spend time together- to team development activities -designed to help individuals discover how they approach a problem, how the team works together, and discover better methods of communication.

Team interaction involves "soft" interpersonal skills including communication, negotiation, leadership, and motivation - in contrast to technical skills directly involved with the job at hand. Depending on the type of team-building, the novel tasks can encourage or specifically teach interpersonal team skills to increase team performance.

Whether indoor or outdoor, the purpose of team building exercises is to assist teams in becoming cohesive units of individuals that can effectively work together to complete tasks.

Communication exercise: This type of team building exercise is exactly what it sounds like. Communications exercises are problem solving activities that are geared towards improving communication skills. The issues teams encounter in these exercises are solved by communicating effectively with each other.

- Goal: Create an activity which highlights the importance of good communication in team performance and/or potential problems with communication.

Problem-solving/decision-making exercise: Problem-solving/decision-making exercises focus specifically on groups working together to solve difficult problems or make complex decisions. These exercises are some of the most common as they appear to have the most direct link to what employers want their teams to be able to do.

- Goal: Give team a problem in which the solution is not easily apparent or requires the team to come up with a creative solution

Planning/adaptability exercise: These exercises focus on aspects of planning and being adaptable to change. These are important things for teams to be able to do when they are assigned complex tasks or decisions.

- Goal: Show the importance of planning before implementing a solution

Trust exercise: A trust exercise involves engaging team members in a way that will induce trust between them. They are sometimes difficult exercises to implement as there are varying degrees of trust between individuals and varying degrees of individual comfort trusting others in general.

- Goal: Create trust between team members

Conclusion

- a) A team is a group of people working towards a common goal.
- b) Team building is a process of enabling the team to achieve that goal.
- c) The stages involved in team building including clarifying the goal, identifying the inhibitors and removing them.

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