ENGLISH Language and Communication Skills

FOR ENGINEERS

As per the latest AICTE syllabus

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PREFACE

Ours is an age of communication not just because of decisive breakthroughs in communication technology but also because of the impact spoken and written words create in our personal and professional lives. Consequently proficiency, accuracy, and effectiveness in the language we use are considered vitally important. With English becoming a link language worldwide, proficiency in it is considered essential for a person's personal and professional growth. Not surprisingly therefore, it is effective communication in English that not only fetches students their dream jobs, but also defines and redefines them in this competitive world.

About the Book

Written in consonance with the latest syllabus prescribed by AICTE for colleges and universities across the country, the book attempts to cover the entire gamut of communication in English—its shades, shapes, colours, and nuances. Besides covering the AICTE syllabus completely, the book also includes important aspects related to English language and communication skills for teachers (to teach effectively and rationally) and students (to learn the content thoroughly). Though primarily meant to be a textbook for the undergraduate students of engineering, the book will also serve as a reference guide for working engineers, managers, scientists, teachers, trainees, administrative officers, and other professionals who need to use English as a tool of communication in the professional environment.

Pedagogical Features

Listed below are some pedagogical features that make this book both interesting and highly educative:

Comprehensive text written in an interactive style The comprehensive coverage, annotated examples, and the multiple exercises on each topic are likely to help students approach the variegated communication-related tasks confidently in their professional careers. In order to keep the learners engaged, a warm and interactive style of writing is followed throughout the book.

Practice-oriented approach Each chapter contains a large number of exercises with explanatory answers so that the learners not only gain conceptual clarity but also imbibe these concepts empirically.

Skill development The chapters on written communication include important tips and different elements of professional and sensible writing to help students improve their written communication skills.

Focus on job readiness The unit on communication at workplace discusses job interviews and formal presentations in detail, giving ideas about ways to overcome nervousness and sample questions to help students prepare themselves for interviews and other work-related situations.

Innovative digital resource Another interesting highlight of the title is the Areal app, which contains practice tests on grammar, and audio files on vocabulary, listening skills & comprehension, and conversations & dialogues.

Content and Coverage

For the convenience of the reader, the book has been divided into six logical parts, comprising 14 chapters.

The introductory chapter on ***English Language and Communication Skills*** lays the foundation for learning all the four language skills, namely Listening, Speaking, Reading, and Writing popularly known as LSRW. It discusses the process, importance, features, and types of effective communication. It also highlights the formal and informal flow of communication in an organization.

Unit I: Essentials of Writing Skills, comprising Chapters 2 to 4, focuses on developing the essentials of writing skills of the learners by helping them develop their knowledge of English grammar and usage. This unit also aims at enhancing their vocabulary. ***Chapter 2 on Basic Grammar and Usage*** covers the essentials of grammar and usage such as nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions, articles, modals, tenses, voice, narration, clauses, and punctuation marks. ***Chapter 3 on Common Errors in English*** deals with common errors related to subject–verb concord, noun/pronoun agreement, dangling modifiers, etc. The exercises given in the chapter help the learner identify and avoid the errors commonly made in English. ***Chapter 4 on Vocabulary Building*** aims at helping the students develop their vocabulary by adding new words to make their written and spoken English more effective and powerful. An attempt has been made in this chapter to help the students pick new words through roots, routine sentences, common everyday conversations, situations, context, synonyms, antonyms, etc.

Unit II: Writing Practices is aimed at developing the students' descriptive writing techniques. ***Chapter 5 on Nature and Style of Sensible Writing*** introduces the learner to the nuances of writing and helps him/her develop the skills required for effective writing. ***Chapter 6 on Paragraph Writing*** covers the structure, construction, and features of paragraphs and helps students construct effective paragraphs. It also discusses argumentative and analytical paragraphs. ***Chapter 7 on Essay Writing*** dwells on the dimensions of essay writing discussing in detail narrative, descriptive, reflective, expository, and imaginative essays. ***Chapter 8 on Précis Writing*** helps the learner understand how to condense effectively a detailed piece of writing and provides ample amount of exercises for developing effective précis writing skills.

Unit III: Listening Skills starts with ***Chapter 9 on Listening Skills and Comprehension***, which gives exposure and practice in developing effective listening techniques.

Unit IV: Reading Skills is aimed at developing the art of effective reading techniques in the learner. ***Chapter 10 on Effective Reading and Comprehension Skills*** gives the students exposure into the art of comprehending a given passage. It helps students learn how, by employing different reading skills, understanding discourse features, and inferring lexical and contextual meanings, the different types of reading comprehension passages can be attempted in an exam.

Unit V: Oral Communication develops effective speaking through various types of tasks. ***Chapter 11 on Phonetics and Spoken English*** introduces to the learner all the vowel and consonant sounds of English and helps him/her overcome the pitfalls of faulty pronunciation. The chapter stresses on accuracy in pronunciation by introducing the learner to concepts such as syllables, transcription, word stress, weak forms, intonation, rhythm, etc. ***Chapter 12 on Conversations and Dialogues: Everyday Speaking Situations*** provides tips on improving conversations, and includes sample short conversations, sample telephonic conversations, and situational dialogues.

Unit VI: Communication at Workplace aims at developing professional communication skills in the learner. ***Chapter 13 on Job Interviews*** discusses the process, stages, and types of job interviews. This chapter also discusses the desirable qualities required in an employee and provides tips for achieving success in interviews. It also discusses the frequently asked questions in an interview and suggests suitable answers and strategies for dealing with them. ***Chapter 14 on Formal Presentations*** deals with the dynamics of professional presentations. It covers topics such as combating stage fright, and preparing effective PowerPoint presentations.

Acknowledgements

Writing this book has been an arduous as well as exciting journey. It demanded from us a great deal of research, effort, hard work, and commitment. All this required a lot of motivation and professional efficacy which always came from our publishers, Oxford University Press India. We also take this opportunity to thank the reviewers of our book who provided their useful comments, observations, and suggestions, all of which helped us in enriching both the content and the approach for the book.

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In addition, we thank all our seniors, well-wishers, family members, and friends whose silent but invaluable support we might have failed in appreciating.

Finally, we are grateful to you—our reader—your interest in our book gives us great motivation and satisfaction. Being teachers, we are aware of the fact that in all learning tasks, the learner's participation is of utmost importance. You can ensure your participation and learning by attempting all the exercises in the book conscientiously. We would be delighted to receive your comments, queries, and suggestions for future editions. You can reach us at drarorasanjay@gmail.com.

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UNIT III: LISTENING SKILLS

UNIT IV: READING SKILLS

UNIT V: ORAL COMMUNICATION

UNIT VI: COMMUNICATION AT WORKPLACE

1

ENGLISH LANGUAGE AND COMMUNICATION SKILLS: AN OVERVIEW

LEARNING OBJECTIVES

After reading this chapter, you will be able to understand
- importance of language and communication
- four essential skills of language—LSRW
- process and types of communication
- features and importance of effective professional communication
- types of communication flow in an organization
- different types of barriers to communication
- role of creative and critical thinking for effective communication
- role of intercultural communication in organizations
- types and importance of verbal and non-verbal communication
- tips for improvement in communication

Language is an important aspect of our day-to-day life because it enables us to communicate. It plays an important role in expressing our thoughts and feelings to the person we talk to. If we look around, we may observe that most of the time in our life, we keep communicating something or the other. For example, when we ask for a cup of tea, talk to a friend over the phone, speak to a fellow passenger while travelling, read the newspaper, watch a documentary, enquire from a passerby someone's address, or listen to the running commentary, we are involved in the process of communication with others through language. Thus, language and communication go hand in hand. When we don't use words, we use and convey through non-verbal forms of language such as gestures, signs, expressions, and symbols to communicate our ideas, thoughts, emotions, and feelings.

Let us see in some detail how important language and communication is in our lives.

1.1 IMPORTANCE OF LANGUAGE AND COMMUNICATION

- It is important in the individual development of the user.
- It enables us to communicate our ideas and emotions to others.
- It helps us understand each other.
- It enhances our social skills.
- It is a means of filtering the beliefs, rituals, and customs of a society.

In the professional world, it is English that is often used as a link language for communication. It is used for a variety of purposes—while conducting meetings and discussions; for managing people, affairs, and tasks; for writing reports, emails, letters, proposals, circulars, notices, and manuals; for giving presentations, delivering public speeches, conducting interviews, holding teleconferences, and tackling negotiations. If we are able to communicate and negotiate successfully with our clients who speak English, it helps our company to conduct business successfully, which will further aid in the robust growth of the enterprise we

are associated with. It has also been observed that employees who communicate effectively in English often command higher salaries and get quick career growth.

Keeping in view the importance of developing proficiency in English, we need to understand that there are four basic skills of the language, namely Listening, Speaking, Reading, and Writing (LSRW) that need to be learnt. Therefore, in the following section of the chapter, we will learn how to develop our LSRW skills of English.

1.2 FOUR ESSENTIAL SKILLS—LSRW

In order to become an accomplished communicator, one needs to be proficient in each of the four language skills mentioned above. If you observe carefully, we acquire our first language/mother tongue by first listening to it. Gradually, we start speaking it too, and then go on to develop our reading and writing abilities in it. This is why listening, speaking, reading, and writing are called the four 'language skills' of a language. Figure 1.1 shows the four important language skills.
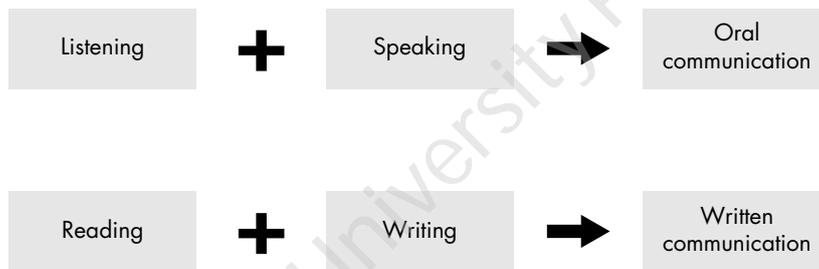
Figure 1.1   LSRW Skills

All the four skills are interrelated and they function in tandem. Therefore, each one of them is crucial for learning a language.

1.3 COMMUNICATION—AN OVERVIEW

As mentioned above, ours is a society that moves on the wheels of communication. Particularly in the professional world, it is communication and its related skills that decide a person's career curve. The better one's communication skills, the higher are the chances for him/her to touch the zenith of success. The poorer one's communication skills, the greater is the possibility of not achieving one's goals.

Actually nothing happens in the professional world without communication, though it is only a means, and not the end. Still it is communication that propels the management process and serves as the lubricant for its smooth operation. It helps professionals in their five major managerial tasks, namely planning, organizing, executing, staffing, and controlling. Since every organization is a social system that involves interaction among people working at different levels, proper communication among them becomes necessary for achieving the goals of an organization.

The necessity and importance of communication skills can be gauged from the fact that professionals spend nearly three-fourth of their working time in communicating their ideas, views, and plans to others. Communication in the professional world occupies such a pivotal position that there hardly exists an activity

in business and industry that does not require communication to play any role. Understandably, therefore, while selecting a new recruit, one of the first things that companies look for in an individual is the person's ability to communicate effectively with others. Our communication skill thus has the potential to make or mar our fortune.

It is precisely to address this professional need that we are required to master the various aspects of communication skills. However, before we proceed further, let us make an effort to acquaint ourselves with the other nuances of *communication*, starting with its definition, process, and features.

1.4 DEFINITION OF COMMUNICATION

The term *communication* originates from the Latin word *communico* or *communicare*, which means 'to share'. Various researchers and analysts define the term in their own way. Despite the different versions available, it can be briefly summed up that 'communication essentially means the transfer of ideas, feelings, plans, messages, or information from one person to another'. However, *communication is considered effective only when it gets the desired action or response.*

Let us explore some of the essentials of communication with the help of the discussion that follows.

1.5 PROCESS OF COMMUNICATION

Communication is a process whereby information is encoded, channelled, and sent by a sender to a receiver via a medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a channel, a message, a receiver, and the feedback that effectively winds up the process. Communication requires both the sender and the receiver to have an area of communicative commonality. The process can be well understood with the help of Fig. 1.2.

A plenty of noises may take place in the communication process. Noise can be defined as an unplanned interference in the communication environment, causing hindrance to the successful transmission of the message (Fig. 1.3). It may mainly occur due to two reasons: disturbance in the channel/medium and/or some kind of error in the message sent.

Before we go further, it is important for us to understand how general purpose communication differs from professional communication.
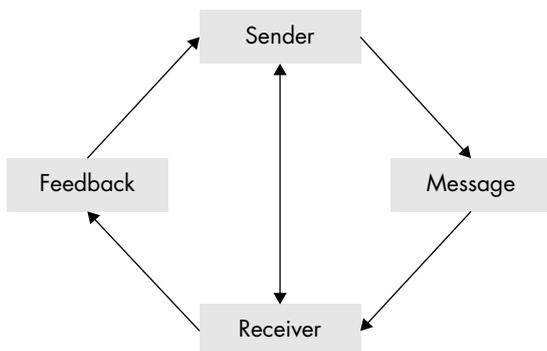
Figure 1.2   The Communication Process
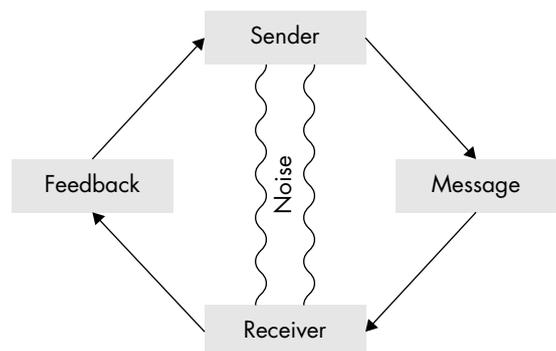
Figure 1.3   Noise Hinders Communication Process

The following table highlights the basic differences between these two types of communication.

	General Communication	Professional Communication
Content	Contains general message	Contains a formal and professional message
Nature	Informal in style and approach	Mostly formal and objective
Structure	No set pattern of communication	Follows a set pattern such as sequence of elements in a report
Method	Mostly oral	Both oral and written
Audience	Not always for a specific audience	Always for a specific audience, e.g., customers, banks, etc.
Language	Does not normally involve the use of technical vocabulary, graphics, etc.	Frequently involves jargon, graphics, etc. for achieving the professional purposes

1.6 FEATURES OF SUCCESSFUL PROFESSIONAL COMMUNICATION

Since communication matters a lot in the professional world, it is quite important for us to get acquainted with the most important features of successful professional communication:

- Communication is a two-way process by which information is transmitted between individuals and/or organizations so that an understanding may develop among them.
- Communication is a continuous process of meaningful interactions among persons in an organization that results in meanings being perceived and understood in a desired way.
- The role of the receiver and the sender keeps changing in the entire communication activity.
- Communication broadly includes both verbal and non-verbal forms. Therefore, it also includes lip reading, finger-spelling, sign language, and body language used in face-to-face communication.
- It is a process which transmits and disseminates important ideas, thoughts, feelings, plans, etc.
- Communication skills are generally understood to be an art or technique of persuasion through the use of oral, written, and non-verbal features.

1.7 IMPORTANCE OF EFFECTIVE PROFESSIONAL COMMUNICATION

Let us now see how important communication is in the business world:

- With the emergence of multinational companies, large business houses usually operate both within and outside a country. Effective communication alone can help in maintaining a link among its various branches, offices, and sites.
- All the departments and units of an organization have to go hand in hand to achieve its goals and for that, they need to keep communicating with one another.
- Marketing research suggests that firms which communicate better sell better. Moreover, companies keep competing with one another through advertisements and other propagandist strategies for securing a higher position in the market which involve communication at every step. All of this necessitates effective communication skills.
- Effective communication helps in sustaining a harmonious relationship between salespersons and customers, and trade unions and employees in a company.
- Through effective communication, employees get job satisfaction and develop a sense of belonging-ness which ultimately helps the organization grow well.

1.8 DIFFERENT TYPES OF COMMUNICATION

Communication is generally classified into the following types:

Types of Communication	Brief Definition
Verbal communication I. Oral communication II. Written communication	Both spoken and written expressions are used in the communication process: I. A face-to-face interaction between the sender and the receiver who use the spoken variety of language II. Sender uses the written mode to transmit his/her messages like reports, proposals, etc.
Non-verbal communication	Communication without using a word through body language and paralinguistic features
Intrapersonal communication	Communication taking place within one's own self during self-reflection, contemplation, and meditation
Interpersonal communication	Written or oral communication that occurs between two or more persons
Extrapersonal communication	Communication with non-human entities, such as animals, birds, etc.
Mass communication	Conveying messages to an entire populace through books, the press, cinema, television, radio, the Internet, etc.
Media communication	Communication through electronic media, such as computer, Internet, cell phones, LCD, video, television, etc.

1.9 COMMUNICATION FLOW IN AN ORGANIZATION

Communication in a professional organization flows at different layers and levels which regulate, guide, and propel its flow. It is both formal and informal in nature. The different types of communication flow in an organization are as follows:

1.9.1 Formal Flow of Communication

The formal flow of communication in an organization can be divided into the types presented in the following table:

Types	Explanation
Horizontal	Takes place among people of the same rank in an organization
Vertical:	Occurs between hierarchically positioned persons and can involve both downward and upward communication:
• Upward	• Happens when information is sent to the people of higher rank—from bottom to top levels in the hierarchy
• Downward	• Exists when information moves from the higher authority to its subordinates—from top to bottom
Crosswise (Diagonal)	Takes place between managers and workers located in different functional divisions/units
Radial (Spiral)	Moves in all directions. For instance, the management circulates a copy of new bonus and incentive scheme among all the employees

1.9.2 Informal Flow of Communication

Informal communication is called ***grapevine***. Such communication is often shorn of all sorts of formalities. For instance, rumours running ripe about the company's expansion, promotion of an employee, discord between top officials, or illicit relations between two colleagues are some of the examples of grapevine. A communication of this variety flows in all directions. Grapevine may create both negative and positive impact on the environment of that organization.

1.10 BARRIERS TO COMMUNICATION

When it comes to effective communication, there are certain barriers that every organization faces. Here are a few of the most commonly-found barriers to communication in an organization:

Perceptual barriers Different people have different perceptions about the same reality. For instance, one room could be big enough for one teacher but the same room could be small for another as s/he has more number of students to teach. This kind of difference in perception leads to miscommunication.

Listening barriers Poor listening often results in incomplete, incorrect, and inconsistent responses. Sometimes people do not listen to others properly and patiently because rather than listening to others' views, they may just be waiting anxiously for the speaker to keep quiet so that they may articulate their own views.

Language barriers Language is a vehicle to effective communication and when two communicators do not share the same language, they encounter difficulty in understanding each other. This problem further aggravates when the second language learners do not use the language with accuracy in a given context. For instance, what is called *sidewalk* in the US, in Britain it is called *pavement*, whereas in India, it is called *platform*. Similarly, it is *apartment* in the US, *flat* in Britain, and *house* in India.

Cultural barriers People across the globe belong to different cultures. A cultural barrier arises when two individuals in an organization belong to different religions, states, or countries. Diverse cultures have different positive and negative meanings associated with colours, signs, designs, shapes, symbols, gestures, and posture.

Physical barriers Research shows that most offices have closed doors and cabins for those at higher levels of the organizational ladder, while the working areas are physically placed far apart. This kind of barrier prevents team members from interacting effectively with each other and authorities.

Psychological barriers Such barriers to communication distort or prevent effective communication within an organization. Subordinates usually have fear and distrust their seniors owing to the latter's dominance, arrogance, or lack of concern for them. Even if they have genuine reasons or plans or suggestions for the working of the organization, they do not feel free to articulate their thoughts due to the authoritarian attitude of their seniors.

Physiological barriers Due to headache, fatigue, or other health reasons, at times people involved in the communication process are not able to send or receive the messages properly. This leads to either complete breakdown of communication or miscommunication between them.

1.11 ROLE OF CREATIVE AND CRITICAL THINKING FOR EFFECTIVE COMMUNICATION

Critical thinking and creative thinking are considered high-order skills which are essential for professionals. ***Critical thinking*** is the active, persistent, and careful consideration of beliefs or knowledge keeping in view the available evidence, whereas ***creative thinking*** is the generation of new ideas. Both are fundamental to human intellectual progress and instrumental in the development of the society. Depending on the context and purpose, critical and creative thinking skills can be interdependent or separately applied.

Critical thinking, in fact, is a self-reflective process that involves elements of conceptualization, reasoning, analysis, interpretation, and evaluation of the available information upon which judgement is based. This involves a wide variety of skills that must be used in order to form that opinion/decision. A few of these include

- making careful observations;
- being inquisitive and asking the relevant questions;
- challenging the beliefs, examining assumptions, and probing opinions which may even be against already established facts;
- recognizing the problems and issues that may appear in future;
- assessing the validity of statements and understanding the logic and strength of arguments given; and
- making workable decisions and finding valid solutions.

The ideal critical thinker is habitually inquisitive, well-informed, dependent on reason, open-minded, flexible, objective in evaluation, honest in resolving biases, prudent in making judgements and willing to reconsider the judgements made earlier. As a professional, you will always come across new problems and aberrations to the existing practices, and your ability to think critically will help you convert the problem into an opportunity. In order to be a critical thinker, you need to be

- Inquisitive
- Systematic
- Analytical
- Open-minded
- Judicious
- Truth seeking
- Confident in reasoning

Creative thinking, on the other hand, is the generation of new ideas within or across domains of knowledge. It requires preparation, incubation, insight, evaluation, elaboration, and communication. In order to develop this, you must try to put aside the common assumptions and look beyond the conditioning that creates stereotypes, prejudices, and parochial thinking. An unconditioned response to a challenge, an inquisitive approach, an insightful penetration, and a passionate commitment to the task help us in

- bringing the existing ideas together into new configurations;
- developing new properties or possibilities for something that already exists; and
- discovering or imagining something entirely new.

Given below are a few basic principles for inculcating creative thinking:

- Be open to new thoughts, ideas, and facts.
- Keep your reading and listening faculty actively engaged in observation.
- Regard the difficulty or a problem as an opportunity.
- Enjoy the process of trying, learning, and evolving.
- Avoid jumping to conclusions; follow deferred judgements.
- Believe in cross-fertilization of ideas.
- Be your worst critic.

Thus, if you sharpen your creative and critical thinking, they will equip you with the skills which later in your professional life will provide you an edge in the competitive world of professionals.

1.12 ROLE OF INTERCULTURAL COMMUNICATION

The way we communicate is determined strongly by the culture we are groomed in. There are several aspects of communication which differ from culture to culture. Such cultural differences may determine how loud or low we talk; the directness with which we speak; the amount of emotions we express in various situations; the use or avoidance of silence; the prevalence or absence of a particular non-verbal or verbal peculiarity; and a series of defining signal which we may emit through our manners, facial expressions, posture, eye contact, tone, and pitch of our speech. Interestingly, all this may be misconstrued in an altogether different manner, depending upon the respondent's own bringing up and cultural variety. It is because of this variegated cultural confluence at workplace that it creates significant challenges to effective communication beyond the obvious barriers.

Today's companies are doing business more and more in a global context. The people that matter in any business including the suppliers, the clients, and the employees may belong to different cultures and may even be located in foreign countries. The need for effective and clear intercultural communication is becoming vital in securing success in today's global workplace. Greater understanding of intercultural differences, etiquette, protocol, and communication will certainly lead to a much higher probability of achieving business goals.

Another interesting aspect of multiculturalism is intercultural interaction between people from both the hemispheres of the earth, which throw up unique communication challenges owing to their diverse cultural nuances. Some of these cultures, such as the English-speaking and the Northern European cultures, may be regarded as belonging to individualistic cultures, with each of them enjoying simultaneous memberships in numerous overlapping, informal, loose groups that they join and leave when convenient. Churches, companies, business associations, social clubs, sports clubs, civic associations, political groups, etc. today actually become manifestation of a culturally kaleidoscopic world. In such a flux, obligations for associations and bonding to other groups are weak, and loyalty is neither required nor highly valued. Common rules of polite behaviour apply equally to group members and non-group members. Relationships with strangers are easily formed and dissolved, and friendship groups are casually replaced and re-formed. Individuals assume as primary their rights to self-expression, self-realization, and self-protection.

On the other hand, highly group-oriented cultures, such as most East and South Asian, South American, Middle Eastern, Eastern European, and sub-Saharan countries, can be seen as a collection of strong groups, starting with close family ties and extending to other blood relatives, school groups, work and military units, and community groups. In-group interaction is heavily circumscribed. Individuals are bound to their groups by heavy obligations and strict rules of intra-group relationships; loyalty is required and highly prized. Friendships exist primarily within groups, are formed with serious intent, and imply increasing reciprocal obligation.

Given such cultural diversity, it becomes important for a professional to be aware of all such culturally triggered behavioural differences and communicate accordingly.

1.13 VERBAL COMMUNICATION

Since a professional has to spend a large amount of his/her working time in speaking and listening to others besides reading and writing, most of the time he/she has to use language as a vehicle of communication. This type of communication is termed as verbal communication.

Verbal communication thus stands both for the spoken and the written word used in the communication process. It can further be divided into oral and written communication.

Oral communication A face-to-face interaction between the sender and the receiver is called oral communication. In this type of communication, there could be two or more than two persons who use spoken language as a medium of communication. For instance, whenever we make presentations, deliver speeches, participate in group discussions, appear for interviews, or simply interact with somebody, we are involved in oral communication.

Written communication In this type of communication, the sender uses the written mode to transmit his/her messages. Reports, proposals, books, handbooks, letters, emails, etc. come in this category. Written communication is routinely used for documentation purposes in business and government organizations.

1.14 NON-VERBAL COMMUNICATION

When a message is communicated without using a word, the process requires non-verbal cues to be transmitted and received. Non-verbal communication forms an important part in the world of professional communication. It can be further categorized into two parts—body language and paralinguistic features. Body language involves aspects such as personal appearance, walk, gestures, facial expressions, hand movements, posture, and eye contact. The paralinguistic features include a person's voice, volume, pitch, rate, pauses, articulation, voice modulation, etc.

1.15 TIPS FOR IMPROVEMENT

Following are some of the ways to overcome the different types of barriers we confront both in our personal and professional lives:
- Send the data only to the people who require it.
- Emphasize the major ideas.
- Delete unwanted details.
- Maintain transparency in policy matters.
- Ensure clarity in message and look for a genuine feedback.
- Understand others' emotions.
- Understand other cultures and language variations and use the appropriate variety in the given context.
- Make sure that information overload does not adversely affect the communication environment.
- Maintain openness and acknowledge that people have different perceptions and views regarding things.
- Encourage innovative ideas and views so that people do not unnecessarily live in fears.
- Listen attentively to others.
- Speak with clarity and conviction.

To sum up, barriers which are caused due to fear, ecstasy, joy, threat, etc. can easily be overcome by increasing self-awareness, careful listening, and a desire to share and build empathy towards others. Moreover, by knowing more about the receiver's background and the level of knowledge or language proficiency, we can achieve the desired result in communication.

EXERCISE 1.1

Identify the type of communication that occurs/exists in the following situations:

1. Feedback given to a student by a teacher about his/her performance in the assignment _____

2. Proposals prepared for submission to the boss _____

3. Communication between managers of various units regarding setting the production target for the next three months _____

4. The General Manager issuing instructions to subordinates _____

5. A subordinate informing the manager about a work-related problem _____

6. Announcement of change of the Eid holiday _____

7. Letter from the CEO _____

8. Chats, conversations, informal talks and the like _____

9. Counselling and training _____

10. Salesman briefing the Sales Manager about the sales of the month _____

EXERCISE 1.2

Choose the correct option from the choices given in each of the sentences:

1. Oral communication is different from written communication as it is
   (a) Spoken and structured
   (b) Spoken and transitory
   (c) Spoken and permanent
   (d) Spoken and time consuming

2. Among the following elements, which element is the medium through which a message is sent?
   (a) Sender   (b) Channel
   (c) Context   (d) Noise

3. In an organization, when a colleague shares official information with another of an equal hierarchical level, this kind of communication is called
   (a) Horizontal
   (b) Vertical
   (c) Radial
   (d) Informal

4. The Sales Manager providing tips to its team for boosting the sales of electronic items during the festive season is _____ communication.
   (a) Informational
   (b) Horizontal
   (c) Radial
   (d) Vertically downward

5. Which of the following statements is correct regarding written communication?
   (a) Written communication enjoys legal status.
   (b) Written communication is more suitable to the immediate needs of organizations.
   (c) Written communication offers immediate feedback.
   (d) Written communication is relatively informal.

6. In communication, the observation of a receiver's response is called
   (a) Feedback   (b) Survey
   (c) Channel   (d) Message

7. Writing diary every day is an example of _____ communication.
   - (a) Extrapersonal
   - (b) Intrapersonal
   - (c) Organizational
   - (d) Interpersonal

8. The Sales Manager, Monte Carlo, Jaipur speaks to the Sales Manager, Monte Carlo, Delhi regarding the sales strategy during Christmas and New Year season this year. This is an example of
   - (a) Grapevine communication
   - (b) Horizontal communication
   - (c) Upward communication
   - (d) Diagonal communication

9. Which of the following is desired for effective communication?
   - (a) Redundancy
   - (b) Clarity
   - (c) Clichés
   - (d) Circumlocution

10. Which one of the following is NOT true about effective professional communication?
   - (a) It projects and promotes a company's image, practices, and goals.
   - (b) It includes the company's manuals, training materials, reports, letters, etc.
   - (c) It is informal in nature.
   - (d) It differs from general communication in its emphasis on clarity, conciseness, accuracy, and usability.

11. Which one of the following is NOT true for written business communication?
   - (a) It is ephemeral.
   - (b) It is formal communication.
   - (c) It serves as a permanent record.
   - (d) It is preferred over oral communication for long reports.

12. Which one of the following component is 'encoded' and 'decoded' in the communication process?
   - (a) Feedback
   - (b) Sender
   - (c) Receiver
   - (d) Message

13. If the management circulates a memorandum regarding new bonus and incentive scheme among all the employees, it will be a case of _____ communication.
   - (a) Downward
   - (b) Upward
   - (c) Radial
   - (d) Grapevine

14. This type of communication takes place within an individual: _____
   - (a) Extrapersonal
   - (b) Intrapersonal
   - (c) Organizational
   - (d) Interpersonal

15. Who encodes a message?
   - (a) Sender
   - (b) Receiver
   - (c) Transmitting medium
   - (d) Both (a) and (b)

16. Mr Jha, Technical Head, Infomin tells his colleague that Mrs Leslie Sebastian, Research Head is likely to be promoted in the coming review. This kind of communication is termed as
   - (a) Horizontal
   - (b) Grapevine
   - (c) Cluster
   - (d) Noise

17. Which one of the following is NOT a feature of grapevine communication?
   - (a) Rapid
   - (b) Formal
   - (c) Multidirectional
   - (d) Voluntary and unforced

18. Which of the following is oral communication?
   - (a) Dictation
   - (b) Brochures
   - (c) Notices
   - (d) Letters

19. No communication is complete without
    (a) Noise   (b) Semantic barrier
    (c) Intrapersonal   (d) Feedback

20. On his retirement day, a senior executive of a leading firm received many sincere tributes during a special dinner hosted in his honour. When finally asked to speak, he got up from his seat, spoke a few words but could not continue. What kind of barrier has occurred in this situation?
    (a) Organizational barrier
    (b) Physical barrier
    (c) Psychological barrier
    (d) Semantic barrier

EXERCISE 1.3

State whether the following statements are true (T) or false (F):

1. Effective communication leads to better work production.

2. When verbal and non-verbal messages clash, receivers tend to believe the non-verbal messages.

3. External communication often consists of emails, memos, and voice messages; internal communication consists of letters.

4. Good listening skills are inherent and cannot be inculcated.

5. To improve communication and to compete more effectively, many of today's companies encourage teamwork and better interpersonal communication.

6. Business communication is both highly formal and unstructured.

7. Before the sender completes his/her message, the listener thinks, 'I know what he/she is going to talk about.' Such type of listener is sharp, intelligent, and good at interpersonal communication skills.

8. Grapevine is a formal communication flow in an organization which has both positive and negative impact on the environment.

9. 'I had personal problems, so I could not prepare the budget efficiently. I am sorry for this. We cannot submit the details to the client today.' Such utterances reflect the lack of commitment and sincerity on the part of a professional.

10. Communication helps management only to make accurate decisions to influence organizational performance positively.

11. The observance of the receiver's reaction to the message is a kind of tool to maintain smooth communication flow between or among individuals.

12. The discussion held between the production manager and the Head, HRD, is a perfect example of horizontal communication.

13. If the management circulates a memorandum regarding change in working hours among all the employees, it will be a case of spiral communication.

14. It is imperative to listen carefully to others in order to avoid confusion regarding instructions, advice, proposals, reminders, etc.

15. Information overload strengthens the communication network in an organization.

16. Every workday, every employee frequently sends and receives messages and, as the size and complexity of the organization increases, so do the number of messages and the possibilities for communication-related problems.

17. Rigidity of thought helps the officer in maintaining a good rapport with his/her subordinates.

18. Badly encoded message leaves its receiver confused and not well-informed.

EXERCISE 1.4

Answer the following questions:

1. What does the term 'communication' imply? Why is effective communication vital in today's world?

2. How important is 'effective communication' in today's business world? Discuss a few aspects of business where communication is very important.

3. Discuss the different levels of communication in detail.

4. Explain the importance of communication in business in about 300 words.

5. What steps would you follow if you have a communication problem?

6. What are barriers to communication? Do you remember any case of poor communication? Specify what went wrong in the case that resulted in poor communication.

7. Discuss any four barriers to communication and substantiate your answer with one example for each.

8. 'A free flow of information ensures the success of an organization.' Elaborate this statement in the light of the flow of communication in any organization.

9. 'Growth and success of an organization broadly lies in continuous, multi-directional, and multi-level flow of communication.' Elaborate the statement citing suitable examples from your own experience.

10. 'Whether an organization is small or large, it is communication that binds the organization together.' Discuss in detail the formal flow of communication in an organization in the light of the above statement.

11. How does a receiver influence the sender's communication skills? Substantiate your answer with appropriate examples.

ANSWER KEY

Exercise 1.1

1. Downward communication
2. Upward communication
3. Horizontal communication
4. Downward communication
5. Upward communication
6. Radial communication
7. Downward communication
8. Grapevine
9. Downward communication
10. Upward communication

Exercise 1.2

| **1.** b | **2.** b | **3.** a | **4.** d | **5.** a | **6.** a | **7.** b | **8.** b | **9.** b | **10.** c |
| **11.** a | **12.** d | **13.** c | **14.** b | **15.** a | **16.** b | **17.** b | **18.** a | **19.** d | **20.** c |

Exercise 1.3

| **1.** T | **2.** T | **3.** F | **4.** F | **5.** T | **6.** F | **7.** F | **8.** F | **9.** T |
| **10.** F | **11.** T | **12.** T | **13.** T | **14.** T | **15.** F | **16.** T | **17.** F | **18.** T |