

Block

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COMMUNICATION FUNDAMENTALS

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BLOCK 1 COMMUNICATION FUNDAMENTALS

Introduction

To be successful in your professional life as a librarian, it is not enough to have knowledge of the specific area that you are dealing with, it is also important to have social skills so that you can communicate with ease and sensitivity at your work place. Remember, each language has its own set of rules of etiquette that can only be acquired through practice and experience. These rules may be quite different from those in your mother tongue.

In the first unit, **'The Basics'** we have discussed the fundamentals of communication with a special emphasis on English. We begin this unit by discussing the different styles of communication and how to successfully engage with each style. There are often certain barriers to communication and it is essential to be aware of these pitfalls and to overcome them. There are tips for effective speaking and paragraph writing in the unit.

In **Unit 2 'Social Skills'** we make you aware of the importance of social aspects of business encounters which are necessarily semi-formal and even sometimes informal. How to greet, introduce yourself and others, maintain a conversation without embarrassing yourself and others is a skill we all have to acquire. This includes appropriate body language as well.

You also need to understand the hierarchy within your organisation and the jobs and responsibilities of the various members working there. Only then can you function and contribute as an efficient team member. We discuss these aspects in **Unit 3 'Introducing the Institution'**.

We have given you practice in these situations through interesting activities. If you sincerely and earnestly do all the activities, you will gain confidence to communicate with fluency in English. We have given answers to all the exercises/activities. Please listen to the CD for speaking and listening activities

We hope you find the Block useful and fun.

Acknowledgement

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UNIT 1 THE BASICS

Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Warm Up
- 1.3 Reading Comprehension: Different Styles of Communication
- 1.4 Vocabulary
- 1.5 Listening: Barriers to Listening
- 1.6 Speaking: Some Suggestions
- 1.7 Grammar: Simple Present Tense
- 1.8 Writing: Paragraph Writing
- 1.9 Summary
- 1.10 Answers to Self Check Exercises
- 1.11 References and Further Reading

1.0 OBJECTIVES

After reading this Unit, you will be able to:

- understand the different styles of communication;
- extend your vocabulary by matching words from the text;
- get an understanding of barriers to listening and get some tips on effective speaking; and
- practice the simple present tense and paragraph writing.

1.1 INTRODUCTION

Communication is all about getting the message across correctly. To make this happen, you need to have good speaking skills and good writing skills. If you have these skills coupled with good listening skills and interest in reading, you have all the potential to be a good communicator. Along with these, you also need to have proficiency in vocabulary, grammar, pronunciation and presentation. In this introductory Unit, you will be introduced to some of the basic but important aspects of communication. The importance of all these in communication is stressed along with guidance notes and tips to help you.

1.2 WARM UP

- 1) Reflect on the following:
 - i) Think of an instance when your meaning was distorted because of miscommunication.
 - ii) Did it create a ‘comedy of errors’ or lead to a ‘sad situation/sorry state of affairs’?
 - iii) How should you have communicated to be effective?

2) How will you react when faced with the following situations? Give your answers both through verbal and non-verbal communication. The first one has been done for you.

i) Your grandparents have come to visit you.

You will greet them verbally by saying 'namaste', 'salaam', etc. The non verbal greeting would be a warm hug, a welcoming smile and/or touching their feet in respect. The communicative mode is thus a mix of both formal and informal.

ii) You have gone with your friends to see a film. You meet your teacher at the theatre who is going to administer a test the next day.

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iii) You meet an old friend unexpectedly in the library.

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iv) You want to complain to the librarian about the problem of noisy teenagers talking in the library.

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v) You have to visit your boss who has lost his father recently. You must also mention whether you want to use the formal or informal mode of communication.

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1.3 READING COMPREHENSION: DIFFERENT STYLES OF COMMUNICATION

Read the text below. After that you will find some questions. Answer these questions.

Styles of Communication

The way in which we express ourselves is our style of communication. Consider the situation of a delay in the departure of the Rajdhani train. The different ways of reacting to this situation are:

- a) Some people become very angry and show it through their facial expressions and body gestures. They may walk up to the customer help desk and shout at the person sitting behind the counter, using bad language and a rude tone.
- b) Others may react in a passive way by shrugging their shoulders and resign themselves to a long wait.
- c) Some others may walk up to the counter and try to enquire about the cause of delay. They may probably be given the option of refund of fare or a food voucher and they will, in all probability, walk away smiling.

The situation is the same for all groups yet the reactions are differently conveyed. In order to communicate effectively it is important to understand our own style of communication which could fall into any one of the above categories or be a combination of these styles.

The Relater

For the relator the focus is relating to people and building interpersonal relationships. They are easy to work with and are cooperative. They are ready to provide a listening ear and helping out others. They do not like conflicts, disagreements or arguments and prefer to have matters sailing smoothly. They may not be amenable to change if it upsets their smooth pattern of working (this could work negatively).

How to deal with them:

- Share personal experiences or common interests with them
- Build a rapport with them
- While discussing any matter, impress upon them the facts of the case and focus on how changes may affect relationships.

The Socialiser

They are enthusiastic, expressive individuals who value relationships and have a desire to be socially accepted. They are useful to have on a team as they can motivate others and work well in a group. Their focus on the larger picture rather than on smaller details can prove to be negative at times. They dislike routine and prefer change and challenges. For them, disagreements are a matter of spirited discussion rather than a setback. They often make decisions based on their intuition rather than on facts.

How to deal with them:

- Try to keep pace with them
- Be patient and bring them to the main subject when they stray from it
- Involve them in group activities
- Keep a watch on them if they have been assigned any job independently.

The Thinker

They are systematic, logical people with a tendency to focus upon facts and figures. They approach problems in a precise methodical way and prefer to work independently. They could lose sight of the larger picture in their efforts to focus on details. Emotions and conflict have no place in their scheme of working. They are not very open to change and need time to adjust to it.

How to deal with them:

- Present new ideas in a logical format backed with data and evidence
- Do not rush them in conversation or in work
- In case of changes taking place, help them by presenting a logical explanation as to why the changes are necessary.

The Director

Such people tend to be forceful, dominating and aggressive. They are bold, direct and don't believe in a soft approach. They believe that achieving the goal is more important than focusing on the ways to accomplish it. It is not a matter of concern for them if a few people are hurt in the process. For them, people and emotion are secondary to the goal. They handle conflict mainly by imposing their ideas upon others. They may not be able to work as a team as they are confrontational and not open to listening to other people's views.

How to deal with them:

- Do not ramble, get to the point directly
- Communicate your ideas clearly and quickly
- Relate your ideas to the set goals
- If working in a group with them, try to maintain peace and harmony as such people disrupt smooth functioning with their aggressive behaviour.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

1) Mention any two characteristics of relaters and say how you can handle them.

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2) Does 'socialisers' mean socially acceptable people? What are the ways of dealing with them?

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3) Thinkers are obviously people who think their way through things. Does this mean that they have intellectual abilities but no heart? How will you deal with them?

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4) Suppose your colleague at work is dominating and aggressive in his manner. Into which category or type would you put him? What will you do to ensure smooth functioning of work?

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5) Find words/phrases from the reading text which match with their meanings given below. You may consult a dictionary if necessary.

- i) A gesture showing disinterest
- ii) Serious disagreement and argument about something important
- iii) Willing to do something
- iv) A relationship where you understand each other's feelings or points of view
- v) Full of positive energy
- vi) Unexplained feelings

- vii) Not concentrating on the particular topic, but thinking or starting to talk about something else
 - viii) Behaving in a forceful way without caring about the feelings of others
 - ix) Talking in a confused way without any order
 - x) Prevent something from proceeding.
- 6) Look at the table given below. Some parts are filled in while others remain empty. Fill in the gaps with suitable and appropriate information. Check your answers with the answers provided at the end of the Unit.

Factors→ ↓	Types Relaters	Socialisers	Thinkers	Directors
How to recognise Them?	Helpful, like positive attention, want people to like them			
Tend to ask: Why, How, What, Who? (Choose the correct question type)		Who? (The personal, dominant question)		What? (The result oriented question)
What they dislike?	Don't like people to be uncaring towards them, hate rejection	Don't like boring explanations, or too many facts & figures		
Reaction to pressure		Become argumentative and try to sell their ideas		Become more dominating and take charge and control
Best way of dealing with them			Provide lots of data and information	
Like to be measured by	Friends, close relationships			Results achieved, goal oriented
Best results with		Inspire and encourage them to better and bigger accomplishments	Structure a framework or "track" to follow	

1.4 VOCABULARY

The more extensive your vocabulary is, the better your chances of success — success in educational achievements, success in business, success in your professional career, and most important success in achieving your intellectual potential. It will be a major handicap if your proficiency in vocabulary is not good enough, particularly when you communicate. You should be able to use the right word at the right place. To enable you to do that, you need to know the meanings of as many words as possible. Building your “word power” will help you throughout your life while communicating, whether through the written or oral mode.

It is not difficult to improve your vocabulary, and it is never late too. A determined effort can make it happen. One easy and practical way is to note down when you come across a new word/phrase and later consult a good dictionary. In this way you can strengthen your vocabulary proficiency gradually. You must own a good dictionary.

Activity

- 1) Visit a library in your neighbourhood and locate at least two good English language dictionaries.

Dictionary 1

Title of the dictionary

Year of publication of the dictionary

Name of the publisher of the dictionary

Dictionary 2

Title of the dictionary

Year of publication of the dictionary

Name of the publisher of the dictionary

Compare both the dictionaries and make a list of differences you notice, if any. Which one do you think is better and why?

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1.5 LISTENING: BARRIERS TO LISTENING

Mark “yes” or ‘no” against the following questions:

- i) Are you a good listener?
- ii) Do you listen to radio/television news daily?
- iii) When someone at home speaks to you, do you always listen with concentration?
- iv) Do you get irritated when you notice that the person to whom you are talking to is not listening to you?

To be a good communicator it is important to be a “good listener” first. Being a good listener helps you to develop and maintain good interpersonal relations, it helps you to succeed in your career/workplace, in the classroom, and indeed at home. When you are in meetings or attending lectures, if you have good listening skills, you do not miss out on the important points. It is a fact that many people do not have good listening skills as they do not pay much importance to it. As a result, they find their attention wavering away easily from the current conversation.

We spend a great deal of our time, starting from the very early stage in our life, listening to others: our parents, relatives, friends, teachers, employers, colleagues and so on. We also make others listen to us. Think of a day in the recent past and check how much time you must have spent listening to others.

Activities

Listen to the audio on ‘Barriers to Listening’ and answer the questions given below. You may play the CD provided and listen to the audio as many times as you require. Please note that the text of the audio has been provided in the answers section.

2) Fill in the blanks with appropriate words/phrases:

- i) The 5 barriers to communication are: (a)
(b) (c)
(d) (e)
- ii) The first barrier means (a).....
..... and (b)
- iii) A perceptual barrier is there because of our individual ways of
.....
- iv) As children, we have always been told to (a)
..... and not to
.....
- v) In global communication it is considered rude to.....
.....
- vi) Indians do not always understand the of
British and American English.

3) Listen to the recording again and give one word answers to the following phrases:

- i) that which hinders or obstructs
- ii) incorrect/faulty communication
- iii) a person's way of seeing the world around herself/himself
- iv) relating to people's state of mind
- v) what human beings use for communicating

1.6 SPEAKING: SOME SUGGESTIONS

Ask your friend to speak about himself/herself to you. At the end of it, critically review the contents and style of the presentation, and give feedback to your friend. Next, you make a similar presentation about yourself to your friend, keeping in mind the kind of feedback you have given to your friend. Ask your friend to give you feedback.

Speaking About Oneself

If you are professional, you will be often required to speak about yourself, both at formal and informal occasions. The occasion could be a training session, a classroom, tea party, a formal meeting, an interview, meeting someone for the first time and so on. If it is a formal occasion you will get enough time to prepare, both in terms of contents and style. On the other hand, if it is an informal occasion, often you will not get any time to prepare.

Depending on the occasion and the mood of the person(s) to whom you are speaking, you should be able to make changes to what you want to speak. You could add a bit of humor, you could say something about your nick name, your likes and dislikes in life, interesting anecdotes, etc. Watch the reaction and body language of the person(s) carefully to check if they are getting irritated or bored. In that case, take an on the spot decision and change your script!!

Body Language

While speaking, how you present yourself is most important. Your dress, your posture, movement of your body parts, eye contact, and facial expression: you need to get all these right. There is no standard prescription for any of these! You will need to decide the "hows", taking clues from the person(s) to whom you are making your speech. Another important point is that your dress should be appropriate for the occasion.

Tips for Effective Speaking

- Understand who the audience is
- Prepare your speech keeping in mind the educational level of the audience
- Prepare well and ensure that you have included everything that you wanted to include
- Rehearse your speech in front of a mirror or with a friend
- Incorporate any suggestion
- Use simple language and short sentences

- Use words you are familiar with
- Keep the structure simple and logical
- Go with total confidence
- Speak clearly and loudly, don't mumble
- Don't speak too fast
- Repeat important messages to make sure that everyone has understood it
- Summarize at the end, if the situation warrants
- Watch the reaction and body language of the audience from the beginning.

1.7 GRAMMAR: SIMPLE PRESENT TENSE

We use the simple present tense in the following situations:

a) **To show an action that happens daily or very often.**

It represents habits, hobbies and daily events.

Examples:

Some people *become* very angry and *show* it through their facial expression and body gestures.

I never *indulge* in small talk.

The trains usually *run* late this season because of the fog.

My office work *begins* at 9 am.

b) **To show likes and dislikes.**

Examples:

I *love* chatting with friends. It's such fun.

They *are* enthusiastic expressive individuals who value relationships...

c) **To show events that are scheduled to happen in the near future.**

Examples:

The train *leaves* this afternoon at three.

When *do* we begin the meeting?

d) **To show permanent truths.**

Examples:

It *is* important to have a short social conversation before you actually begin to talk shop.

Small talk *requires* important social skills.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

7) Now complete these sentences with verbs in the simple present:

i) I to office everyday.

- ii) I my house at 8 o'clock in the morning.
- iii) I my office by 8.30 am.
- iv) I my lunch in the office canteen.
- v) I home by 6 pm.
- vi) In the evening I for a walk.
- vii) On weekends I badminton in the club.
- viii) Once a year I out on a holiday with my family.
- 8) Complete the following questions using suitable verbs in the simple present tense. The first one is done for you.

Q1. How are you?

A. I am fine.

Q2. Where

A. I live in Bhopal.

Q3. What

A. I like reading and watching TV.

Q4. What

A. I like to read books on self improvement.

Q5. What kind of TV programmes

A. I like to watch reality shows.

Q6. How often

A. I travel out of Bhopal once in two months.

Q7. How

A. I usually travel by train.

Q8. What

A. On weekends I watch movies.

Q9. What

A. I like to watch action movies.

1.8 WRITING: PARAGRAPH WRITING

It is important to realise that once something is written, it cannot be taken back. Communicating in written form is more concrete than verbal communication, with less room for mistakes. This also makes written communication more challenging: one can be caught if mistakes are made! One needs to be meticulous about spelling, grammar, punctuation, capitalisation, use of abbreviations, writing style, choice of words and so on.

Activity

- 4) Write a paragraph of not more than 15 sentences about your best friend. Include information on factors such as the following:

- Your friend's name.
- Present engagement/occupation.
- Hobbies.
- Achievements.
- Your friend's strengths and weaknesses, according to you.
- Something about your relation with your friend.
- How is your friend different from others?

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1.9 SUMMARY

In this Unit you have learnt about the basic types of communication. Now, you know the difference between verbal and nonverbal communication and when to use the suitable form of communication. You have also learnt about the different styles of communication according to which people are categorised as relaters, socialisers, thinkers and directors. You were also told how to handle or deal with such people. The grammar section gave you information and practice on the present tense. We also gave you some hints on speaking effectively.

1.10 ANSWERS TO SELF CHECK EXERCISES

- 1) **Relaters** are cooperative in nature and are good listeners. We can handle them by building a rapport with them and sharing personal experiences with them.
- 2) **Socialisers** are people who desire to be socially accepted. They are enthusiastic and team players. We can deal with them by keeping pace with them and involving them in group activities. We need to be patient when they stray from the focus, bring them back and keep a watch on them if they have been assigned any independent work.

- 3) **Thinkers** are logical and systematic people who value facts and figures above emotions and feelings. However, this does not mean that they have no heart. They just need to be approached with data and evidence in a logical format. We have to give them time to adjust to changes.
- 4) A dominating and aggressive colleague could be categorised under the '**Director**' type. For working effectively and smoothly with such a person, we need to be direct, clear and precise with him/her. Allow him/her to be in charge and relate our ideas to the set goals. Also we need to try and maintain peace and harmony with them while working in a group.
- 5) i) A gesture showing disinterest — **Shrugging their shoulders**
 ii) Serious disagreement and argument about something important **Conflict**
 iii) Willing to do something — **Cooperative**
 iv) When you understand each other's feelings or points of view — **Rapport**
 v) Full of positive energy — **Enthusiastic**
 vi) Unexplained feelings — **Intuition**
 vii) Not concentrating on the particular topic, but thinking or starting to talk about something else — **Stray**
 viii) Behaving in a forceful way without caring about the feelings of others — **Aggressive**
 ix) Talking in a confused way without any order — **Ramble**
 x) Prevent something from proceeding — **Disrupt**

6)

Factors ↓	Types→ Relaters	Socialisers	Thinkers	Directors
How to recognise them?	Helpful, like positive attention, want people to like them	They get excited and are enthusiastic.	They ask for data, ask too many questions, and function methodically and systematically	They like to have their own way; they are decisive and have strong views and opinions
Tend to ask: Why, How, What, Who? (Choose the correct question type)	Why? (The personal non goal question)	Who? (The personal, dominant question)	How? (The technical, analytical question)	What? (The result oriented question)
What they dislike?	Don't like people to be uncaring towards them, hate rejection	Don't like boring explanations, or too many facts and figures	They don't like spontaneous occurrence of things; don't like being caught on the wrong foot or being unprepared	They don't like anyone being in charge or making decisions for them

Reaction to pressure	Become silent, withdrawn and introspective	Become argumentative and try to 'sell' their ideas	Seek out more data and information for analysis and problem solving	Become more dominating, and try to take charge and control
Best way of dealing with them	Support them by caring for them	Catch their enthusiasm and express your ideas and feelings	Provide them with lots of data and information	Allow them to be in charge
Like to be measured by	Friends, close relationships	Praise, feedback and recognition	Being busy and involved in activities that lead to results	Results achieved, goal oriented
Best results with	Give them care and provide them with specific plans and activities to be achieved	Inspire and encourage them to better and bigger accomplishments	Structure a framework or "track" to follow	Give them freedom to do things their own

- 7) i) I **walk** to office everyday.
 ii) I **leave** my house at 8 o'clock in the morning.
 iii) I **reach** my office by 8.30 am.
 iv) I **have** my lunch in the office canteen.
 v) I **return / come back** home by 6 pm.
 vi) In the evening I **go** for a walk.
 vii) On weekends I **play** badminton in the club.
 viii) Once a year I **go** out on a holiday with my family.

8) Q1. How *are you*?

A. I am fine.

Q2. Where *do you live*?

A. I live in Bhopal.

Q3. What *do you like to do in your free time*?

A. I like reading and watching TV.

Q4. What *kind of books do you like to read*?

A. I like to read books on self improvement.

Q5. What kind of TV programmes *do you like to watch*?

A. I like to watch reality shows.

Q6. How often *do you travel out of Bhopal for work*?

A. I travel out of Bhopal once in two months.

- Q7. How *do you usually travel*?
- A. I usually travel by train.
- Q8. What *do you do on weekends*?
- A. I watch movies on weekends.
- Q9. What *kind of movies do you enjoy*?
- A. I like to watch action movies.

Text for the audio on 'Barriers to Listening'

Many people think communication is easy. It is something we have been doing all our lives. It becomes difficult and complex when we put barriers in its way resulting in miscommunication. The word 'barrier' usually carries the meaning of an impediment at different levels. It could be a physical wall or fence, as well as a mental wall or obstruction which hinders thoughts and perceptions. Some of the barriers to communication are:

- 1) Physical barriers
 - 2) Perceptual barriers
 - 3) Emotional barriers
 - 4) Cultural barriers
 - 5) Language barriers
- 1) **Physical barriers** include
 - marked out areas into which strangers are not allowed, e.g. offices having electronic doors which can be opened by access cards.
 - Separate areas/rooms for people of different status.
 - One working unit which is physically separated from other such areas.
 - 2) **Perceptual barriers** are the individual ways of perceiving or looking at things around us. In the process of perceiving things, we select information, organise it and then interpret it in our own way. This may also prove to be a barrier to communication.
 - 3) **Emotional barriers** are our fears, mistrust, misgivings and suspicion of others. We have often heard in our childhood that children should be seen and not heard nor should they question or retaliate to elders. As a result many people hold back from communicating their thoughts and feelings. Psychological factors or personal problems can also come in the way of communication.
 - 4) **Cultural barriers** cause miscommunication because of the presence of diverse cultures, each having its own expressions and behavioral patterns. With global communication, it has become common to adopt global etiquette, e.g. it is considered rude to burp after a meal especially in public.
 - 5) **Language barriers** occur when we communicate with people who are not familiar with our expressions, slang or jargon. Indians do not always understand the idiomatic expressions of British or American English.

Activities

- 1) Do it yourself.
- 2) i) (a) physical (b) perceptual (c) emotional
(d) cultural (e) language
- ii) (a) marked out areas where strangers are not allowed,
(b) separate areas for people of different status/ physically demarcated
working areas.
- iii) perceiving/looking at the world around us.
- iv) (a) be seen and not heard (b) question or answer back to elders.
- v) burp after a meal especially in public.
- vi) idiomatic expressions
- 3) One word answers to phrases:
 - i) that which hinders or obstructs — **barrier/obstruction/impediment**
 - ii) incorrect/faulty communication — **miscommunication**
 - iii) a person's way of seeing the world around herself/himself — **perception**
 - iv) relating to people's state of mind **psychological**
 - v) what human beings use for communicating — **language**
- 4) Do it yourself.

1.11 REFERENCES AND FURTHER READING

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UNIT 2 SOCIAL SKILLS

Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Meeting and Greeting
- 2.3 Reading Comprehension: Characteristics of a Good Conversation
- 2.4 Vocabulary
- 2.5 Language Focus: Greetings
- 2.6 Speaking and Listening
- 2.7 Samples of Greeting
- 2.8 Writing: Current Affairs
- 2.9 How Good are your Social Skills?
- 2.10 Avoiding Embarrassments: Safe and Unsafe Topics for Small Talk
- 2.11 Grammar: Contractions
- 2.12 Summary
- 2.13 Answers to Activities
- 2.14 References and Further Reading

2.0 OBJECTIVES

After reading this Unit, you will be able to:

- explain the characteristics of good conversation;
- practice how to greet, introduce yourself and your colleague/friend;
- write a coherent paragraph;
- discuss about topics of conversation to be avoided; and
- practice contractions in grammar.

2.1 INTRODUCTION

This Unit will help you to understand the importance of communication in a social setting. You will be made aware of important aspects like how to conduct yourself when you meet someone, how to respond when you are presented to someone, how to avoid embarrassment to others and to yourself and so on. To feel comfortable in any social gathering, it is important that you are able to speak intelligently on any subject that comes up for discussion. Such subjects could be the latest happenings around the world, a controversial or well-reviewed book, a new movie, an individual who has hit the headlines for some reason or the other or anything under the sun! The only route to equip yourself for such occasions is to keep yourself up-to-date: read, read, read!!! It is also important to use appropriate language in greeting, introducing and proceeding with your conversation in both formal and informal situations. Above all, however, you need to be sensitive and congenial to others. This Unit will take you through various activities in these important areas.

2.2 MEETING AND GREETING

When meeting people, it is most important to make a positive impression on them. That first impression can have lasting value. If you fail here, you may not get a second chance. You should be careful of your body language, the way you greet the person, what you say to the person and how you say it. Sincerity and a genuine interest should reflect on your face and in your actions.

Normally, when you meet a friend, the language and style will be informal, and if the person is a stranger, the language and style should be more formal.

Activities

- 1) List a few statements that you normally make when meeting someone in the library whom you know well.

.....OR
.....OR
.....

- 2) List also a few statements that you normally make when accosting someone you don't know in the library.

.....OR
.....OR
.....

- 3) Just like opening or starting a conversation well, it is also important to close it properly. The manner in which you close the conversation, can be a deciding factor if that person would meet you again! List a few statements that you normally make when closing/ending a conversation.

.....OR
.....OR
.....

2.3 READING COMPREHENSION: CHARACTER-ISTICS OF A GOOD CONVERSATION

Human beings spend a large part of their lives engaging in conversation and for most of us conversation is among our most significant and engrossing activities. Researchers from several academic disciplines have looked at conversation as an object of inquiry and come up with fascinating findings. Our understanding of how people conduct conversations has been enriched by observations made by psychologists and linguists, among others.

Before we describe the rules of conversation, let us be clear about the term *conversation*. As Richards and Schmidt point out, the term 'conversation' is used somewhat ambiguously in current literature. It is used sometimes to refer to any spoken encounter or interaction and sometimes, more restrictedly, to:

"...talk occurring when a small number of participants come together and settle into what they perceive to be a few moments cut off from (or carried on to the

side of) instrumental tasks: a period of idling felt to be an end in itself, during which everyone is accorded the right to talk as well as to listen and without reference to a fixed schedule” (Goffman 1976)

All talk, it is pointed out, is rooted in its surroundings. But conversation in this more restricted sense is not very firmly rooted to the world as other kinds of utterances.

As you are aware conversation is more than merely the exchange of information. When people take part in conversation, they bring to the conversational process shared assumptions and expectations about what conversation is, how conversation develops, and the sort of contribution they are each expected to make. When people engage in conversation they share common principles of conversation that lead them to interpret each other’s utterances as contributing to the conversation.

Conversations, it is pointed out, do not simply begin and end. The openings and closings of conversations and other types of speech events are organised and orderly. All transitions from a state of non-talk to talk or from talk to non-talk, require engineered solutions. Openings and closings are problematic for the native speakers as well and have to be learnt like other social behaviours. For non-native speakers it is an area which needs special attention.

Conversation by definition involves two or more people. But the distribution of talking among the participants is not merely random. It is governed by turn-taking norms, conventions which determine who talks, when, and for how long. One who talks too much and does not allow time for others, or one who contributes nothing to the conversation arouses negative evaluations. Rules for turn-taking differ according to the type of speech event. In the classroom, for example, students generally raise a hand to take a turn to talk. In a library, you are generally expected to be silent. Conversation must be brief and usually must consist of either asking for information or giving information.

The process of conversation involves some sort of monitoring to ensure that the intended messages have been communicated and understood. This involves correction whenever it is suspected that the message has not been received as intended. The term-*repair* refers to the efforts by the speaker or the hearer to correct trouble spots in conversation.

The maxims and rules for conversation differ from culture to culture and hence pose problems for non-native speakers. There may be different conventions operating in different languages.

2.4 VOCABULARY

There are several ways to improve your vocabulary. When attempting to improve our vocabulary, it is important to be clear about how much you want to achieve and in what areas. Reading is of course a wonderful way to improve your vocabulary, but there are some other ways that you must also consider.

- Learn new words according to particular themes. This will help you memorise words more quickly.
- Use the ‘learned’ vocabulary quickly even if you have to create sentences for no purpose but to learn those words.
- Keep a specific vocabulary note book which you can refer to time and again.

Activity

4) Complete this paragraph. Fill up the gaps with suitable words from the box.

develop	impact	overcome	conversation
influences	shyness	master	professional
difficult	crucial	recognise	break
discovered	successful	perceive	start

Small talk is in any relationship. Everyday conversation can make or relationships in our personal and lives. Unfortunately, most people don't realise how important small talk is, and hence do not do anything to or improve this skill. Developing the ability to make small talk is not as as many other work related skills once we its importance and worth.

A Stanford University School of Business study showed its on business success. It tracked MBA's 10 years after graduation, and that grade point averages had no bearing on their success – but did. Most were those who could make conversation with anyone – from strangers, to secretaries, to bosses to customers.

Small talk has a great impact on your success in 'personal' relationships, because it how others see you in terms of intelligence and confidence. Most people good conversationalists as more intelligent and confident.

Despite the importance of small talk, most people don't do it well. One major reason is and another common reason is not knowing how to a conversation. There are also some who do not have anything to say. All of these difficulties can be once you decide to this art.

2.5 LANGUAGE FOCUS: GREETINGS

Activities

5) Listen to following greetings from the CD and state whether they are formal, semi-formal or informal. Check your responses with the answers given at the end of the Unit.

- i) Hi!
- ii) How do you do?
- iii) How are you doing?
- iv) What's up?
- v) Hello!
- vi) How are you?
- vii) Good Morning/Afternoon / Evening



viii) Good to see you.

ix) How's it going?

x) How are things?

6) Match the responses with the greetings:

	Greeting		Response
i	Hi	a	Very well, thank you. And you?
ii	How do you do?	b	Hello
iii	How are you doing?	c	Good to see you too.
iv	What's up?	d	How do you do?
v	Hello	e	Nothing much.
vi	How are you?	f	Good Morning/afternoon/evening
vii	Good Morning/afternoon/ evening	g	Alright. How about you?
viii	Good to see you	h	Hi / hello

7) **Introducing Yourself**

*I'm Anjana Iyer.
My name's Anjana Iyer.*

Do not say

Myself Anjana Iyer.

There are a number of phrases that are commonly used to introduce strangers.

For Example:

*I don't think you've
met Radhika?*

Can you think of at least two other ways in which you can introduce someone to the others?

8) Here are some typical **business situations** where you need to greet people. Match the situation to the appropriate dialogue box. Now practice the conversation with your partner.

Situations:

- A Receiving a foreign customer at the airport
- B Running into someone you know at a conference
- C After being introduced to someone at a business event e.g. Book Fair
- D Meeting someone in a restaurant for a business lunch to which you've been invited
- E Receiving an important visitor in your library.

Dialogue Boxes

i) You: How are you? I hope I didn't keep you waiting too long!
B: Fine thanks. I just arrived a couple of minutes ago.
You: Nice place. Have you ordered anything yet?

ii) A: Hello!
You: Oh Hi! Imagine running into you like this.
A: Yes, it's so good to see you after such a long time. How have you been?
You: Great! How about you?

iii) You: How do you do, Mr. Shwartz?
Shwartz: How do you do?
You: Did you have a comfortable flight?
Shwartz: Not too bad, thank you.

iv) You: Good morning Mr. Iyer. I've been waiting to see you.
Iyer: It's good to see you too.
You: How are you?
Iyer: I'm fine thank you.

v) You: It's a pleasure to meet you Mr. Chhabra. How are you?
Chhabra: Fine thank you. I'm pleased to meet you too.

2.6 SPEAKING AND LISTENING

Activities

9) Respond to the following instructions. You may then compare your responses with the audio on the CD. Please note that the text of the audio has been provided in the answers section as Text-1.

- i) Introduce yourself
- ii) Greet someone formally
- iii) Introduce your colleague / companion
- iv) Enquire from your visitor about his / her journey

10) Now imagine that you are talking to a visitor. **You will hear her part of the conversation on audio.** You must respond to whatever she says. Speak after the beep. After you have spoken you will hear a sample response on the audio. Please note that the text of the audio has been provided in the answers section as Text-2.

Visitor: Good morning Mr. Siddiqui.

You:

Visitor: How are you?

You:

Visitor: I'm fine too. It's been long since we last met.

You:

11) You will now listen to two people talking about themselves and their work. Listen to the audio and complete the blanks. Please note that the text of the audio has been provided in the answers section as Text-3.

i) Name:

Name of Library:.....

Has been working since.....

Job responsibility:.....

.....

Likes:.....

Dislikes:.....

ii) Name:

Works as:

Working hours:.....

Takes care of:.....

Likes:.....

12) Practice your own introduction using the following clues:

Name:.....

What you do:

Where you study / work:

What are your job responsibilities (if applicable):

.....

.....

What you like about your work / studies:.....

.....

What you don't like about your work / studies:.....

.....

2.7 SAMPLES OF GREETING

Starting a conversation involves making people feel relaxed and comfortable. You may have to start a conversation while welcoming users in the library, or even initiate a conversation at a meeting, party or social gathering.

Starting a conversation involves three steps:

- a) greeting;
- b) introducing yourself; and
- c) asking after the other person's well-being.

The formulas for these are fixed and usually carry no literal meaning. We say 'Good morning' even if it is not a good morning and the answer for 'How are you?' is 'Fine, thanks,' even if you are not well. No one, except your close friends, really want to know about your troubles. These are routine courtesies that are followed. The expression you use will vary according to your relationship.

Activity

13) Read the short pieces below and decide on the following for each dialogue:

- i) Where is the conversation taking place?
- ii) What is their relationship?
- iii) Strangers/friends/family/acquaintances/ colleagues/neighbours
- iv) Underline the words/expressions that tell you about their relationship.

i) **Dixit:** What a pleasure to see you, Mr. Sharma. How are you keeping?

Sharma: Not bad. How are you doing, Mr. Dixit?

ii) **Nitoo:** Good morning. Welcome to Fergusson College, ma'am. The Seminar is in Room number 16 down this corridor.

iii) **KK:** Mr. Peter Walsh, How do you do? I'm Krishna Kumar, the chief librarian here.

PW: Thank you, Mr. Kumar. How do you do?

iv) **VS:** Good morning, Sir!

AR: Good morning, Vikram. I didn't see you in class yesterday. Are you keeping well?

VS: Yes Sir, thank you very much.

v) **AG:** Hi! I'm Amrita Gill. We've just moved into this locality.

RK: Hi! I'm RK and this is Anu. Anu's in the ninth at Springdale's and I'm in the twelfth at Father Agnel. What about you?

vi) **Students:** Good morning, ma'am.

Teacher: Good morning? It's well past 12 o'clock.

Students: Good afternoon, ma'am.

Teacher: Good afternoon. Sit down, please.

vii) **Visitor:** Good evening, I have an appointment with Ms. Rashmi Chandra.

Reception: Good evening, could you sit down for a moment? I'll find out whether Ms. Chandra is in.

Visitor: Of course, I'm Ajay Makeja from Select Books.

2.8 WRITING: CURRENT AFFAIRS

When you meet someone, after the initial introductions and business talks, there is always a possibility of some kind of a discussion centering on some important and latest news. Any topic can come up for such discussions, and you will cut a sorry figure if you can't contribute to this discussion.

How do you prepare yourselves for such a situation? The only way is to keep yourself up-to-date with what is happening around us in the world. This can be achieved only by reading and listening to news. It is important to read a couple of national newspapers and also some local ones daily. In addition to this, one should also watch television news in national and local channels.

List below three important news items that had appeared in today's newspaper.

- 1)
-
- 2)
-
- 3)
-

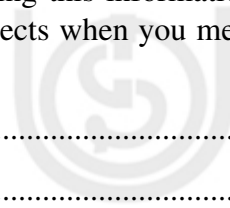
List below five important news items that had appeared in newspapers in the last week:

- 1)
-
- 2)
-
- 3)
-
- 4)
-
- 5)
-

Write a paragraph on each of the five news items mentioned above. You may consult any source for gathering this information. Finally, you talk about any one or two of these subjects when you meet your friends next time.



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Some Tips on Paragraph Writing:

Before you write, we will like you to keep in mind certain points about writing a paragraph.

- It is a good idea to write out the topic sentence of the paragraph.
- This sentence need not occur in the beginning of the paragraph but can occur any where, i.e. middle and end as well.
- In order to develop the central idea of a paragraph, you can add more information, explanation, examples, illustration and so on.
- Before writing the paragraph, write down all you know about the topic. As you make your list don't stop to question whether a detail fits or not. Any that doesn't can be left out later. This will help you generate ideas.
- When you start writing, see that every sentence contributes to the central idea, which may be contained in the topic sentence only then will your paragraph have unity.
- For each sentence to relate to the other, we need to make use of **linking devices**. Look at the list of linking devices and their functions below.

The following list includes other words and phrases that function as transitional devices:

- to express result: therefore, as a result, consequently, thus, hence
- to give examples: for example, for instance, specifically, as an illustration
- to express comparison: similarly, likewise
- to express contrast: but, yet, still, however, nevertheless, on the other hand
- to express addition: moreover, furthermore, also, too, besides, in addition
- to indicate time: now, later, meanwhile, since then, after that, before that time
- to express sequence: first, second, third, then, next, finally.

2.9 HOW GOOD ARE YOUR SOCIAL SKILLS?

Every individual will have her/his own positive as well as negative social skills. Some will have more positive skills and less negative skills. For many others, it will be the other way, more negative skills and less positive skills! In either case, it is important to make good use of the positive skills and also to build on these and side by side make every effort to reduce the negative skills. The latter can be done by attending training programmes, reading, and learning from colleagues, friends, etc.

Take 10 minutes to think about your own social skills. You certainly will have both positive and negative skills. Write these below and say how you plan to reduce your negative skills.

Positive

- 1)
- 2)
- 3)

Negative

- 1)
- 2)
- 3)

Your plan to reduce negative skills:

.....

.....

.....

.....

.....

2.10 AVOIDING EMBARRASMENTS: SAFE AND UNSAFE TOPICS FOR SMALL TALK

The ability to make ‘small talk’ is highly valued. Though it may appear to be simple, but in reality, many people find it extremely difficult to handle social small talk because, unlike business conversations, where you are in control of the content, in small talk you can’t be sure about what may be considered as appropriate. Here are some widely accepted topics which you could talk about:

- Sports – current matches or games, favorite teams, etc.
- Any major activities that are going on at the moment.
- Current affairs – recent incidents.
- Hobbies.
- Weather – this may sound boring, but it can help to break the ice!
- Family – general questions, not questions about private matters.
- Media – films, books, magazines, websites, etc.
- Holidays – where, when, etc.
- Home town – where do you come from/grew up; how is it different/similar to this town.
- Job – once again, general questions not too specific.
- Latest fashion and trends.
- Celebrities.
- Festivals.

And here are some taboo topics that you’d like to avoid or it may lead to embarrassment:

- Salary – how much do you earn?
- Politics – including political ideologies / philosophies.
- Marital status.

- Age.
- Intimate relationships.
- Religion.
- Death.
- Financial – related to salary or the cost of anything you possess including your house.
- Sales – Don't try to sell something to someone you have just met.

Activity

14) Take a look at these bits of conversation in the speech balloons and say whether they are appropriate for small talk.

i)



How much does your company pay you?

ii)



Did you have a comfortable journey?

iii)



Are you married or single?

iv)



Is this your first visit to Delhi?

Now check your answers with the answers given at the end of the Unit and read about why some of these conversations are inappropriate for small talk.

2.11 GRAMMAR: CONTRACTIONS

Contractions are words that have been shortened. This is done by missing out letters. An apostrophe replaces the missing letters.

- For example: **doesn't** - for *does not*
we'll - for *we will*
it's - for *it is*
they're - for *they are*

Contractions are generally used in speech and informal writing. They are also frequently used in e-mails.

Activities

15) Can you write these words in the contracted form?

- i I am
- ii She is
- iii We are
- iv We have
- v You have
- vi I would
- vii You would
- viii Do not
- ix Are not
- x Should not
- xi Should have
- xii Need not
- xiii It is
- xiv That is

We will now see how they are used in **Introductions and Greetings**.

I'm (I am) Pawan Dhingra. **I'd** (I would) like to introduce you to my colleague, Preeti Shukla. **She's** (She is) the Archivist of our library. **We've** (We have) been working together for two years.

16) Here are some expressions commonly used in Introductions and Greetings. Rewrite them using appropriate contracted forms.

- i) I am Niti Wadhvani.
.....
- ii) He is my colleague Rahman Siddiqui.
.....
- iii) We are working together on your project.
.....
- iv) We have almost completed the first phase of the project.
.....
- v) We would like to show you the plan for the second phase.
.....

vi) My name is Gagan Srivastava.

.....

vii) What is your name?

.....

viii) I am pleased to meet you.

.....

ix) I would like you to meet my colleague Sadhna Suman.

.....

x) She is my senior in the department.

.....

xi) We are both from the same college.

.....

xii) I am very pleased to meet you both.

.....

xiii) It has been a pleasure.

.....

xiv) What is your program for the evening?

.....

xv) Let us meet in the evening for dinner.

.....

2.12 SUMMARY

Social skills are the most important set of abilities a person can have. Possession of these can make life easier, interesting and enjoyable. Social skills combined with good communication skills can make one wanted. On the other hand lack of these can lead to a lonely life, contributing to anxiety and depression. Good social skills help you to meet interesting people, get the job you want, progress further in your career and relationships, and finally achieve success in life.

2.13 ANSWERS TO ACTIVITIES

- 1) Do it yourself.
- 2) Do it yourself.
- 3) Do it yourself.
- 4) Missing words are given in bold.

Small talk is **crucial** in any relationship. Everyday conversation can make or **break** relationships in our personal and **professional** lives. Unfortunately, most people don't realise how important small talk is, and hence do not do anything to **develop** or improve this skill. Developing the ability to make small talk is not as **difficult** as many other work related skills once we **recognise** its importance and worth.

A Stanford University School of Business study showed its **impact** on business success. It tracked MBA's 10 years after graduation, and **discovered** that grade point averages had no bearing on their success — but **conversation** did. Most **successful** were those who could make conversation with anyone — from strangers, to secretaries, to bosses to customers.

Small talk has a great impact on your success in 'personal' relationships, because it **influences** how others see you in terms of intelligence and confidence. Most people **perceive** good conversationalists as more intelligent and confident.

Despite the importance of small talk, most people don't do it well. One major reason is **shyness** and another common reason is not knowing how to **start** a conversation. There are also some who do not have anything to say. All of these difficulties can be **overcome**, once you decide to **master** this art.

- i) Informal
- ii) Formal
- iii) Semi-formal
- iv) Informal
- v) Semi-formal
- vi) Semi-formal
- vii) Formal
- viii) Semi-formal
- ix) Informal
- x) Semi-formal

	Greeting		Response
i	Hi	b	Hi / Hello
ii	How do you do?	d	How do you do?
iii	How are you doing?	g	Alright. How about you?
iv	What's up?	e	Nothing much.
v	Hello	h	Hello
vi	How are you?	a	Very well, thank you. And you?
vii	Good Morning/ Afternoon/Evening	f	Good Morning/Afternoon/Evening
viii	Good to see you	c	Good to see you too.

- 7) I don't think you know Radhika.
 May I introduce you to Radhika?
 I'd like to introduce you to Radhika.
 Sunil, do you know Radhika?
 Sunil, I'd like you to meet Radhika.

Texts for the activities 9-11**Text -1:**

- i) I'm Rohan Sharma.
- ii) Good evening. How are you?
- iii) Please meet my colleague Ms. Mohita Jain. She's the Assistant Librarian.
- iv) Did you have a comfortable journey?

Text -2:

Visitor : Good morning Mr. Siddiqui.

You : *Good Morning.*

Visitor : How are you?

You : *I'm fine thank you. And how about you?*

Visitor : I'm fine too. It's been long since we last met.

You : *Oh yes. It's been a few months.*

Text -3

- i) I am Sonia Parashar. I work in Circulation Section of Delhi Public Library. I joined the library in 2009 as a trainee. I got promoted to the Circulation In charge this year. I'm responsible for looking after the issue and return of books. I also help the people in finding books they want.

If the users of our Library have any problems, I listen to them and then take the necessary action to solve their problems. I enjoy dealing with different kinds of people and get a lot of satisfaction from being able to help them. What I don't like about my job is dealing with those people who return books late and then don't want to pay the fine.

- ii) My name is Amit Sen. I work in a private bank as a cashier. The name of my bank is HFRC. My working hours are 9 am to 6 pm, six days a week. I often get late at work and reach home only by 8 pm or so. I handle a lot of cash. Hence I need to be very alert and careful all the time. However, I like my work. The work environment in my bank is good and my colleagues are very friendly and supportive.

9) Do it yourself.

10) Do it yourself.

- 11) i) Name : *Sonia Parashar*
- Name of Company : *Delhi Public Library*
- Has been working since : *2009*
- Job responsibility : *Looking after issue and return of books.*
- Likes : *Dealing with different kinds of people, helping people*

Dislikes	: <i>Dealing with library users who return books late and then don't want to pay the fine.</i>
ii) Name	: <i>Amit Sen</i>
Works as	: <i>Cashier</i>
Working hours	: <i>9 am to 6 pm</i>
Takes care of	: <i>Cash</i>
Likes	: <i>Work environment, colleagues who are very friendly and supportive.</i>

12) Do it yourself.

13) i) **Formal** situation like office or neighbourhood, could be colleagues or neighbours, who do not know each other well.

ii) **Formal**: College. Student and a teacher.

iii) **Formal**: Office. Visitor and librarian.

iv) **Formal**: Outside class. Teacher and student.

v) **Informal**: Teenagers-Neighbourhood-Strangers.

vi) **Formal**: Classroom-Teacher and class.

vii) **Formal**: Office-Meeting for the first time.

14) (i) and (iii) are inappropriate for small talk. Topics like salaries and marital status invade the personal territory of people and hence are too personal to be asked.

15) Contracted forms

i) I'm

ii) She's

iii) We're

iv) We've

v) You've

vi) I'd

vii) You'd

viii) Don't

ix) Aren't

x) Shouldn't

xi) Should've

xii) Needn't

xiii) It's

xiv) That's

16) Contracted forms

- i) I'm...
- ii) He's...
- iii) We're...
- iv) We've...
- v) We'd...
- vi) ...name's...
- vii) What's...
- viii) I'm...
- ix) I'd...
- x) She's...
- xi) We're...
- xii) I'm...
- xiii) It's...
- xiv) What's...
- xv) Let's...

2.14 REFERENCES AND FURTHER READING

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Pictures in this Unit have been taken from Block 3 of IGNOU course, BEGE-104, English for Business Communication.

UNIT 3 INTRODUCING THE INSTITUTION

Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Warm Up
- 3.3 Reading Comprehension
- 3.4 Vocabulary
- 3.5 Institutional Profile: The Contents
- 3.6 Study Skills: Use of Abbreviations
- 3.7 Writing Institutional Profile
- 3.8 Listening
- 3.9 Grammar: Verbs Describing Job Responsibilities
- 3.10 Summary
- 3.11 Answers to Self Check Exercises
- 3.12 References and Further Reading

3.0 OBJECTIVES

After reading this Unit, you will be able to:

- explain how to talk about your institution;
- write a profile about it;
- talk about the jobs and responsibilities of various people in your organisation; and
- use verbs pertaining to jobs and responsibilities.

3.1 INTRODUCTION

You will be often required to introduce your organisation/department to others: visitors to the organisation, at meetings, at social events, to your contacts and friends and so on. You should be proud of this opportunity you get to introduce your organisation. This Unit will prepare you to do this effectively by teaching you what type of contents you should include in such a presentation, how you should structure the presentation, how you should handle the presentation, etc.

3.2 WARM UP

If you are asked to introduce the university /college where you studied, list below the type of information will you include in that presentation:

.....

.....

.....

.....

3.3 READING COMPREHENSION

Read the text below and then answer the questions that follow:

During the last two decades the image of librarianship has changed. With every advancing day librarians are confronted with competition from the Web resources including the Google as their users come to the library mostly after they have exhausted their searches on the Web. Librarians, therefore, have to have much better information which the Web can't normally offer to untrained surfers. It always serves better if librarians know in advance what their users generally ask for and also if they know how much DELNET can offer to satisfy their information needs. DELNET is the network that empowers librarians with quality information resources and those librarians who use DELNET resources make a mark in their institutions. Librarians have a meaningful role to play by knowing what quality resource exists on a subject and in arranging those resources for their users.

DELNET was started at the India International Centre Library in January 1988 and was registered as a society in 1992. It was initially supported by the National Information System for Science and Technology (NISSAT), Department of Scientific and Industrial Research, Government of India. It was subsequently supported by the National Informatics Centre, Department of Information Technology, Ministry of Communications and Information Technology, Government of India and Ministry of Culture, Government of India.

DELNET has been established with the prime objective of promoting resource sharing among the libraries through the development of a network of libraries. It aims to collect, store, and disseminate information besides offering computerised services to users, to coordinate efforts for suitable collection, development and also to reduce unnecessary duplication wherever possible.

DELNET has been actively engaged with the compilation of various union catalogues of the resources available in member-libraries. It has already created the Union Catalogue of Books, Union List of Current Periodicals, Union Catalogue of Periodicals, CD-ROM Database, Database of Indian Specialists, Database of Periodical Articles, Union List of Video Recordings, Urdu Manuscripts' Database, Database of Theses and Dissertations, sample databases of language publications using GIST technology and several other databases. The data is being updated in each of these databases and is growing rapidly. All the DELNET databases have been resident on DELSIS, an in-house software developed on BASIS Plus, an RDBMS, the product of Information Dimensions Inc. of USA which has been provided to DELNET courtesy National Informatics Centre, New Delhi.

DELNET provides an array of facilities including e-mail to its member-libraries including both institutional and associate institutional members. DELNET's relentless efforts in resource sharing have proved extremely effective. It has indeed been a big leap towards the modernisation of libraries in India.

Source: www.delnet.nic.in

Self Check Exercise

- Note:** i) Write your answers at the space given below.
ii) Check your answers with the answers given at the end of this Unit.

1) In what way has the image of the librarian changed in recent years? Why has it changed?

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2) What is the prime objective of DELNET? Name any two services offered by DELNET?

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3) Read the activities in which DELNET has been engaged with in paragraph 4. Why are they important?

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.....

4) Should an ordinary user of the library be informed about DELNET? How and why?

.....

.....

.....

.....

3.4 VOCABULARY

Self Check Exercise

Note: i) Write your answer at the space given below.

ii) Check your answer with the answers given at the end of this Unit.

5) Find words from the Reading Comprehension passage which mean the same as the following:

i) Accepting a difficult fact and dealing with it

ii) Used up or consumed completely

iii) To make a distinct or lasting impression

iv) Large number of different items

v) Determined and ceaseless

vi) An important advance

3.5 INSTITUTIONAL PROFILE: THE CONTENTS

There is no hard and fast rule on what an institutional profile should contain. But, it is important to realise that the profile should give the user a clear idea about the institution. The format, the design, the style of writing, the language, the structure, etc. should be appropriate. Even at a glance the reader should be able to get an idea about the institution. Elements such as the following could be considered for inclusion in an institutional profile. However, the contents would normally vary according to the nature of the institution, its status, its size and so on.

- 1) Year of establishment
- 2) Brief history of the institution
- 3) Its mission statement/objectives/vision
- 4) Main achievements over a period of time
- 5) Description of its main activities
- 6) At whom its services/products are aimed at/ the target audience
- 7) What the customers can expect from the institution
- 8) Information on key staff
- 9) Future plans
- 10) Contact details.

Information Gathering

If you are asked to write the profile of your library, what sources will you consult to get comprehensive and up-to-date information about the library?

1)

2)

- 3)
- 4)
- 5)
- 6)

Filtering of Information

Once you have identified/collected all the required sources of information, you need to select the important ones from these, and weed out the others. This selection will depend upon the purpose for which you are expected to give the presentation. If the purpose is to brief the students, you need to select more on the facilities offered by the college and details about the courses. On the other hand, if it is for briefing a group of librarians from other colleges, the focus should be the library.

If you have to write the profile of a library what type of information would you include about the library:

- 1)
- 2)
- 3)
- 4)
- 5)

To introduce an institution you can use different presentation techniques. It could be any of the following or even a combination of one or more of the following:

- Conducted tour of the institution
- Lecture
- Lecture aided by multimedia presentation
- PowerPoint Presentation
- Question - answer session
- Distribution of reading material/CD

Again, such an introduction can be done by one person or a team.

The mode of presentation will also depend on the academic/professional level of audience, its size, time available, the venue and so on.

If you have to introduce your library to a group of post graduate students in library science, comprising about 50, in your college hall, what will be the mode of your presentation?

Collation of Information

You have by now selected various sources, all giving relevant information, to enable you to make a presentation. While selecting the material you have kept in mind the level and size of the audience to whom you are going to give the

presentation. Now you need to put all the information in a logical sequence, which you think will be helpful to the audience. The structure of the presentation should be such that information should flow from one section to the next.

3.6 STUDY SKILLS: USE OF ABBREVIATIONS

Self Check Exercise

Note: i) Write your answer at the space given below.

ii) Check your answer with the answers given at the end of this Unit.

- 6) Given below are 10 abbreviations, which are frequently used in library and information field. Please find the expansion for these and write these down. Please note that you may have to use reference sources such as dictionaries of abbreviations as well as websites to find the answers.

AACR 2

CILIP

IFLA

LC

BNB

IASLIC

NISCAIR

DRTC

UDC

INFLIBNET

An abbreviation is a shortened form of a word or phrase that is usually used to save space in written documents. Although they are used most often in technical writing, they can also be used in other forms writings too.

Basic Rules for Using Abbreviations

These are some basic rules that should be followed by a student using abbreviations in her/his writing:

- 1) Use abbreviations sparingly, especially in formal writings.
- 2) When in doubt, don't use abbreviation, instead spell it out.
- 3) When an abbreviation is only one or two alphabets shorter than the full word, the word should not be abbreviated.
- 4) When in doubt, check a dictionary for the correct and acceptable format of any abbreviations to be used.
- 5) Use abbreviations consistently. When you use an abbreviated form of a word once, it is vital that you continue to use the same abbreviated form through out.

- 6) When using an abbreviation in a text, it is important to write the expanded form the first time, with abbreviated form in brackets. For example, University Grants Commission (UGC)... After writing so the first time, you need to write only the abbreviated form in subsequent use.
- 7) Never begin a sentence with an abbreviation.
- 8) Use abbreviations only when you have to use it more than once in a text.

Locate at least two abbreviations dictionaries in any library. Check if the abbreviations listed above are given in these dictionaries. Write down the details of the dictionaries below:

Dictionary 1

Title :
Year of Publication :
Name of Publisher :

Dictionary 2

Title :
Year of Publication :
Name of Publisher :

Self Check Exercise

- Note:** i) Write your answer at the space given below.
ii) Check your answer with the answers given at the end of this Unit.
- 7) Identify two websites exclusively dealing with abbreviations, and write down their URLs below
URL of website 1
URL of website 2

3.7 WRITING INSTITUTIONAL PROFILE

Activity 1

The following passage on Indian Digital Library in Engineering Science and Technology (INDEST) is reproduced from website www.iita.ac.in. This passage is about the important initiative on information sharing and networking started in India a few years ago. Making use of the contents in this, and also the other information available on the website “www.iita.nic.in”, write a profile of INDEST. The profile should include a minimum of five aspects mentioned in Section 3.5 of this Unit.

Indian Digital Library in Engineering Science and Technology

The Ministry of Human Resource Development (MHRD) has set-up a “Consortia-based Subscription to Electronic Resources for Technical Education System in India” on the recommendation made by the Expert Group appointed by the ministry under the chairmanship of Prof. N. Balakrishnan. The consortium is named as the Indian National Digital Library in Science and Technology (INDEST) Consortium.

3.8 LISTENING

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

8) Departments: You may play the CD provided and listen to the audio for this section. You will hear from 10 people who do different kinds of work in a Library. Identify the departments that they work in. Please note that the text of the audio has been provided in the answers section as Text - 1.

i) vi)

ii) vii)

iii) viii)

iv) ix)

v) x)

9) You will hear 3 people talking about their jobs and responsibilities. Listen to them and decide what they work as. Please note that the text of the audio has been provided in the answers section as Text -2.

i) ii)

iii)

3.9 GRAMMAR: VERBS DESCRIBING JOB RESPONSIBILITIES

Profiling your work and job responsibilities involves stating what you do and outlining your responsibilities. The choice of appropriate verbs is of utmost importance here.

Now look at this profile of a computer operator. The verbs are highlighted for you in this profile.

Computer Operator

Job Purpose : To **input** and **extract** data quickly and accurately using a computer terminal.

Job Responsibilities : **Enter** standard documents into the computer quickly and accurately using the keyboard.

Check data entered for accuracy and refer any queries to supervisor or data originator.

Select appropriate program or software for data being entered.

Report any data entry problems to supervisor.

Self Check Exercise

Note: i) Write your answer at the space given below.

ii) Check your answer with the answers given at the end of this Unit.

10) Now look at the profile of a Management Consultant and fill in the blanks with missing verbs. You may need phrases in some of these blanks. You may use words given below in case of difficulty. You can use one word / phrase more than once.

maintain	carry out	develop	conduct
prepare	analyse	determine	present
implement	identify	assist	

Management Consultant

Job Profile: To analyse problems, and provide advice and guidance to a range of organisations on issues and problems relating to policies, procedures and methods and to recommend appropriate actions, providing assistance with implementation where required.

Job Responsibilities:

- i) market research to identify consultancy opportunities.
- ii) presentations and proposals for prospective clients to sell consultancy projects.
- iii) client problems and make attempts to resolve it.
- iv) research, problems and potential solutions for a variety of client projects to present workable solutions or provide specialist advice to enable clients to resolve business problems.
- v) and reports setting out the findings, conclusions and recommendations arising from consultancy projects.
- vi) regular contact with the client to ensure that there is regular information about project progress.
- vii) with implementation of consultancy recommendations.
- viii) all required project and client data to ensure that full information is available for project planning, contract management and business development.
- ix)an awareness of progress in relevant field of expertise to ensure that advice given is accurate and up to date.

These verbs express achievements or something a person does in a concise and persuasive manner. For example:

Develop a new design

Self Check Exercise

- Note:** i) Write your answer at the space given below.
ii) Check your answer with the answers given at the end of this Unit.

11) Now think of where and how you can use the following verbs. The clues in the box could help you. There are two sets of answers given in the 'Answers to Self Check Exercises'. These will help you to strengthen your understanding of the meaning and usage of these verbs. The first one has been done for you.

a settlement	a scheme	your findings	a new design
sales possibilities	social service	new equipment	data
profits	an awareness programme		

- i) Introduce Introduce a scheme
- ii) Create
- iii) Present
- iv) Publicise
- v) Negotiate
- vi) Document
- vii) Volunteer
- viii) Maximise
- ix) Examine
- x) Survey

3.10 SUMMARY

Employees are often required to talk about their institution at formal as well as informal occasions. So it is important for you to know the important facts about your institution. Once you have these facts, depending on the occasion and the purpose, you can structure the information. How much information you need to give, will depend upon a variety of factors such as the purpose, the audience, time available, etc. So also the mode of your presentation: it could be one- to-one presentation, an informal briefing while walking around the institution, a formal presentation in a hall using PowerPoint and so on. On such occasions, you should also be prepared to answer questions from the audience.

3.11 ANSWERS TO SELF CHECK EXERCISES

- 1)) The librarian is no more the sole provider of information. S/he has to face competition from the Web. The image of the librarian has changed in recent years due to the advancement in technology and due the load of information available on the Web.
- 2) The prime objective of DELNET is to promote resource sharing among the libraries through the development of a network of libraries. It collects and

compiles various Union Catalogues of the resources available in member-libraries and offers E-mail services to its member-libraries including both institutional and associate institutional members.

- 3) The activities in which DELNET has been engaged with are important because they enable librarians to collect and compile and share resources. It helps reduce unnecessary duplication and helps the librarians to stay abreast and updated. The activities will help the librarians to have a meaningful role to play by knowing what quality resource exists on a subject and in arranging those resources for their users.
- 4) Surely an ordinary user of the library should be informed about the DELNET as it will help him/her to search for resources in a productive manner without wasting time and energy. The user can access the vast data compiled by DELNET and also make use of related services offered. The librarian can educate library members through the notice board bulletins, net-worked library computers, information kiosks and the like.
- 5)
 - i) Accepting a difficult fact and dealing with it (**confronted**)
 - ii) Used up or consumed completely. (**exhausted**)
 - iii) To make a distinct or lasting impression (**make a mark**)
 - iv) Large number of different items (**array**)
 - v) Determined and ceaseless (**relentless**)
 - vi) An important advance (**a big leap**)
- 6) **AACR**: Anglo American Cataloguing Rules
 - CILIP** : Chartered Institute of Library and Information Professionals
 - IFLA** : International Federation of Library Associations and Institutions
 - LC** : Library of Congress
 - BNB** : British National Bibliography
 - IASLIC** : Indian association of Special Libraries and Information Centres
 - NISCAIR** : National Institute for Scientific Communication and Information Research
 - DRTC** : Documentation Research and Training Centre
 - UDC** : Universal Decimal Classification
 - INFLIBNET** : Information and Library Network
- 7) www.abbreviations.com www.alphadictionary.com

Text -1

- i) I send orders for buying books in the library.
- ii) I check the bibliographic details of the books for processing.
- iii) I shelve books.
- iv) Stock verification is one of the duties assigned to me.

- v) Users come to me requesting for bibliographies on their subjects.
- vi) I maintain the records of periodicals received in the library.
- vii) My duty is to issue books to the readers.
- viii) I get books for users that are not available in our library from other libraries on loan.
- ix) I look after audio-video equipment in a library.
- x) I maintain attendance record of employees in the library.

Text - 2

- i) Ms. Neeti Joshi – I take care of the reading needs of the users. I try to get for my users any new book that is published. Users keep sending in their demands but it requires us to be on our toes knowing about the latest publications through catalogues, book reviews, etc. It requires working with book vendors. A close liaison is to be maintained with them. It's a two way relation, both working to help each other. The vendors provide us timely service and we try to make them payments in time.
- ii) Dr. Sundaram – Books after being acquired need to be processed before they can be provided to users for use. I am involved in checking the bibliographical details of the book from the library catalogue before processing. In case it is available, the same can be used. Otherwise I process it afresh assigning the class number and the cataloguing entries.
- iii) Ms. Nancy – Users in our library are very demanding. They want their information needs to be fulfilled immediately. We need to be prepared well in advance with the latest developments in their fields of interest to serve them well. I maintain the profiles of projects being handled in our institution. I scan literature in those areas and provide bibliographic details of the latest literature to the users. I also circulate the table of contents of periodicals to the user groups. Everyday I answer queries of users on my desk from 10 a.m. to 1 p.m.

- 8) i) Acquisition section ii) Cataloguing section
- iii) Maintenance section iv) Maintenance section
- v) Reference section vi) Periodical section
- vii) Circulation section viii) Circulation section, interlibrary loan service
- ix) Technical section x) Administration section
- 9) i) Acquisition section ii) Cataloguing section
- iii) Reference section
- 10) i) Carry out, ii) Prepare, iii) Identify, iv) Carry out, analyse, identify
- v) Prepare, present, vi) Maintain, vii) Assist, viii) Maintain, ix) Develop

11) First set of answer:

- i) Introduce a scheme
- ii) Create a new design
- iii) Present your findings

- | | |
|----------------|------------------------------------|
| iv) Publicise | an awareness programme |
| v) Negotiate | a settlement |
| vi) Document | data |
| vii) Volunteer | to do some kind of social service |
| viii) Maximise | profits |
| ix) Examine | new equipment |
| x) Survey | the sales possibilities in an area |

Second set of answer:

- i) **Introduced** a new method of dealing with paper wastage.
- ii) **Created** an interior design layout for the office which improved functionality.
- iii) **Presented** a new research project.
- iv) **Publicised** the environmental awareness programme initiated by my company.
- v) **Negotiated** price reduction of up to 25% with our new suppliers.
- vi) **Documented** all news coverage of our company in the last 2 years.
- vii) **Volunteered** to work in the home for the elderly on weekends.
- viii) **Maximised** profits by 15% in the month of March.
- ix) **Examined** the use of new safety equipment to minimize accidents on the production floor.
- x) **Surveyed** a sample population of all departments to get inputs on improving the working conditions.

Activity

Do it yourself.

3.12 REFERENCES AND FURTHER READING

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Jones, L. and R. Alexander. *New International Business English Updated Edition Workbook*, Cambridge University Press, 2000. Print.

Zakaria, Matthew T. *Successful Writing Skills*. Commonwealth Publishers, 2009. Print.