

SOFT SKILLS  
(BAS 105)

Unit-1 Applied Grammar and Usage

Syllabus : Applied Grammar Transformation of Sentences: Simple, Compound and Complex, Subject-verb agreement, Prefix and Suffix, Advanced Vocabulary: Antonyms, Synonyms, Homophones, Homophones, New word Formation, Select word power.

CO 1 - Students will be enabled to understand the correct usage of grammar

TRANSFORMATION OF SENTENCES

(SIMPLE, COMPOUND, COMPLEX SENTENCES)

Simple sentence: A Simple sentence is also called an independent clause. It contains a Subject and a Verb, and it expresses a complete thought.

E.g.

- a) Some students like to study in the morning.
- b) Mother ordered a birthday cake.

Compound sentence: A compound sentence consists of two main clauses of equal importance, joined together with a conjunction.

- e.g. a) I like coffee and she likes tea.  
b) I can go to college or study at home.

Complex sentence: A complex sentence consists of an independent clause and one or more dependent clauses.

- e.g. a) After the storm hit the town, trees lay broken in the streets.  
b) I am glad to know that he had succeeded.

Conversion of simple sentence into complex sentences a) By expanding a word or a phrase into a noun clause

1. Simple

: I was glad to know of his success.

Complex

: I was glad to know that he had succeeded.

2. Simple

: He pleaded ignorance of the law.

Complex

: He pleaded that he was ignorant of the law.

3. Simple

: The report of his failure has surprised us all.

Complex

: The report that he has failed has surprised us all.

b) By expanding a word or a phrase into an adjective clause

1. Simple

: A dead man tells no tales.

Complex

: A man who is dead tells no tales.

2. Simple

: The boy with the blue shirt is our Captain.

Complex

: The boy who is wearing blue shirt is our Captain.

3. Simple

: I still remember the joys of my childhood.

Complex

: I still remember the joys which I experienced in my childhood.

c) By expanding a word or a phrase into an adverb clause

1. Simple

: He felt sorry on finding out his mistake. (Time) Complex : He felt sorry when he found out his mistake.

2. Simple

: Being rich, he can afford this expensive treatment. (Cause/ reason) Complex : As he is rich, he can afford this expensive treatment.

3. Simple

: He is too simple minded to see through the game. (Result/ consequence) Complex : He is so simple minded that he can not see through the game.

4. Simple

: He is working day and night to improve his prospects. (Purpose) Complex : He is working day and night so that he may improve his prospects.

Conversion of complex sentences into simple sentences a) By converting a noun clause into a word or a phrase

1. Complex

: I am responsible for what I do.

Simple

: I am responsible for my actions.

2. Complex

: He wanted to know why he had been dismissed.

Simple

: He wanted to know the reason for his dismissal.

b) By converting an adjective clause into a word or a phrase 1. Complex : All that glitters is not gold.

Simple

: All glittering things are not gold.

2. Complex

: He can not forget the losses that he has suffered.

Simple

: He can not forget the losses suffered by him.

c) By converting an adverb clause into a word or a phrase 1. Complex : You may do it when you please.

Simple

: You may do it at your pleasure.

2. Complex

: Because he was ill, he stayed at home.

Simple

: He stayed at home on account of his illness.

Conversion of Simple sentences into Compound sentences a) By using Cumulative Conjunctions like, and, not only...but also, etc.

1. Simple

: Taking off his clothes, he jumped into the river.

Compound : He took off his clothes and jumped into the river.

2. Simple

: In addition to useful advice, he gave me financial help.

Compound : He gave me not only a useful advice but also a financial help.

b) By using Adversative Conjunctions like, but, still, yet, etc.

1. Simple

: In spite of very bad weather, they succeeded in conquering Mt. Everest.

Compound : The weather was very bad, still they succeeded in conquering Mt. Everest.

2. Simple

: He had every qualification for the post except sincerity.

Compound : He had every qualification for the post, but he was not sincere.

c) By using Alternative Conjunctions like, or, otherwise, else, etc.

1. Simple

: You must take rich diet to gain weight.

Compound : You must take rich diet, or you will not gain weight.

2. Simple

: Take another step at the peril of your life.

Compound : Don't take another step, else your life will be at the peril.

Conversion of Compound sentences into simple sentences a) By using Prepositional phrase

1. Compound : He is a Russian by birth, but he speaks Hindi like his mother tongue.

Simple

: In spite of being a Russian by birth, He speaks Hindi like his mother tongue.

2. Compound : This book is not beautifully printed, but is free from mistakes also.

Simple

: Besides being beautifully printed, this book is free from mistakes.

b) By using Participle

1. Compound : The umpire found the light poor and decided to call off the day's play.

Simple

: Finding the light poor, the umpire decided to call off the day's play.

c) By using Infinitive

1. Compound : You must observe austerity, or you will not become morally strong.

Simple

: You must observe austerity to become morally strong.

Conversion of Compound sentences into complex sentences a) Compound sentences with Cumulative conjunctions, and 1. Compound : He wanted to win the prize and worked hard.

Complex

: He worked hard so that he might win the prize.

b) Compound sentences with Adversative conjunctions like but, still, however, nevertheless etc.

1. Compound : Attend your classes regularly, or you will fall short of attendance.

Complex

: If you do not attend your classes regularly, you will fall short of attendance.

c) Compound sentences with Alternative conjunctions like or, otherwise, else, therefore either...or etc.

1. Compound : I can not afford to buy many books, therefore I usually study in the library.

Complex

: Since I can not afford to buy many books, I usually study in the library.

Conversion of Complex sentences into Compound sentences a) By using Cumulative conjunctions, and 1. Complex

: Everybody knows that man is mortal.

Compound : Man is mortal and this fact everybody knows.

2. Complex

: If I am right, I should be supported.

Compound : I may be right and in that case I should be supported.

b) By using Adversative conjunctions like but, still, however, nevertheless etc.

1. Complex

: Although they lost the match, they were not disgraced.

Compound : They lost the match, but they were not disgraced.

c) By using Alternative conjunctions like or, otherwise, else, either...or etc.

1. Complex

: If you don't surrender your arms immediately, you will be shot dead.

Compound : Surrender your arms immediately, or you will be shot dead.



Exercise 1. Identify the following sentences, whether Simple, Compound or Complex Sentence 1. All the flights have been cancelled owing to the bad weather.

Ans. Simple sentence

2. He had many faults, but he was a good man at heart.

Ans. Compound sentence

3. It has been ages since I saw you.

Ans. Complex sentence

4. The fact that he is silent proves his guilt.

Ans. Simple sentence

5. He finished his work and put away his books.

Ans. Compound sentence

### SUBJECT-VERB AGREEMENT

The 'subject' should agree with the 'verb' in number and person. A sentence that has a singular subject is accompanied by a singular verb. On the other hand, a sentence that has a plural subject should have a plural verb. The complex subject of the sentence is followed by a verb that agrees with the main noun in the subject.

He plays in the playground. (singular subject) They play in the playground. (plural subject)

There are some nouns that can be treated as both singular and plural forms.

The government has (have) announced its (their) new employment scheme.

Other words that can have either singular or plural verbs are school, class, department, team, university, press, public, crowd, firm, committee, community, family, generation, electorate, group, jury, orchestra, and the names of specific organizations such as the Reserve Bank of

India, Infosys, Maruti, and BBC.

However, in the following sentence, a singular form is preferred and you would say  
The orchestra is about to play.

This cannot be ‘The orchestra are ...’ as you are referring to the orchestra as a unit, and not as the individuals comprising it.

There are some nouns that are plural and take a plural verb, such as premises, particulars, belongings, clothes, goods, earnings, surroundings, stairs, riches, savings, congratulations, and thanks.

*Congratulations are due to you on your grand success.*

*His belongings are kept in the locker for safety.*

Plural verbs are used with the nouns such as police, people, and staff. Some nouns always end in -s and look as if they are plural, but when we use them as the subject of a sentence, they have a singular verb as shown in the following sentence:

*The news about the kidney racket is very disturbing.*

Other words that end in -s and take a singular verb are means (method or money); academic disciplines, e.g., mathematics, physics, statistics, linguistics, economics, phonetics, and politics;

In academic disciplines:

*Politics is the favourite of many students in this university.*

*Statistics was always the most feared subject for students.*

*Economics has only recently been added to the course list.*

But in general use:

*What are your politics? (political beliefs)*

The statistics are not indicative of this fact. (information shown in numbers) The economics of the project are not very encouraging. (the finances)

When a subject is made up of two or more items joined by either ... or or neither ... nor, we use a singular verb if the last item is singular (although a plural verb is sometimes used in informal English) and a plural verb if the last item is plural.

*Either the classroom or the auditorium is a good place to hold the lecture.*

*Neither the secretary nor his representatives are to join the club.*

If the last item is singular and the previous item plural, you can use either a singular or a plural verb.

*Either the teachers or the principal is/are to blame for the problem in the school.*

Let us now run through some important rules.

Use the singular verb in the following cases:

(a) With words such as any of, none of, the majority of, a lot of, plenty of, all (of ) some (of ) and an uncountable noun

(b) With every and each (normally used with a singular noun): Every room in this guest house has an attached kitchen.

Each of the boys plays well.

(c) With everyone, everybody, and everything, (every one is two words when the meaning is each one).

Every one in the audience is considered for inclusion in the workshop. Use the plural verb in the following cases:

With a/the majority of, a number of, a lot of, plenty of, all (of ), and some (of ) and plural noun, we use a plural verb. But if we say the number of, we use a singular verb.

The number of tigers in the country is decreasing.

but

*A number of reports have been questioned. A lot of lectures are planned.*

*Plenty of showrooms now accept credit cards.*

Use either the singular or the plural verb in the following cases:

With any of, each of, either of, neither of, and none of, usually a singular verb is used. The plural verb is used in informal style.

I doubt if any of them knows where the illegal arms are hidden.

Neither of the popular Indian games has (have) got international recognition so far.

Some phrases with a plural form are thought of as singular and, therefore, take a singular verb. These include phrases referring to measurements, amounts, and quantities as shown in the following examples:

*Three quarters of a ton is too much.*

*The three hundred rupees I earned was kept in the locker.*

When a subject has two or more items joined by and, a plural verb is used. However, phrases connected by and can also be followed by singular verbs if you think of them as making up a single item, as in the following sentences:

*Choco pie and ice cream is Amrit's favourite at the moment.*

*Research and development involves myriad of activities.*

After per cent (also percent or %), we use singular verb.

*An inflation of 10 per cent per annum makes a big difference in any economy.*

*A 75 per cent likelihood of winning is worth the effort.*

## WORD FORMATION: PREFIXES AND SUFFIXES

A Prefix is a word that is added at the beginning of the root word to form a new word. A prefix word does not have any meaning of its own but when added to a root word it modifies the meaning of the word. Prefix makes a word negative, indicate opinion or show repetition. Prefix examples: • Un (Prefix) + Happy (Root Word) = Unhappy (new word) • Dis (Prefix) + Organised (Root word) = Disorganised (new word)

Like Prefixes, Suffixes are also words that are added to the root word to form a new word but suffixes are added at the end of the root word. Suffix does change the meaning of the word it is added to but not make the word opposite or negative like prefix do, it simply changes the class of the root word like a verb is changed into an adjective by adding a suffix. Suffix examples: • Forget (root word) + Ful (Suffix) = Forgetful (New word) • Happy (root word) + Ness (Suffix) = Happiness (New word)

## SYNONYMS AND ANTONYMS

Synonyms are words that have the same, or almost the same, meaning as another word. You can say an “easy task” or a “simple task” because easy and simple are synonyms. The English language is full of pairs of words that have subtle distinctions between them. All writers, professionals and beginners alike, face the challenge of choosing the most appropriate synonym to best convey their ideas. When you pay particular attention to synonyms in your writing, it comes across to your reader. The sentences become much more clear and rich in meaning.

Antonyms Antonyms are words that have the opposite meaning of a given word. The study

of antonyms will not only help you choose the most appropriate word as you write; it will also sharpen your overall sense of language. One great strategy to increase your vocabulary is to learn groups of words including the antonyms. You can learn justice, law, right and injustice, corruption and dishonesty.

Homonym:

In English, homonym is a word that sounds the same as another word but differs in meaning.

Homonyms can refer to both homophones and homographs.

Example: I hope you are not lying to me.

My books are lying on the table.

Homophone : A homophone is a word that is pronounced the same as another word but differs in meaning and is spelled differently.

Example: Please try not to (waste, waist) paper.

Homographs : are words with the same spelling but having more than one meaning.

Example: The wind is blowing hard.

I have to wind my clock.

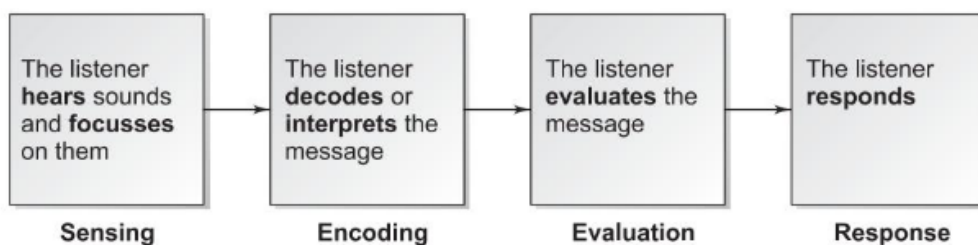
SOFT SKILLS NOTES  
(BAS 105)

Unit-2: Listening and Speaking Skills

Syllabus : Active Listening :Meaning and Art of Listening, Traits of a Good Listener, Listening modes, listening and Note taking, Types of Listening, Listening Techniques using Ted Talk Audio listening with script reading, Pronunciation; Speaking style ; content and sequencing.

CO 2 - Students will be able to converse well with effective speaking and listening skills in English

Listening is a process of receiving and interpreting the spoken word. It involves recognising what is said and comprehending the matter, i.e., understanding the main and subsidiary points as well as the links between the different parts of speech. This means that effective listening involves not only recognising unit boundaries phonologically, but also the recognition of false starts, pauses, hesitations, stress, intonation, and rhythm patterns. While receiving and interpreting the spoken word, the listener is concerned with four factors. e., sensing, message decoding or interpreting, evaluating and response.



HEARING VERSUS LISTENING

Hearing happens automatically as it is an involuntary physical act. It does not require the conscious involvement of the listener. When you move on a railway platform, you hear several voices. You do not listen to them.

| <i>Listening</i>  | <i>Hearing</i>  |
|---|---|
| <ul style="list-style-type: none"><li>• Voluntary</li><li>• Requires conscious efforts</li><li>• Active process</li><li>• The listener plays a very active part</li><li>• A two-way interactive process engaging the speaker and the listener</li></ul> | <ul style="list-style-type: none"><li>• Involuntary</li><li>• Happens automatically</li><li>• Passive process</li><li>• The listener plays a passive part</li><li>• A one-way process</li></ul> |

TYPES OF LISTENING

1. Superficial listening
2. Appreciative listening
3. Focused listening
4. Evaluative listening
5. Attentive listening
6. Empathetic listening

Superficial Listening

In this type of listening, the listener has little awareness of the content (what is being said). The output in this type of listening is zero because the listener tends to ignore the message, and is not able to concentrate on the theme, main points, and supporting details of the message.

Appreciative Listening

The main purpose of appreciative listening is to get enjoyment and pleasure. Examples

include listening to recordings of songs, entertaining stories, jokes, anecdotes, and so on. The output may be taking part in the entertainment process. For example, a music lover may listen to the latest hit, pick up the chorus and tune, and try to sing along.

## Focused Listening

Focused listening involves listening for specific information. The main purpose is to get some specific information that might be used to take a decision. This is the most common type of listening that we practice in non-formal oral communicative situations. Examples include listening to the radio, watching and listening to television programmes, listening to railway and airport announcements.

## Evaluative Listening

Evaluative listening involves evaluation of the oral message or commentary and developing a line of thought. The listener interprets and analyses what he or she listens to in order to understand both the explicit as well as implicit meaning of the oral message. It may also involve matching topics against one's own interests, and making mental notes of the important points. Thus, the main purpose of evaluative listening is to evaluate the content of the oral message to select appropriate information. The output could be an oral response, or summarising and recalling information at a later stage. Examples include listening to structured talks, classroom lectures, workshops, seminars, and so forth.

## Attentive Listening

Attentive listening demands the complete attention of the listener. It is basically active and intelligent listening in situations such as group discussions, meetings, job interviews, and so on. The listener pays attention to all parts of the message, i.e., the central idea, main points, supporting details, examples, and illustrations. There is no 'selective dismissal' of any part of the oral message.

## Empathetic Listening



Empathetic listening is listening not only to what the speaker is saying but also to how he/she is saying, i.e., his/her feelings, emotions, and state of mind. The listener has to understand and respond to the affective signals that the speaker might make and has to be alert to the speaker's implied meaning, intention, and attitude.

**BARRIERS TO LISTENING**

The barriers to the listening process may emanate from either the speaker, listener, or the circumstances of communication. In oral communicative situations, any interference or noise that interferes with the listening process can create misunderstanding and confusion and may sometimes lead to communication breakdown.

| <i>Physical Barriers</i>  | <i>Psychological Barriers</i>  | <i>Linguistic Barriers</i>  | <i>Cultural Barriers</i>   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Noise</li> <li>• Physical discomfort</li> <li>• Physical distractions</li> <li>• distance</li> </ul> | <ul style="list-style-type: none"> <li>• Emotional disturbance</li> <li>• Anxiety</li> <li>• Over arousal of emotions</li> </ul> | <ul style="list-style-type: none"> <li>• Improper message decoding</li> <li>• Ambiguous language</li> <li>• Jargon</li> </ul> | <ul style="list-style-type: none"> <li>• Cultural differences</li> <li>• Different values</li> <li>• Different social norms</li> </ul> |

Physical Barriers

Physical distractions and disturbances can easily disrupt the process of listening. Barriers to listening could be noise, physical discomfort, or any physical factor. Physical noise refers to any sound that disrupts the listening process. For example When a person tries to talk to someone on a running train, bus, or in a crowded market, several distractions in the surroundings disrupt the listening process.

Psychological Barriers

As listening is a purposeful activity, any psychological or emotional turbulence or disturbance can prove to be a barrier to effective listening because it leads to lack of interest and concentration. Feelings of anger, frustration, sadness, anxiety, or fear influence our reception and receptivity to others' ideas. For example, if a person has to face a job interview and he is too nervous, he/she should avoid such feelings of discomfort. Whatever may be the purpose of listening, the listener needs to concentrate on the content of the oral message if he/she

wants to take an active part in the communication process.

### Linguistic Barriers

Improper message decoding during listening is the recurrent barrier in the process of oral communication. Since the message is decoded incorrectly by the listener, it may lead to confusion and misunderstanding. While decoding an oral message, the listener should concentrate on the linguistic code. If he/she listens to something in a language or dialect that he/she is not able to follow, a communication breakdown will definitely occur. For example, if he/she does not understand French properly, he/she may not understand a lecture in French.

### Cultural Barriers

If the speaker and listener belong to different cultures and share different values, listening could become a difficult process. In order to avoid cultural barriers during listening, a listener should be sensitive to cultural differences and take into account the values of the speaker while interpreting an oral message. The listener's weakness in viewing others within his/her own cultural frame of reference may lead to confusion and misunderstanding. The moment he/she interprets others' point of view from his/her angle, he/she allows his/her preconceived notions and prejudices to start working for him/her. His/her frame of reference is individual to him/her as it is based on his/her experiences, exposure, education, personality, and several other elements peculiar to him/her. In order to avoid communication failure, the listener has to be sensitive to this fact and try to put himself/herself in the other person's position.

### TRAITS OF A GOOD LISTENER

Although acquiring the skill of active listening needs much effort, it is not impossible. A few guidelines are given in the following paragraphs. Some actions might seem unnatural and forced but can be inculcated with practice. For instance, it is very difficult to be patient with a speaker if he/she appears to be irrational and illogical. However, we must be tolerant in such circumstances. The guidelines suggested here will definitely help develop an attitude of tolerance and understanding.

Being Non-evaluative - The verbal and non-verbal behaviour of an active listener will

suggest to the speaker that he/she is being properly heard and understood. It should not, however, indicate what one thinks about the person. The purpose is to communicate, overlooking the qualities of the ideas, attitudes, and values of the speaker. In other words, the speaker is not to be evaluated for his/her personal qualities. Our behaviour should convey the impression that we accept the speaker without making any judgement of right or wrong, good or bad, suitable or unsuitable.

## Paraphrasing -

To clarify a point, one can simply paraphrase what the speaker has said and enquire from the speaker whether one has heard it accurately. Use phrases like the following ones to ensure that the information has been paraphrased correctly:

As I gather, you want to tell ...

So you mean to say that ...

Oh! Your feeling towards ...

Do you mean that . .

## Reflecting Implications

To reflect on the implications of what has been said, it is necessary to go a bit beyond the direct contents of the speaker, indicating appreciation of his/her ideas and what he/she is leading to. This may encourage the speaker to further extend the ideas. The listener's aim here is to reflect eagerness and zest by verbal or non-verbal means, thereby giving positive feedback. Phrases such as the following can be used:

I am sure if you did that, you would be in a position to ...

So this might lead to a result which ...

So you are suggesting that we might ...

Will that help us to alleviate the problem of ...

## Reflecting Hidden Feelings

Sometimes, one has to go beyond the explicit feelings and content of what is being said to unravel the underlying feelings, intentions, beliefs, or values that may be influencing the speaker's words. The listeners must try and empathise or identify themselves with the speaker, to experience what they feel.

## LISTENING MODES

### Active versus Passive Listening

We often listen to various forms of communication in an unconscious manner. At dinner, we glance at the television while busy eating or talking to someone else. This is not active listening—either to the TV or to the person we are talking to. How can we develop the ability to listen to others patiently and carefully? Improper listening is very harmful, as such communication is prone to distortion. It is also a waste of time. The responsibility of the listener is to *show keenness* in the speaker's talk through *expressions, alertness*, and by *asking questions* about the speech, if required.

*As a wise listener, one must look for a valid reason for the criticism* and determine the reason for the speaker's dissatisfaction. Adopting a receptive and constructive attitude to criticism can lead to self-improvement. We tend to listen carefully only to those messages that are advantageous or pleasing to us, but in order to have a fruitful conversation, we should also learn to take equal interest in speeches that contain messages of interest to the speaker.

### Dealing with distractions

In the process of developing active listening skills, one should train oneself to avoid physical distractions and concentrate completely on the message. An attractive face in the room and sometimes even the fragrance of perfume can act as distractions. However, a careful listener has to exercise a great deal of mental discipline to remain focused on the message conveyed by the speaker.

Careful listeners, however, never jump to conclusions about the message unless the speaker has finished. *Effective listening is possible only* if the listener patiently listens to the complete speech.

### Global versus Local Listening

One should also be aware of the possible idiomatic expressions that are specific to any particular region. For example, 'cover all the bases' is an idiom originated from baseball, a sport not known in India. So, if an American speaker uses such a phrase, the listener shouldn't be taken by surprise. The non-verbal conversational behaviour of people from different countries also varies. For example, Japanese nod their head when they are in conversation to reflect that they are just hearing; however, Americans will nod while in conversation to indicate that they are listening attentively.

### Listening and Note-taking

Note-taking is a process of summarizing information from spoken material. This skill requires adequate practice. As a student, you do this exercise daily when you attend your classes. Most probably for every subject you have a notebook in which you write the main points of a lecture. First, one has to listen to what is being said with full attention. Next, one has to recognize quickly the main points that the speaker makes and note them down immediately. As we know, the speed of speech is faster than the speed of writing. So some extra effort is required to keep pace with the speaker. Unlike written material, where one has the advantage of going back and referring to it, speeches, unless recorded, are not available afterwards, and hence require one's complete attention.

## Speaking Style

Speaking style is another key feature that defines the possible uses of the speech corpus. For instance a corpus containing spontaneous or non-prompted speech will not be useful for a dictation task.

Unfortunately many speech corpora contain only one speaking style and are therefore restricted in their re-use for different applications. This is a pity considering the fact that the recruitment and recording of speakers is the most expensive part of a corpus production. Therefore we strongly recommend specifying at least two different speaking styles for a corpus production. The following list gives an overview of the main speaking styles with rising complexity.

Please keep in mind that the chosen speaking style will interfere with other specifications like the recording setup, the speaker profiles etc.

## Read Speech

Most speech corpora contain read speech, either for practical reasons because eliciting non-read speech is more difficult or simply because the intended application or investigation requires read speech. Read speech can be recorded by using so called prompt sheets or by displaying text on a graphical output device.

Dictation speech is a special case of read speech: the speakers are asked to read a text as in a dictation task. Exact instructions must be specified how special cases like acronyms and numbers have to be spelled consistently.

## Answering Speech

Answering speech covers all recordings that are prompted by a question. These questions can be designed in way that they can be answered only by selecting from a given set

of closed vocabulary options. For instance a banking system asks for the credit card number of a client, yes/no questions like Are you female?. Or they can be designed to be answered by free text, e.g. What did you have for breakfast? Note that the quality of speech differs considerably from a read text and from spontaneous speech as being used in a dialogue.

## Command / Control Speech

Command and control speech is used by speakers in a scenario where they are asked to control a device with a set of known voice commands, in most cases within a Wizard-of-Oz experiment.

## Descriptive Speech

Descriptive speech can be elicited by showing a picture, a graph or a movie to the speaker and asking for a description of the shown items. Descriptive speech is more spontaneous than read, command or answering speech, but can be kept easily within a certain subject thus restricting the vocabulary.

## Non-prompted Speech

Non-prompted speech covers all speaking styles that do not use any written text that will be reproduced word-by-word but is not fully spontaneous, that is without any restrictions. For instance the dialog between a pilot and an airport tower is not based on any written text but has to follow certain rules (only one person speaks at any given time) that restrict the speech of both partners.

## Spontaneous Speech

Real spontaneous speech can only be recorded in a face-to-face dialog or a very elaborate Wizard-of-Oz setting. The speaker has no restrictions on his speech aside from a topic or a task given by the supervisor.

## Neutral vs. Emotional

For some speech corpora it may be essential that the speech either contains or does not contain emotional parts. Eliciting real emotional speech is very difficult (in general, it is only feasible with WOZ) and - in some cases - legally problematic.



## SOFT SKILLS

(BAS 105)

### Unit-3: Reading and Writing Skills:

Syllabus : Reading style: Skimming; Scanning; Churning & Assimilation, Effective writing tools and methods: Inductive Deductive; Exposition; Linear; Interrupted; Spatial & Chronological etc, Official and Business Letter writing, Agenda, Notices, Minutes of meeting

CO 3 - Students will be able to create substantial base by the formation of strong professional vocabulary for its application at different platforms and through numerous modes as Comprehension, reading and writing.



## INTRODUCTION

According to Richard Steele, 'Reading is to mind what exercise is to body'. Akin to keeping one's body fit with regular exercises, reading helps to keep the mind active. Comprehending what we read is the most demanding aspect of our reading. Students and professionals need to read a variety of texts in order to understand concepts, enhance their knowledge and to know what is going on around them. However, if they are not aware of certain reading techniques they may feel that they are wasting time in reading texts. When they learn these techniques and practise them while reading, they may find that their reading is more meaningful, fruitful, and enjoyable.

## TECHNIQUES FOR GOOD COMPREHENSION

As we have already discussed, poor comprehension skills are usually attributable to one or more factors: lack of interest, lack of concentration, failure to understand a word, a sentence, or relationships among sentences, or failure to understand how information fits together.

In this section, we will look at the underlying aspects of text you need to be aware of and the techniques you should develop and practise to hone your reading skills:

- Skimming and scanning
- Non-verbal signals
- Structure of the text
- Structure of paragraphs
- Punctuation

### *Scanning*

Before starting to read a text in detail, you should take a moment to preview the text. Read quickly, without pausing to study the details. This is called skim reading or skimming. You should understand

- for which audience the text was written (general public, professionals, laymen . . .);
- what type of text it is (report, informal letter, formal letter, article, advertisement . . .);
- what the purpose of the author is (to describe, to inform, to explain, to instruct, to persuade); and
- the general contents of the text.

After having skimmed the text, you can study it in more detail, reading more slowly and carefully and looking for specific information that you are interested in. This is called scanning.

### **Non-verbal Signals**

The meaning of a text is not only conveyed by means of words. All texts also contain non-verbal

signs. Non-verbal signs may include certain style features, such as different fonts, bold print, underlining, or italics. The meaning of these style features can vary from one text to another. In one text italics may be used to emphasize a word, in another text italics can be used for subtitles.

**Skimming** refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

### **How to Skim:**

- \* Read the title.
- \* Read the introduction or the first paragraph.
- \* Read the first sentence of every other paragraph.
- \* Read any headings and sub-headings.
- \* Notice any pictures, charts, or graphs.
- \* Notice any italicized or boldface words or phrases.
- \* Read the summary or last paragraph.

**Scanning** is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

### **How to Scan:**

- \* State the specific information you are looking for.
- \* Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.

\* Use headings and any other aids that will help you identify which sections might contain the information you are looking for.

\* Selectively read and skip through sections of the passage.

## **Churning & Assimilation**

Churning and assimilation are the integral part of reading. While skimming and scanning are the quick processes, and the churning and assimilation are slower. The words ‘churning and assimilation’ are related to the processes of stirring up in our mind the ideas, context, structure, etc., and grasping the contents of the reading text respectively.

There are several ways to present information when writing, including those that employ **inductive** and **deductive reasoning**. The difference can be stated simply:

- **Inductive** reasoning presents facts and then wraps them up with a **conclusion**.
- **Deductive** reasoning presents a **thesis statement** and then provides supportive facts or examples.

Which should the writer use? It depends on content, the intended **audience**, and your overall **purpose**.

If you want your **audience** to *discover new things with you*, then **inductive** writing might make sense. Here is an example:

*My dog Max wants to chase every non-human living creature he sees, whether it is the cats in the house or rabbits and squirrels in the backyard. Sources indicate that this is a behavior typical of Jack Russell terriers. While Max is a mixed breed dog, he is approximately the same size and has many of the typical markings of a Jack Russell. From these facts along with his behaviors, we surmise that Max is indeed at least part Jack Russell terrier.*

Within that short paragraph, you learned about Max’s manners and a little about what he might look like, and then the **concluding** sentence connected these ideas together. This kind of writing often keeps the reader’s attention, as he or she must read all the pieces of the puzzle before they are connected.

**Purposes** for this kind of writing include creative writing and perhaps some persuasive essays, although much academic work is done in deductive form.

If your **audience** is not likely going to read the entire written piece, then **deductive** reasoning might make more sense, as the reader can look for what he or she wants by quickly scanning first sentences of each paragraph. Here is an example:

*My backyard is in dire need of cleaning and new landscaping. The Kentucky bluegrass that was planted there five years ago has been all but replaced by Creeping Charlie, a particularly invasive weed. The stone steps leading to the house are in some disrepair, and there are some slats missing from the fence. Perennials were planted three years ago, but the moles and rabbits destroyed many of the bulbs, so we no longer have flowers in the spring.*

The reader knows from the very first sentence that the backyard is a mess! This paragraph could have ended with a clarifying conclusion sentence; while it might be considered redundant to do so, the scientific community tends to work through deductive reasoning by providing (1) a premise or argument – which could also be called a thesis statement, (2) then evidence to support the premise, and (3) finally the conclusion.

**Purposes** for this kind of writing include business letters and project documents, where the client is more likely to skim the work for generalities or to hunt for only the parts that are important to him or her. Again, scientific writing tends to follow this format as well, and research papers greatly benefit from **deductive** writing.

Whether one method or another is chosen, there are some other important considerations. First, it is important that the facts/evidence be true. Perform research carefully and from appropriate sources; make sure ideas are cited properly. You might need to avoid absolute words such as “always,” “never,” and “only,” because they exclude any anomalies. Try not to write questions: the writer’s job is to provide answers instead. Lastly, avoid quotes in thesis statements or conclusions, because they are not your own words – and thus undermine your authority as the paper writer.

## EFFECTIVE WRITING TOOLS

Effective Writing is writing which has a logical flow of ideas and is cohesive. This means it holds together well because there are links between sentences and paragraphs. It is readable i.e., clear, accurate, and concise. When writing on a paper, try to get your ideas across in such a way that the audience will understand them effortlessly, unambiguously, and rapidly that is, in a straightforward way. The five features of effective writings are:-

**Focus:** Focus is the topic/subject/thesis established by the writer in response to the writing task. The writer must clearly establish a focus to fulfill the assignment of the prompt. The focus must be determined in light of the method of development chosen by the writer. If the reader is confused about the subject matter, the writer has not effectively established a focus. If the reader is engaged and not confused, the writer probably has been effective in establishing a focus.

- **Organization:** Organization is the progression and completeness of ideas. What the writer establishes for the reader is a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end.

- **Support and Elaboration:** Support and Elaboration form the extension and development of the topic. The writer provides sufficient elaboration to present the ideas or events clearly. The two important concepts in determining whether details are supportive are the concepts of relatedness and sufficiency.

- **Grammatical Conventions:** Grammatical conventions involve correctness in sentence formation and usage. The errors in the sentence formation will lead the reader's misunderstanding of the ideas conveyed.

- **Style:** Style is the control of language that is appropriate to the purpose, audience, and context of the writing. This refers to choices of words choice and sentence fluency. Skillful use of precise, purposeful vocabulary enhances the effectiveness of the composition through the use of appropriate words, phrases and description to engage the audience.

**TOOLS FOR EFFECTIVE WRITING:-** To present process, methods and ideas in the most suitable and understandable format for the target audience. Hence, the content should be clear, correct, accurate and descriptive.

**Clarity:** this refers to the understanding of concepts and clearly ourselves first and then present it in a manner that offers clarity to the reader. The writer should try to understand the subject from the audience perspective. Words such as 'maybe', 'probably' not only

confuse the readers but also reflect a lack of clarity on the writer's part.

To achieve flow in writing : make sentence relationships apparent, use cohesive devices to join sentences (however, since, because, since, though), interlink sentences with proper ideas, arrange sentences in logical ideas and order (to achieve clarity), deep thoughts and development.

**Spatial Pattern** : it emphasizes the visual description of a particular idea, detail, related to location and direction etc. The description goes from inside to outside, left to right, bottom to top (varies from the process of the object). Example - 5 times higher than the other.

• **Linear Pattern** : linear or sequential fashion present logical progression of a process.

Example - the manufacturing process the production sugar is extracted or leached from sliced sugar beets (cossettes), after which juice is purified through a series of milk of lime and CO<sub>2</sub> process steps. The filtered juice is evaporated (thickened) and sugar is crystallized from it.

• **Chronological Pattern** : this refers to ideas organized in a paragraph in order of

appearance in time, gives the importance of date and time, followed by records from

earliest to recent. example - describing the education and achievement in an interview.

• **Exposition Pattern** : this refers to detail or explanation of a topic, called 'informative'

followed up by examples and illustrations (figures) to support that information.

Example - Photosynthesis, the process by which green plants and certain other

organisms transform light energy into chemical energy. During photosynthesis in green

plants, light energy is captured and used to convert water, carbon dioxide, and

minerals into oxygen and energy-rich organic compounds.

• **Explanation Pattern** : this means explanation of a central idea, a statement that makes

something comprehensible by describing the relevant structure or operation or

circumstances etc. followed by the topic sentence, main idea, supporting sentences

and adequate justification. Example - when introducing new methods of extracting metals from ores, we need to explain why this new method has been introduced or better than earlier.

● **Interrupted Pattern** : this refers to the use of punctuation marks like , (), -, !, “ “, etc.

to add emphasis to the sentence and interrupt the sentence in between. It also means

breaking the chunks of ideas primarily to elaborate and emphatic (clear understanding).

The pause/ interruption in the dialogue due to tonal variations, gaps or some vocalized

sound (like umm, hmm, ah etc.). Example- Watch out! “Our team is going to win”.

## **WRITING METHODS**

Writing is a means of communication and an interpersonal skill to communicate ideas and thoughts in a readable form. We can use several different writing methods to make the writing more engaging and exciting and keep the audience reading until the end of the piece.

## **ENHANCING SPEAKING SKILLS:-**

- Work on pronunciation.
- Watch native speakers in movies, plays, songs etc.
- Prepare and practice, to eliminate nervousness.
- Know your audience and speak accordingly.
- Organize thoughts in a purposeful manner.
- Be yourself. Show your personality.
- Use of humors and storytelling.
- Don't always read while speaking. Save the reading only for remembering points.
- Use appropriate gestures with a good voice.
- Make sure to be audible to everyone.
- Speak with apt rate i.e. not too slow/too fast.
- Get yourself updated with vocabulary.
- Always explain unfamiliar points/words etc.
- Talk to yourself or find a partner.



## **BUSINESS LETTERS**

Business communications, to a large extent, depend on well-written letters. We become part of an organization by sending to them our job application along with résumé. Once selected, we write them an acceptance letter. After becoming an integral part of the organization, many business letters such as instruction, complaint, sales, tender, and collection letters are written on a daily basis. Some of the important business letters are discussed in this section along with samples.

Depending on their purpose, business letters can be classified into various types, as shown in Table 15.9. The table also lists the purposes of these letters. Among these, order, enquiry and claim, and adjustment letters are mostly informative. They either ask for information or provide information for further action. On the other hand, credit, collection, sales, fund-raising, and job application types of letters are persuasive, as they attempt to persuade or motivate readers toward a desired action. In the following sections, a few routine types of business letters are discussed.

### **Types of Business Letters**

#### **1. Cover Letters**

First up, a cover letter is a one-page document that candidates submit along with their resumes. It takes the employer on a guided journey of their greatest career & life achievements.

No matter if you're a student or an experienced professional, a cover letter is an important document to show your skills, experience, and why you're fit for the position you are applying for.

#### **Tips:**

- Don't try to fit your whole career in your cover letter. It should have a carefully curated collection of stories.
- Don't state a skill that you don't actually have. You'll definitely regret it when you're asked to use that skill in the interview.
- Keep it concise and to the point. The employer does not have time to sit down and read an entire memoir.

#### **2. Business Invites**

These letters are a formal way to reach out to a company or an individual and invite them to attend an event hosted by your company.

As business events tend to be formal, an invitation letter is most likely to be formal as well. But, if you are organizing a casual event, it should be reflected in your invite and tone.



**Tips:**

- Write the letter in such a way that it builds anticipation about the event.
- Clearly mention the date, time, and venue.
- Set a friendly follow-up to remind them of the event.

**3. Complaint Letter**

This letter is a way to formally express your disappointment formally. You can report a bad experience, poor customer service, or let a company know that their products didn't meet your expectations.

The key to this letter is that it shouldn't sound like you are nagging, but also shouldn't lose its importance if you want to be taken seriously.

**Tips:**

- Don't get too emotional or over-the-top angry. Just state the facts.
- Be cordial and professional. Let them know the entire story and how'd you like them to rectify their mistakes.

**4. Letter of Resignation**

A letter of resignation is a document that notifies your employer that you're leaving your job. Whether you work at a coffee shop or a big-shot company, it's proper protocol to submit a letter of resignation before you leave.

Also, if you have an urge to send an incendiary letter of resignation, don't give in! You might cross paths with these people again.

**Tips:**

- Keep it simple, stick to the facts, and don't start complaining. Resignation letters are not the right place for complaints & critiques.
- Thank your boss and/or the company for the opportunities and describe some of the key things you learned on the job.
- If you're in a high-profile position, consider your words super carefully because your letter would likely be made public.

**5. Order Letters**

Also known as "purchase orders", these letters are used to order things or buy material. They act as a legal record, documenting the transaction between the buyer and seller.

These letters are generally written by one business to another business to make an order or to modify it.

**Tips:**

- Be concise and clear to avoid any misunderstanding or confusion.
- Include everything the seller would need to deliver the order and get the payment.
- Provide contact information for future conversations or follow-up.

## 6. Letter of Recommendation

These letters intend to recommend someone for an internship, job, fellowship, or other such opportunities.

Before hiring an employee, many employers ask for such kinds of letters. It tells why the person the letter is about is a good person to hire and describes their strengths & abilities.

### **Tips:**

- Be honest and don't agree to write a letter to someone you don't know.
- Use specific examples to highlight the person's strengths, skills, and abilities.
- Include why you believe the candidate would excel in the role.

Many times, people overlook the importance of writing persuasive business letters because the concept just doesn't interest them. As a result of which, people don't know how to write a business letter.

Well, if you're in the same boat, we've got your back.

Writing a clear and concise business letter isn't a big deal, as long as you follow the established rules for layout and language.

## SOFT SKILLS

(BAS 105)

### Unit-4: Presentation and Interaction Skills

Syllabus : Introduction to oral communication, Nuances and Modes of Speech Delivery, Public speaking: confidence, clarity, and fluency, Individual Speaking: Elements; Non verbal Communication: Kinesics, Paralinguistic features of Voice-Dynamics, Proxemics, Chronemics, and Presentation Strategies: planning, preparation, organization, delivery

CO 4 - Student will be able to equip with basics of communication skills and will apply it for practical and oral purposes by being honed up in presentation skills and voice-dynamics.

**Oral communication implies communication through mouth.** It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication.

Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a rapport and trust.

### **Advantages of Oral Communication**

- 
- There is high level of understanding and transparency in oral communication as it is interpersonal.
- There is no element of rigidity in oral communication. There is flexibility for allowing changes in the decisions previously taken.
- The feedback is spontaneous in case of oral communication. Thus, decisions can be made quickly without any delay.
- Oral communication is not only time saving, but it also saves upon money and efforts.
- Oral communication is best in case of problem resolution. The conflicts, disputes and many issues/differences can be put to an end by talking them over.

- Oral communication is an essential for teamwork and group energy.
- Oral communication promotes a receptive and encouraging morale among organizational employees.
- Oral communication can be best used to transfer private and confidential information/matter.

### **Disadvantages/Limitations of Oral Communication**

- 
- Relying only on oral communication may not be sufficient as business communication is formal and very organized.
- Oral communication is less authentic than written communication as they are informal and not as organized as written communication.
- Oral communication is time-saving as far as daily interactions are concerned, but in case of meetings, long speeches consume lot of time and are unproductive at times.
- Oral communications are not easy to maintain and thus they are unsteady.
- There may be misunderstandings as the information is not complete and may lack essentials.

- It requires attentiveness and great receptivity on part of the receivers/audience.
- Oral communication (such as speeches) is not frequently used as legal records except in investigation work.

The easiest approach to speech delivery is not always the best. Substantial work goes into the careful preparation of an interesting and ethical message, so it is understandable that students may have the impulse to avoid “messing it up” by simply reading it word for word. But students who do this miss out on one of the major reasons for studying public speaking: to learn ways to “connect” with one’s audience and to increase one’s confidence in doing so. You already know how to read, and you already know how to talk. But public speaking is neither reading nor talking.

Speaking in public has more formality than talking. During a speech, you should present yourself professionally. This doesn’t mean you must wear a suit or “dress up” (unless your instructor asks you to), but it does mean making yourself presentable by being well groomed and wearing clean, appropriate clothes. It also means being prepared to use language correctly and appropriately for the audience and the topic, to make eye contact with your audience, and to look like you know your topic very well.

While speaking has more formality than talking, it has less formality than reading. Speaking allows for meaningful pauses, eye contact,

small changes in word order, and vocal emphasis. Reading is a more or less exact replication of words on paper without the use of any nonverbal interpretation. Speaking, as you will realize if you think about excellent speakers you have seen and heard, provides a more animated message.

The next sections introduce four methods of delivery that can help you balance between too much and too little formality when giving a public speech.

## **Impromptu Speaking**

**Impromptu speaking** is the presentation of a short message without advance preparation. Impromptu speeches often occur when someone is asked to “say a few words” or give a toast on a special occasion. You have probably done impromptu speaking many times in informal, conversational settings. Self-introductions in group settings are examples of impromptu speaking: “Hi, my name is Steve, and I’m a volunteer with the Homes for the Brave program.” Another example of impromptu speaking occurs when you answer a question such as, “What did you think of the documentary?”

The advantage of this kind of speaking is that it’s spontaneous and responsive in an animated group context. The disadvantage is that the speaker is given little or no time to contemplate the central theme of his or her message. As a result, the message may be disorganized and difficult for listeners to follow.

Here is a step-by-step guide that may be useful if you are called upon to give an impromptu speech in public.

Take a moment to collect your thoughts and plan the main point you want to make.

Thank the person for inviting you to speak.

Deliver your message, making your main point as briefly as you can while still covering it adequately and at a pace your listeners can follow.

Thank the person again for the opportunity to speak.

Stop talking.

As you can see, impromptu speeches are generally most successful when they are brief and focus on a single point.

## **Extemporaneous Speaking**

**Extemporaneous speaking** is the presentation of a carefully planned and rehearsed speech, spoken in a conversational manner using brief notes. By using notes rather than a full manuscript, the extemporaneous speaker can establish and maintain eye contact with the audience and assess how well they are understanding the speech as it progresses. The opportunity to assess is also an opportunity to restate more clearly any idea or concept that the audience seems to have trouble grasping.

For instance, suppose you are speaking about workplace safety and you use the term “sleep deprivation.” If you notice your audience’s eyes glazing over, this might not be a result of their own sleep deprivation, but rather an indication of their uncertainty about what you mean. If this happens, you can add a short explanation; for example, “sleep deprivation is sleep loss serious enough to threaten one’s cognition, hand-to-eye coordination, judgment, and emotional health.” You might also (or instead) provide a concrete example to illustrate the idea. Then you can resume your message, having clarified an important concept.

Speaking extemporaneously has some advantages. It promotes the likelihood that you, the speaker, will be perceived as knowledgeable and credible. In addition, your audience is likely to pay better attention to the message because it is engaging both verbally and nonverbally. The disadvantage of extemporaneous speaking is that it requires a great deal of preparation for both the verbal and the nonverbal components of the speech. Adequate preparation cannot be achieved the day before you’re scheduled to speak.



Because extemporaneous speaking is the style used in the great majority of public speaking situations, most of the information in this chapter is targeted to this kind of speaking.

## **Speaking from a Manuscript**

**Manuscript speaking** is the word-for-word iteration of a written message. In a manuscript speech, the speaker maintains his or her attention on the printed page except when using visual aids.

The advantage to reading from a manuscript is the exact repetition of original words. As we mentioned at the beginning of this chapter, in some circumstances this can be extremely important. For example, reading a statement about your organization's legal responsibilities to customers may require that the original words be exact. In reading one word at a time, in order, the only errors would typically be mispronunciation of a word or stumbling over complex sentence structure.

However, there are costs involved in manuscript speaking. First, it's typically an uninteresting way to present. Unless the speaker has rehearsed the reading as a complete performance animated with vocal expression and gestures (as poets do in a poetry slam and actors do in a reader's theater), the presentation tends to be dull. Keeping one's eyes glued to the script precludes eye contact with the audience. For this kind of "straight" manuscript speech to hold audience attention, the audience must be already interested in the message before the delivery begins.

It is worth noting that professional speakers, actors, news reporters, and politicians often read from an autocue device, such as a TelePrompter, especially when appearing on television, where eye contact with the camera is crucial. With practice, a speaker can achieve a conversational tone and give the impression of speaking extemporaneously while using an autocue device. However, success in this medium depends on two factors: (1) the speaker is already an accomplished public speaker who has learned to use a

conversational tone while delivering a prepared script, and (2) the speech is written in a style that sounds conversational.

## Speaking from Memory

**Memorized speaking** is the rote recitation of a written message that the speaker has committed to memory. Actors, of course, recite from memory whenever they perform from a script in a stage play, television program, or movie scene. When it comes to speeches, memorization can be useful when the message needs to be exact and the speaker doesn't want to be confined by notes.

The advantage to memorization is that it enables the speaker to maintain eye contact with the audience throughout the speech.

Being free of notes means that you can move freely around the stage and use your hands to make gestures. If your speech uses visual aids, this freedom is even more of an advantage. However, there are some real and potential costs. First, unless you also plan and memorize every **vocal cue** (the subtle but meaningful variations in speech delivery, which can include the use of pitch, tone, volume, and pace), gesture, and facial expression, your presentation will be flat and uninteresting, and even the most fascinating topic will suffer. You might end up speaking in a monotone or a sing-song repetitive delivery pattern. You might also present your speech in a rapid “machine-gun” style that fails to emphasize the most important points. Second, if you lose your place and start trying to ad lib, the contrast in your style of delivery will alert your audience that something is wrong. More frighteningly, if you go completely blank during the presentation, it will be extremely difficult to find your place and keep going.

What is Public Speaking?

Public speaking is a talk given to a large gathering. It is given on various occasions. Its aim is usually to encourage, appreciate,

congratulate or entertain; it is usually followed by applause from the audience.

The person in responsible positions must be good speakers as there are many occasions when they are called for addressing the audience. Being able to speak well is an asset in any profession. Speaking skill can be cultivated and developed with approximate knowledge of the formal aspects of public speaking, and with practice.

The most significant requirement for public speaking is its preparation. Even persons who have natural skill in speaking need preparation to convey a good speech.

# Characteristics of Public Speaking

Some of the characteristics of good public speaking or good speech are mentioned below:

Characteristics of Public Speaking are:

1. **Clarity**
2. **In the manner of an informal talk**
3. **Speech should be vivid and concrete**
4. **Makes the speech brief**
5. **Speech should be interesting**

## 6. Audience-oriented

### **Clarity**

Clarity is the first main feature of a good speech. Your speech should be successful in conveying to the audience the ideas, emotions, facts or arguments, you want to express.

### **In the manner of an informal talk**

A good speech is closer to a personal and informal chat between two close friends. When delivering a speech, there should be an impeccable rapport between you and the audience.

### **Speech should be vivid and concrete**

The speech should be vivid including in it concrete facts easy to perceive and visualize.

### **Makes the speech brief**

The concentration of an average audience does not last more than twenty or 25 minutes. Hence, an ideal speech should not exceed that time, unless the audience is motivated by certain interesting facts during the speech.

## Speech should be interesting

Quotations, anecdotes and humorous touches often make a speech very interesting. The quotations should be familiar and accepted by experts. Anecdotes should be novel, brief and in good taste. Humour should be typical, spontaneous and gentle.

## Audience-oriented

A good speech is always audience-oriented. For delivering an audience-oriented speech, one should study:

- Whether the audience is the general public or specialized?
- How large is the audience?
- What is the age group of listeners?
- What are their social, religious, political and economic views as well as prejudices of the listeners?
- What would be the response of the expected audience?

## Public Speaking Techniques

Speeches are hard for most of us. The public speaking techniques can be adopted to improve the public speaking.

1. **Selection of the topic for speech**
2. **Preparation of the speech**
3. **Guidelines for the introduction of the speech**
4. **Guidelines for organizing the body of the speech**
5. **Conclusion remarks of the speech**

## **Selection of the topic for speech**

Your first step in formal speechmaking is to decide the topic of your presentation.

In some cases, you will be allotted a topic, normally one within your area of specialization. In fact, when you are asked to make a speech on a specified topic, it is probably to be because of your knowledge of the topic.

In your search for a suitable topic, you should be guided by three basic factors.

- The first is your background and knowledge.
- The second basic factor is the interests of your audience.
- The third basic factor is the occasion of the speech. Your selection should be justified by all three factors.

## **Preparation of the speech**

After you have decided what to talk about, you collect the information you need for your speech.

This step may require searching through your mind for experiences or ideas, final research in a library or in company files, collecting information online, or consulting people in your own company or other companies.

Although variations are sometimes appropriate, you should commonly follow the time-honoured order of a speech: introduction, body and conclusion.

## **Guidelines for the introduction of the speech**

The introduction of a speech has much the same goal as the introduction of a written report, to gear up the listeners (or readers) to pick up the message. But it usually has the additional goal of arousing interest.

Unless you can arouse interest at the beginning, your presentation is probable to fail. The techniques of arousing interest are limited only by the imagination.

One possibility is a human-interest story, for storytelling has a strong appeal. Humour, another possibility, is probably the most widely used technique. In addition to arousing interest, your opening should lead to the theme of your speech.

## **Guidelines for organizing the body of the speech**

Organizing the body of your speech is much like organizing the body of a report. You take all and divide it into comparable parts.

Then you take those parts and divide them. You continue to divide as far as it is practical to do so.

In speeches, nevertheless, you are more likely to use factors rather than time, place, or quantity as the basis of division as in most speeches; your presentation is likely to build around issues and questions that are subtopics of the subject. Even so, time, place, and quantity subdivisions are possibilities.

You need to stress the transitions between the divisions because, unlike the reader who can see them, the listeners may miss them if they are not emphasized adequately. Without clear transitions, you may be talking about one point and your listener may be relating those ideas to your former point.

## **Conclusion remarks of the speech**

Like most reports, the speech normally ends by drawing a conclusion. Here you bring all that you have presented to a head and accomplish whatever goal the speech has. You should consider together with these three elements in your close:

- a restatement of the subject,
- a summary of the key points developed in the presentation, and
- a statement of the conclusion.

Adding the speech to a climactic close—that is, making the conclusion the high point of the speech—is usually effective. Present



the concluding message in strong language—in words that gain attention and will be remembered. In addition to concluding with a summary, you can give a suitable quote, use humour, and call for action.

# Importance of Public Speaking

1. Individual
2. Organization
3. Society

## Individual

When you apply for a job, the employer evaluates you on the basis of certain characteristics. Your capability to communicate is one such characteristic, and it comes across clearly in an interview. Your ability to communicate not only influences whether you are employed but it determines your progress in the job.

Employers realize that it is the ability to communicate that often separates an exceptional employee from the ordinary ones. Being able to organize your thoughts and give a public speech is another substantial determinant of your personal and professional success.

Being able to give an efficacious public speech enhances your self-esteem; you feel good about yourself.

## **Organization**

It has been said that an organization is only as good as the individuals who constitute make it. It could also be said that an organization communicates only as effectively as do its individual members.

There is a need in business for people who can effectively present the organizational viewpoint to the public. The average business organization does a poor job of acquainting the public with its contributions to society.

From a communication viewpoint, it does not matter how clean the motives of the organization are. What matters are, what the public knows about such things and how the public responds to this knowledge of a company's activities.

Unless the public is made aware of what the business is doing and why, the purposes on the part of business will be of no use. Only through effective external communications can business present the information that is most likely to result in a desirable image. One of the most crucial and effective formats in which to present that information is public speech.

## **Society**

We live in a society in which the free expression of ideas is not merely tolerated, but encouraged. Issues are analysed and viewpoints are presented in many different formats. Newspaper editorials, town hall meetings, and discussions (or arguments) are a few settings in which opinions are aired on those subjects about which the participants feel strongly.

It is often through public speaking that ideas are presented for public evaluation. This was as true in the prelude to the Declaration of Independence as it is today in election campaigns at all levels. It is as evident at an annual meeting of stockholders' as at a monthly union local meeting.

For lack of an effective speaker, a good idea may fail to get consideration. A lack of articulate opponents may allow the passage of legislation of little merit. Free society requires willing and articulate people of different viewpoints.

## **Need of Public Speaking**

The best presenters and speakers speak in a usual way that invites you to make some modifications in your life, no matter how small.

Thus, there are **three vital purposes of public speaking** which are explained below:

1. **Informative Speaking**
2. **Persuasive Speaking**
3. **Entertaining Speaking**

## Informative Speaking

Informative speaking is regarded as one of the most common types of public speaking. The main purpose of informative presentations is to share one's knowledge of a subject with an audience. Reasons for making an informative speech differ broadly.

**Example:** Let's say, you might be asked to teach a group of co-workers on how to use new computer software or to report to a group of managers how your latest project is coming along. It is incorporated into various different works.

Therefore, learning how to speak efficiently has become an important skill in today's scenario.

## Persuasive Speaking

Another reason for speaking to an audience is to persuade others. In our everyday lives, we are often called on to motivate, convince, or otherwise persuade others to take an action, change their beliefs, or reconsider a decision.

Persuading customers to purchase your firm's products, advocating for music education in your local school district, or inspiring high school students to attend college all involve affecting other people through public speaking.

Whether public speaking is something you do every day or just a few times a year, convincing others is a challenging job. If you develop

the skill to convince successfully, it can be professional as well as personally rewarding.

## Entertaining Speaking

Entertaining speaking includes an array of speaking occasions ranging from introductions to presenting and accepting awards, wedding toasts, to delivering eulogies at funerals and memorial services in addition to motivational speeches and after-dinner speeches.

As with informative and persuasive speaking, there are professionals, from religious leaders to comedians, who make a living simply from delivering entertaining speeches.

Just as verbal language is broken up into various categories, there are also different types of nonverbal communication. As we learn about each type of nonverbal signal, keep in mind that nonverbals often work in concert with each other, combining to repeat, modify, or contradict the verbal message being sent.

### **Kinesics**

The word **kinesics** comes from the root word *kinesis*, which means “movement,” and refers to the study of hand, arm, body, and face movements. Specifically, this section will outline the use of gestures, head movements and posture, eye contact, and facial expressions as nonverbal communication.

### **Gestures**

There are three main types of gestures: adaptors, emblems, and illustrators (Andersen, 1999). **Adaptors** are touching behaviors and movements that indicate internal states typically related to arousal or anxiety. Adaptors can be targeted toward the self, objects, or others. In regular social situations, adaptors result from uneasiness, anxiety, or a general sense that we are not in control of our surroundings. Many of us subconsciously click pens, shake our legs, or engage in other adaptors during classes, meetings, or while waiting as a way to do something with our excess energy. Public speaking students who watch video recordings of their speeches notice nonverbal adaptors that they didn't know they used. In public speaking situations, people most commonly use self- or object-focused adaptors. Common self-touching behaviors like scratching, twirling hair, or fidgeting with fingers or hands are considered self-adaptors. Some self-adaptors manifest internally, as coughs or throat-clearing sounds. My personal weakness is object adaptors. Specifically, I subconsciously gravitate toward metallic objects like paper clips or staples holding my notes together and catch myself bending them or fidgeting with them while I'm speaking. Other people play with dry-erase markers, their note cards, the change in their pockets, or the lectern while speaking. Use of object adaptors can also signal boredom as people play with the straw in their drink or peel the label off a bottle of beer. Smartphones have become common object adaptors, as people can fiddle with their phones to help ease anxiety. Finally, as noted, other adaptors are more common in social situations than in public speaking situations given the speaker's distance from audience members. Other adaptors involve adjusting or grooming others, similar to how primates like chimpanzees pick things off each other. It would definitely be strange for a speaker to approach an audience member and pick lint off his or her sweater, fix a crooked tie, tuck a tag in, or pat down a flyaway hair in the middle of a speech.

**Emblems** are gestures that have a specific agreed-on meaning. These are still different from the signs used by hearing-impaired people or others who communicate using American Sign Language (ASL). Even though they have a generally agreed-on meaning, they are not part of a formal sign system like ASL that is explicitly taught

to a group of people. A hitchhiker's raised thumb, the "OK" sign with thumb and index finger connected in a circle with the other three fingers sticking up, and the raised middle finger are all examples of emblems that have an agreed-on meaning or meanings with a culture. Emblems can be still or in motion; for example, circling the index finger around at the side of your head says "He or she is crazy," or rolling your hands over and over in front of you says "Move on."

Just as we can trace the history of a word, or its etymology, we can also trace some nonverbal signals, especially emblems, to their origins. Holding up the index and middle fingers in a "V" shape with the palm facing in is an insult gesture in Britain that basically means "up yours." This gesture dates back centuries to the period in which the primary weapon of war was the bow and arrow. When archers were captured, their enemies would often cut off these two fingers, which was seen as the ultimate insult and worse than being executed since the archer could no longer shoot his bow and arrow. So holding up the two fingers was a provoking gesture used by archers to show their enemies that they still had their shooting fingers.

**Illustrators** are the most common type of gesture and are used to illustrate the verbal message they accompany. For example, you might use hand gestures to indicate the size or shape of an object. Unlike emblems, illustrators do not typically have meaning on their own and are used more subconsciously than emblems. These largely involuntary and seemingly natural gestures flow from us as we speak but vary in terms of intensity and frequency based on context. Although we are never explicitly taught how to use illustrative gestures, we do it automatically. Think about how you still gesture when having an animated conversation on the phone even though the other person can't see you.

## **Head Movements and Posture**

I group head movements and posture together because they are often both used to acknowledge others and communicate interest or attentiveness. In terms of head movements, a head nod is a universal sign of acknowledgement in cultures where the formal bow is no longer used as a greeting. In these cases, the head nod essentially serves as an abbreviated bow. An innate and universal head movement is the headshake back and forth to signal “no.” This nonverbal signal begins at birth, even before a baby has the ability to know that it has a corresponding meaning. Babies shake their head from side to side to reject their mother’s breast and later shake their head to reject attempts to spoon-feed (Pease & Pease, 2004). This biologically based movement then sticks with us to be a recognizable signal for “no.” We also move our head to indicate interest. For example, a head up typically indicates an engaged or neutral attitude, a head tilt indicates interest and is an innate submission gesture that exposes the neck and subconsciously makes people feel more trusting of us, and a head down signals a negative or aggressive attitude.

There are four general human postures: standing, sitting, squatting, and lying down (Hargie, 2011). Within each of these postures there are many variations, and when combined with particular gestures or other nonverbal cues they can express many different meanings.

Most of our communication occurs while we are standing or sitting. One interesting standing posture involves putting our hands on our hips and is a nonverbal cue that we use subconsciously to make us look bigger and show assertiveness. When the elbows are pointed out, this prevents others from getting past us as easily and is a sign of attempted dominance or a gesture that says we’re ready for action. In terms of sitting, leaning back shows informality and indifference, straddling a chair is a sign of dominance.

## **Eye Contact**



We also communicate through eye behaviors, primarily eye contact. While eye behaviors are often studied under the category of kinesics, they have their own branch of nonverbal studies called **oculesics**, which comes from the Latin word *oculus*, meaning “eye.” The face and eyes are the main point of focus during communication, and along with our ears our eyes take in most of the communicative information around us. The saying “The eyes are the window to the soul” is actually accurate in terms of where people typically think others are “located,” which is right behind the eyes (Andersen, 1999). Certain eye behaviors have become tied to personality traits or emotional states, as illustrated in phrases like “hungry eyes,” “evil eyes,” and “bedroom eyes.” To better understand oculesics, we will discuss the characteristics and functions of eye contact and pupil dilation.

Eye contact serves several communicative functions ranging from regulating interaction to monitoring interaction, to conveying information, to establishing interpersonal connections. In terms of regulating communication, we use eye contact to signal to others that we are ready to speak or we use it to cue others to speak. I’m sure we’ve all been in that awkward situation where a teacher asks a question, no one else offers a response, and he or she looks directly at us as if to say, “What do you think?” In that case, the teacher’s eye contact is used to cue us to respond. During an interaction, eye contact also changes as we shift from speaker to listener. US Americans typically shift eye contact while speaking—looking away from the listener and then looking back at his or her face every few seconds. Toward the end of our speaking turn, we make more direct eye contact with our listener to indicate that we are finishing up. Aside from regulating conversations, eye contact is also used to monitor interaction by taking in feedback and other nonverbal cues and to send information. Our eyes bring in the visual information we need to interpret people’s movements, gestures, and eye contact. A speaker can use his or her eye contact to determine if an audience is engaged, confused, or bored and then adapt his or her message accordingly. Our eyes also send information to others. People know not to interrupt when we are in deep thought because we naturally

look away from others when we are processing information. Making eye contact with others also communicates that we are paying attention and are interested in what another person is saying. Eye contact can also be used to intimidate others. We have social norms about how much eye contact we make with people, and those norms vary depending on the setting and the person. Staring at another person in some contexts could communicate intimidation, while in other contexts it could communicate flirtation. As we learned, eye contact is a key immediacy behavior, and it signals to others that we are available for communication. Once communication begins, if it does, eye contact helps establish rapport or connection. We can also use our eye contact to signal that we do not want to make a connection with others. For example, in a public setting like an airport or a gym where people often make small talk, we can avoid making eye contact with others to indicate that we do not want to engage in small talk with strangers. Another person could use eye contact to try to coax you into speaking, though. For example, when one person continues to stare at another person who is not reciprocating eye contact, the person avoiding eye contact might eventually give in, become curious, or become irritated and say, “Can I help you with something?” As you can see, eye contact sends and receives important communicative messages that help us interpret others’ behaviors, convey information about our thoughts and feelings, and facilitate or impede rapport or connection. This list reviews the specific functions of eye contact:

- Regulate interaction and provide turn-taking signals

- Monitor communication by receiving nonverbal communication from others

- Signal cognitive activity (we look away when processing information)

- Express engagement (we show people we are listening with our eyes)

- Convey intimidation

- Express flirtation

- Establish rapport or connection

Pupil dilation is a subtle component of oculesics that doesn't get as much scholarly attention in communication as eye contact does. Pupil dilation refers to the expansion and contraction of the black part of the center of our eyes and is considered a biometric form of measurement; it is involuntary and therefore seen as a valid and reliable form of data collection as opposed to self-reports on surveys or interviews that can be biased or misleading. Our pupils dilate when there is a lack of lighting and contract when light is plentiful (Guerrero & Floyd, 2006). Pain, sexual attraction, general arousal, anxiety/stress, and information processing (thinking) also affect pupil dilation. Researchers measure pupil dilation for a number of reasons. For example, advertisers use pupil dilation as an indicator of consumer preferences, assuming that more dilation indicates arousal and attraction to a product. We don't consciously read others' pupil dilation in our everyday interactions, but experimental research has shown that we subconsciously perceive pupil dilation, which affects our impressions and communication. In general, dilated pupils increase a person's attractiveness. Even though we may not be aware of this subtle nonverbal signal, we have social norms and practices that may be subconsciously based on pupil dilation. Take for example the notion of mood lighting and the common practice of creating a "romantic" ambiance with candlelight or the light from a fireplace. Softer and more indirect light leads to pupil dilation, and although we intentionally manipulate lighting to create a romantic ambiance, not to dilate our pupils.

## **Facial Expressions**

Our faces are the most expressive part of our bodies. Think of how photos are often intended to capture a particular expression "in a flash" to preserve for later viewing. Even though a photo is a snapshot in time, we can still interpret much meaning from a human face caught in a moment of expression, and basic facial expressions

are recognizable by humans all over the world. Much research has supported the universality of a core group of facial expressions: happiness, sadness, fear, anger, and disgust. The first four are especially identifiable across cultures (Andersen, 1999). However, the triggers for these expressions and the cultural and social norms that influence their displays are still culturally diverse. If you've spent much time with babies you know that they're capable of expressing all these emotions. Getting to see the pure and innate expressions of joy and surprise on a baby's face is what makes playing peek-a-boo so entertaining for adults. As we get older, we learn and begin to follow display rules for facial expressions and other signals of emotion and also learn to better control our emotional expression based on the norms of our culture.

Smiles are powerful communicative signals and, as you'll recall, are a key immediacy behavior. Although facial expressions are typically viewed as innate and several are universally recognizable, they are not always connected to an emotional or internal biological stimulus; they can actually serve a more social purpose. For example, most of the smiles we produce are primarily made for others and are not just an involuntary reflection of an internal emotional state (Andersen, 1999). These social smiles, however, are slightly but perceptibly different from more genuine smiles. People generally perceive smiles as more genuine when the other person smiles "with their eyes." This particular type of smile is difficult if not impossible to fake because the muscles around the eye that are activated when we spontaneously or genuinely smile are not under our voluntary control. It is the involuntary and spontaneous contraction of these muscles that moves the skin around our cheeks, eyes, and nose to create a smile that's distinct from a fake or polite smile (Evans, 2001). People are able to distinguish the difference between these smiles, which is why photographers often engage in cheesy joking with adults or use props with children to induce a genuine smile before they snap a picture.

since you are likely giving speeches in this class, let's learn about the role of the face in public speaking. Facial expressions help set the emotional tone for a speech. In order to set a positive tone before you start speaking, briefly look at the audience and smile to communicate friendliness, openness, and confidence. Beyond your opening and welcoming facial expressions, facial expressions communicate a range of emotions and can be used to infer personality traits and make judgments about a speaker's credibility and competence. Facial expressions can communicate that a speaker is tired, excited, angry, confused, frustrated, sad, confident, smug, shy, or bored. Even if you aren't bored, for example, a slack face with little animation may lead an audience to think that you are bored with your own speech, which isn't likely to motivate them to be interested. So make sure your facial expressions are communicating an emotion, mood, or personality trait that you think your audience will view favorably, and that will help you achieve your speech goals. Also make sure your facial expressions match the content of your speech. When delivering something light-hearted or humorous, a smile, bright eyes, and slightly raised eyebrows will nonverbally enhance your verbal message. When delivering something serious or somber, a furrowed brow, a tighter mouth, and even a slight head nod can enhance that message. If your facial expressions and speech content are not consistent, your audience could become confused by the mixed messages, which could lead them to question your honesty and credibility.

## **Haptics**

Think of how touch has the power to comfort someone in moment of sorrow when words alone cannot. This positive power of touch is countered by the potential for touch to be threatening because of its connection to sex and violence. To learn about the power of touch, we turn to **haptics**, which refers to the study of communication by

touch. We probably get more explicit advice and instruction on how to use touch than any other form of nonverbal communication. A lack of nonverbal communication competence related to touch could have negative interpersonal consequences; for example, if we don't follow the advice we've been given about the importance of a firm handshake, a person might make negative judgments about our confidence or credibility. A lack of competence could have more dire negative consequences, including legal punishment, if we touch someone inappropriately (intentionally or unintentionally). Touch is necessary for human social development, and it can be welcoming, threatening, or persuasive. Research projects have found that students evaluated a library and its staff more favorably if the librarian briefly touched the patron while returning his or her library card, that female restaurant servers received larger tips when they touched patrons, and that people were more likely to sign a petition when the petitioner touched them during their interaction (Andersen, 1999).

There are several types of touch, including functional-professional, social-polite, friendship-warmth, love-intimacy, and sexual-arousal touch (Heslin & Apler, 1983). At the functional-professional level, touch is related to a goal or part of a routine professional interaction, which makes it less threatening and more expected. For example, we let barbers, hairstylists, doctors, nurses, tattoo artists, and security screeners touch us in ways that would otherwise be seen as intimate or inappropriate if not in a professional context. At the social-polite level, socially sanctioned touching behaviors help initiate interactions and show that others are included and respected. A handshake, a pat on the arm, and a pat on the shoulder are examples of social-polite touching. A handshake is actually an abbreviated hand-holding gesture, but we know that prolonged hand-holding would be considered too intimate and therefore inappropriate at the functional-professional or social-polite level. At the functional-professional and social-polite levels, touch still has interpersonal implications. The touch, although professional and not intimate, between hair stylist and client, or between nurse and patient, has the potential to be therapeutic and comforting. In



addition, a social-polite touch exchange plays into initial impression formation, which can have important implications for how an interaction and a relationship unfold.

Of course, touch is also important at more intimate levels. At the friendship-warmth level, touch is more important and more ambiguous than at the social-polite level. At this level, touch interactions are important because they serve a relational maintenance purpose and communicate closeness, liking, care, and concern. The types of touching at this level also vary greatly from more formal and ritualized to more intimate, which means friends must sometimes negotiate their own comfort level with various types of touch and may encounter some ambiguity if their preferences don't match up with their relational partner's. In a friendship, for example, too much touch can signal sexual or romantic interest, and too little touch can signal distance or unfriendliness. At the love-intimacy level, touch is more personal and is typically only exchanged between significant others, such as best friends, close family members, and romantic partners. Touching faces, holding hands, and full frontal embraces are examples of touch at this level. Although this level of touch is not sexual, it does enhance feelings of closeness and intimacy and can lead to sexual-arousal touch, which is the most intimate form of touch, as it is intended to physically stimulate another person.

Touch is also used in many other contexts—for example, during play (e.g., arm wrestling), during physical conflict (e.g., slapping), and during conversations (e.g., to get someone's attention) (Jones, 1999). We also inadvertently send messages through accidental touch (e.g., bumping into someone). One of my interpersonal communication professors admitted that she enjoyed going to restaurants to observe “first-date behavior” and boasted that she could predict whether or not there was going to be a second date based on the couple's nonverbal communication. What sort of touching behaviors would indicate a good or bad first date?

On a first date, it is less likely that you

During a first date or less formal initial interactions, quick fleeting touches give an indication of interest. For example, a pat on the back is an abbreviated hug (Andersen, 1999). In general, the presence or absence of touching cues us into people's emotions. So as the daters sit across from each other, one person may lightly tap the other's arm after he or she said something funny. If the daters are sitting side by side, one person may cross his or her legs and lean toward the other person so that each person's knees or feet occasionally touch. Touching behavior as a way to express feelings is often reciprocal. A light touch from one dater will be followed by a light touch from the other to indicate that the first touch was OK. While verbal communication could also be used to indicate romantic interest, many people feel too vulnerable at this early stage in a relationship to put something out there in words. If your date advances a touch and you are not interested, it is also unlikely that you will come right out and say, "Sorry, but I'm not really interested." Instead, due to common politeness rituals, you would be more likely to respond with other forms of nonverbal communication like scooting back, crossing your arms, or simply not acknowledging the touch.

I find hugging behavior particularly interesting, perhaps because of my experiences growing up in a very hug-friendly environment in the Southern United States and then living elsewhere where there are different norms. A hug can be obligatory, meaning that you do it because you feel like you have to, not because you want to. Even though you may think that this type of hug doesn't communicate emotions, it definitely does. A limp, weak, or retreating hug may communicate anger, ambivalence, or annoyance. Think of other types of hugs and how you hug different people. Some types of hugs are the crisscross hug, the neck-waist hug, and the engulfing hug (Floyd, 2006). The crisscross hug is a rather typical hug where each person's arm is below or above the other person's arm. This hug is common among friends, romantic partners, and family members, and perhaps even coworkers. The neck-waist hug usually occurs in more intimate relationships as it involves one person's arms around



the other's neck and the other person's arms around the other's waist. I think of this type of hug as the "slow-dance hug." The engulfing hug is similar to a bear hug in that one person completely wraps the arms around the other as that person basically stands there. This hugging behavior usually occurs when someone is very excited and hugs the other person without warning.

Some other types of hugs are the "shake-first-then-tap hug" and the "back-slap hug." I observe that these hugs are most often between men. The shake-first-then-tap hug involves a modified hand-shake where the hands are joined more with the thumb and fingers than the palm and the elbows are bent so that the shake occurs between the two huggers' chests. The hug comes after the shake has been initiated with one arm going around the other person for usually just one tap, then a step back and release of the handshake. In this hugging behavior, the handshake that is maintained between the chests minimizes physical closeness and the intimacy that may be interpreted from the crisscross or engulfing hug where the majority of the huggers' torsos are touching. This move away from physical closeness likely stems from a US norm that restricts men's physical expression of affection due to homophobia or the worry of being perceived as gay. The slap hug is also a less physically intimate hug and involves a hug with one or both people slapping the other person's back repeatedly, often while talking to each other. I've seen this type of hug go on for many seconds and with varying degrees of force involved in the slap. When the slap is more of a tap, it is actually an indication that one person wants to let go. The video footage of then-president Bill Clinton hugging Monica Lewinsky that emerged as allegations that they had an affair were being investigated shows her holding on, while he was tapping from the beginning of the hug

## **Vocalics**

We learned earlier that *paralanguage* refers to the vocalized but nonverbal parts of a message. Vocalics is the study of paralanguage, which includes the vocal qualities that go along with verbal messages, such as pitch, volume, rate, vocal quality, and verbal fillers (Andersen, 1999).

Pitch helps convey meaning, regulate conversational flow, and communicate the intensity of a message. Even babies recognize a sentence with a higher pitched ending as a question. We also learn that greetings have a rising emphasis and farewells have falling emphasis. Of course, no one ever tells us these things explicitly; we learn them through observation and practice. We do not pick up on some more subtle and/or complex patterns of paralanguage involving pitch until we are older. Children, for example, have a difficult time perceiving sarcasm, which is usually conveyed through paralinguistic characteristics like pitch and tone rather than the actual words being spoken. Adults with lower than average intelligence and children have difficulty reading sarcasm in another person's voice and instead may interpret literally what they say (Andersen, 1999).

Paralanguage provides important context for the verbal content of speech. For example, volume helps communicate intensity. A louder voice is usually thought of as more intense, although a soft voice combined with a certain tone and facial expression can be just as intense. We typically adjust our volume based on our setting, the distance between people, and the relationship. In our age of computer-mediated communication, TYPING IN ALL CAPS is usually seen as offensive, as it is equated with yelling. A voice at a low volume or a whisper can be very appropriate when sending a covert message or flirting with a romantic partner, but it wouldn't enhance a person's credibility if used during a professional presentation.

Speaking rate refers to how fast or slow a person speaks and can lead others to form impressions about our emotional state, credibility, and intelligence. As with volume, variations in speaking rate can interfere with the ability of others to receive and understand verbal messages. A slow speaker could bore others and lead their attention to wander. A fast speaker may be difficult to follow, and the fast delivery can

actually distract from the message. Speaking a little faster than the normal 120–150 words a minute, however, can be beneficial, as people tend to find speakers whose rate is above average more credible and intelligent (Buller & Burgoon, 1986). When speaking at a faster-than-normal rate, it is important that a speaker also clearly articulate and pronounce his or her words. Boomhauer, a character on the show *King of the Hill*, is an example of a speaker whose fast rate of speech combines with a lack of articulation and pronunciation to create a stream of words that only he can understand. A higher rate of speech combined with a pleasant tone of voice can also be beneficial for compliance gaining and can aid in persuasion.

Our tone of voice can be controlled somewhat with pitch, volume, and emphasis, but each voice has a distinct quality known as a vocal signature. Voices vary in terms of resonance, pitch, and tone, and some voices are more pleasing than others. People typically find pleasing voices that employ vocal variety and are not monotone, are lower pitched (particularly for males), and do not exhibit particular regional accents. Many people perceive nasal voices negatively and assign negative personality characteristics to them (Andersen, 1999). Think about people who have very distinct voices. Whether they are a public figure like President Bill Clinton, a celebrity like Snooki from the *Jersey Shore*, or a fictional character like Peter Griffin from *Family Guy*, some people's voices stick with us and make a favorable or unfavorable impression.

Verbal fillers are sounds that fill gaps in our speech as we think about what to say next. They are considered a part of nonverbal communication because they are not like typical words that stand in for a specific meaning or meanings. Verbal fillers such as “um,” “uh,” “like,” and “ah” are common in regular conversation and are not typically disruptive. As we learned earlier, the use of verbal fillers can help a person “keep the floor” during a conversation if they need to pause for a moment to think before continuing on with verbal communication. Verbal fillers in more formal settings, like a public speech, can hurt a speaker's credibility.

The following is a review of the various communicative functions of vocalics:

- **Repetition.** Vocalic cues reinforce other verbal and nonverbal cues (e.g., saying “I’m not sure” with an uncertain tone).
- **Complementing.** Vocalic cues elaborate on or modify verbal and nonverbal meaning (e.g., the pitch and volume used to say “I love sweet potatoes” would add context to the meaning of the sentence, such as the degree to which the person loves sweet potatoes or the use of sarcasm).
- **Accenting.** Vocalic cues allow us to emphasize particular parts of a message, which helps determine meaning (e.g., “*She* is my friend,” or “She is *my* friend,” or “She is my *friend*”).
- **Substituting.** Vocalic cues can take the place of other verbal or nonverbal cues (e.g., saying “uh huh” instead of “I am listening and understand what you’re saying”).
- **Regulating.** Vocalic cues help regulate the flow of conversations (e.g., falling pitch and slowing rate of speaking usually indicate the end of a speaking turn).
- **Contradicting.** Vocalic cues may contradict other verbal or nonverbal signals (e.g., a person could say “I’m fine” in a quick, short tone that indicates otherwise).

## Proxemics

**Proxemics** refers to the study of how space and distance influence communication. We only need look at the ways in which space shows up in common metaphors to see that space, communication, and relationships are closely related. For example, when we are content with and attracted to someone, we say we are “close” to him or her. When we lose connection with someone, we may say he or she is “distant.” In general, space influences how people communicate and behave. Smaller spaces with a higher density of people often lead to breaches of our personal space bubbles. If this is a setting in which this type of density is expected beforehand, like at a crowded concert or on a train during rush hour, then we make

various communicative adjustments to manage the space issue. Unexpected breaches of personal space can lead to negative reactions, especially if we feel someone has violated our space voluntarily, meaning that a crowding situation didn't force them into our space. Additionally, research has shown that crowding can lead to criminal or delinquent behavior, known as a "mob mentality" (Andersen, 1999). To better understand how proxemics functions in nonverbal communication, we will more closely examine the proxemic distances associated with personal space and the concept of territoriality.

### **Proxemic Distances**

We all have varying definitions of what our "personal space" is, and these definitions are contextual and depend on the situation and the relationship. Although our bubbles are invisible, people are socialized into the norms of personal space within their cultural group. Scholars have identified four zones for US Americans, which are public, social, personal, and intimate distance (Hall, 1968). The zones are more elliptical than circular, taking up more space in our front, where our line of sight is, than at our side or back where we can't monitor what people are doing. Even within a particular zone, interactions may differ depending on whether someone is in the outer or inner part of the zone.

### **Presentation Strategies**

Imagine you are walking across your campus. As you pass the student center, you see a couple of people who have set up at a table outside, and they're passing out information about the student honor society. Open windows in the music building share the sounds of someone practicing the piano in the art studio. Upon entering your class building, you are greeted by student-made posters illustrating

various phases of the process of cell division. An open class door allows you to watch a young man in a lab coat and protective gear pour liquid nitrogen over items in a tray while the rest of his classmates look on with great interest. Your own instructor is setting up the computer screen at the front of your class when you walk in, loading up the Powerpoint that he plans to use for the day.

All of these are examples of presentations, and it's very likely that you'll be asked to participate in similar activities during your college career. Presenting, whether face-to-face or online, is a skill you will hone as a college student in preparation for your future career.

## **Presentation Types**

Presentations can take many forms and potentially serve many purposes. When reading the definitions below, keep in mind that many presentations often combine several elements into a hybrid form. You may have to pick and choose what will work best for you depending on the instructor and the course. Let's start with the different genres or types of presentations.

### **Informative**

Some presentation assignments will ask you simply to deliver information about a topic. Often these presentations involve research, which you will shape and present to your instructor and classmates. Typically, informative presentations ask that you NOT share your opinion about the subject at hand (which can be more challenging than it seems). With an informative presentation, your



goal is to educate your audience by presenting a summary of your research and “sticking to the facts.”

## **Persuasive**

Unlike informative presentations, persuasive presentations ask that you not only form an opinion about your subject but also convince your audience to come around to your point of view. These presentations often involve research, too, and the findings of your research will be used to bolster the persuasive case you’re making.

## **Lesson Delivery**

You may be asked to do a “Teaching Presentation,” which will require you to specialize in one topic of the course and give your fellow classmates instruction about it. In short, you become the teacher of a subject. Often your presentation will be the only time that this subject is covered in the class, so you will be responsible for making sure that you provide clear, detailed, and relevant information about it. You may also be asked to provide questions on the subject to be included in a quiz or test.

## **Demonstration**

These action-based presentations typically model some behavior or subject matter that has been introduced previously in the class.

Unlike the Lesson Delivery presentation, a demonstration adds a level of performance in which you show and tell the the audience what you know. You might perform the demonstration yourself, as a way of illustrating the concept or procedure, or you might provide classmates with instructions and guidance as they do it themselves.

## **Poster**

Poster presentations should convey all the information on a subject necessary for a viewer to consider on her own. They often consist of short, punchy wording accompanied by strong visuals—graphs, charts, images, and/or illustrations. Posters frequently require research to prepare, and they allow for some creativity in design. Depending on the assignment, your poster may be part of a gallery of poster presentations with your classmates. Your poster has to communicate everything that is important without you being there to explain it to your audience.

## **Online**

Similar to poster presentations, online presentations are generally **asynchronous**—meaning they don't require you to be present at the same time as your viewer. They often serve similar purposes as poster presentations, but due to the online format, they allow for more interactive possibilities, such as sharing a pertinent video or animated graph. Your online presentation must stand alone to teach your audience everything they need to know.

## **Solo and Group Presentations**

You may be asked to present as an individual or as part of a group.

**Individual presentations** put all of the responsibility for preparation, research, and delivery on you. You rightfully take all the credit for the final product you produce.



**Group presentations**, in contrast, often involve more complicated tasks and therefore require more participants to make them. Your instructor may make suggestions about how the work should be divided, or the group may delegate tasks internally. Grades may be assigned equally to everyone in the group, though many instructors assign individual grades based on some participation-level factor to inspire each member to pull his or her own weight.

Presentation assignments are often open to creative interpretation, which gives you a lot of room to explore new techniques and add a personal touch to the task.

### **Think About Audience**

Now that you've learned a bit about the various types of presentations, it's helpful to turn to another important part of presenting: the audience. Like reading and writing, presenting is a form of communication. Whether you're presenting information, giving a demonstration, creating a poster, or trying to change people's minds, your goal is to get your message across to your audience. For that reason, it's important to remember that they may not interpret the information you are presenting exactly as you have. It's your job as a presenter to explain your ideas using specific details, succinct and clear wording (avoid jargon), vivid descriptions, and meaningful images. As you organize your presentation, keeping this imaginary audience in mind can help you gauge how much background information and context to provide.

## Choosing Media and Format for Visual Aids

Perhaps you've heard the phrase "Death by PowerPoint" to explain that all-too-familiar feeling of being slowly bored to death by a thoughtless presenter who's droning on and on about boring slide after boring slide. If you'd like to know what the experience is about, and you have time for a laugh, watch the following video, starring stand-up comedian Don McMillan. McMillan pokes fun at bad presentations, but he has some very sound advice about what *not to do*.

You may consider using PowerPoint for your presentation, and that's perfectly fine. PowerPoint can be a very effective tool with the right organization, layout, and design. Below is a list of five common pitfalls that you can and should avoid, and doing so will go a long way toward making your PowerPoint presentation successful:

1. **Choosing a font that is too small.** The person in the very back of the room should be able to see the same thing as the person in the front of the room.
2. **Putting too many words on a slide.** Remember it's called PowerPoint, not PowerParagraph! Keep your bullet points clear and succinct.
3. **Having spelling errors.** Have somebody proofread your slides. Any typos will detract from your presentation.
4. **Choosing distracting colors that make it hard to read the information.** PowerPoint gives you a lot of color choices in their design templates. The ideas in your brilliant presentation will be lost if your audience is struggling to read the content.

- 5. Selecting images or visuals that do not clearly align with the content.** For instance, a cute photo of your cat may look lovely up on the screen, but if it doesn't connect to your topic, it's just fluff that detracts from your message. Every slide counts, so make sure the visuals support your message.

### **Practicing for the Presentation**

Once you've put together your presentation and have an idea of the audience that will hear and see it, it's time to deal with the "nerves" that can accompany the performance part of the presentation. Let's consider some strategies for reducing anxiety about the presentation. Let's turn to a final list of pointers for the "performance" part of the presentation, when you actually present your plan to an audience. You've worked hard as the owner of this presentation, so have confidence in your work. It's tough to remember this when you're nervous, but you're the person who knows the most about your presentations. The following activity can help you get there.



## SOFT SKILLS

(BAS 105)

Unit-5: Work- place skills:

Syllabus : Leadership qualities; Impact, Communication skills for Leaders: Listening and Responding; Mental health at work place: Managing Stress; Techniques: Application of 4 A's; Avoid; Alter; Access; Adapt

CO 5 - Students will be able build up personal traits that will make the transition from institution to workplace smoother and help them to excel in their jobs.

## 4.1 Stress and it's Management (4 A's)

### The 4 A's of Stress Management

When your stress level exceeds your ability to cope, you need to restore the balance by reducing the stressors or increasing your ability to cope or both. Try using one of the four A's:

#### 1. Avoid

Stress can often be avoided by planning ahead, rearranging surroundings and carrying a lighter workload. Approaches include the following:

- **Take control:** Taking control of stressful, routine

tasks helps to build confidence. For example, leaving earlier for work or taking a new route can ease the stress of traffic.

- ● **Avoid bothersome people:** Physical distance from someone who is causing stress can relieve tension.
- ● **Say "No":** Most people have a lot of responsibilities and very little spare time. For personal mental health, it is good to say "no" to social invitations & extra responsibilities at work.
- ● **Prioritize a to-do list:** Making a to-do list helps the mind let go of stressful thoughts regarding required tasks. Scratching an item off the to-do list can create a feeling of accomplishment.

- **2. Alter**

When stressful situations cannot be avoided, behaviors, communication, and time management may need to be altered. Approaches include the following:

- **Ask others to change their behavior:** Small issues often snowball and turn into huge problems. It's okay to ask others to change bothersome behavior.

- ● **Communicate openly:** Honesty is always the best policy. When sharing feelings, using "I" statements rather than "you" statements helps to negate any blame on the other person.

- • **Manage time better:** Grouping similar tasks together can increase efficiency, resulting in lessened stress.
- • **State limits in advance:** Instead of stewing over a colleague's nonstop chatter, politely start the conversation with, "I've got only five minutes to cover this."

### 3. Access

Many times, acceptance is the best way to avoid stress. Approaches include the following:

- **Talk with other:** Feelings are legitimate even if

frustrating situations cannot be changed. Discussing stressful situations with a friend who actively listens and understands is helpful.

- • **Forgive others:** Forgiving takes practice. Learning forgiveness releases negative energy from the mind and body.
- • **Practice positive self-talk:** Positive self-talk can reduce stress and help maintain objectivity.
- • **Learn from mistakes:** Mistakes are inevitable and should be used as teachable moments rather than create feelings of self-loathing.

### 4. Adapt

Adapting often involves changing expectations, which in turn, lowers stress levels. Approaches include the following:

- • **Adjust standards:** Perfection is impossible. Striving for perfection can cause feelings of frustration and guilt. Adjusting personal expectations can reduce stress.
- • **Practice stopping bad thoughts:** Negative thoughts should immediately be replaced with positive ones. Refusal to replay a stressful situation in the mind may actually cause it to be less stressful.

- ● **Adopt mantra sayings:** Mentally repeating confident sentences, such as, “I can do this,” has a positive effect on stressful situations.
- ● **Create a list of happy resources:** Making a list of happy experiences, situations and thoughts can put things into perspective. Looking back on this list during a stressful situation can help calm the mind.
- ● **Look at the big picture:** Figuring out if something will matter in one year or in five years is important. If it won't, letting it go can relieve stress.

## 4.2 Resilience & Work-Place Skills

**Resilience** is a key strategy that helps employees tackle stress, a competitive job market, workplace conflicts, and address challenges on the job. Improving resilience is important because employees identify work as the number one stressors in their lives.

Resilience enables a positive approach to work and outlook on life, which in turn enables better problem- solving and helps to maintain motivation. They may even gain a sense of fulfillment from being able to work through them and grow.

**Stress** is a mental situation in which people feel pressure to perform or act.

**Stress management** is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of and for the motive of improving everyday functioning.

There are basically four types of resilience.

1. **Physical Resilience:** Our body's capacity against physical challenges.
2. **Mental Resilience:** Ability to mentally cope up with a crisis.



3. **Emotional Resilience:** Ability to handle stressful and emotional situations.
  
4. **Social Resilience:** Ability to handle one's behaviour in society.

### **Flexibility in Thinking and Behavior**

- Flexible thinking and behavior is a characteristic of high-level resilience. This is the ability to consider multiple perspectives, to consider different possible understandings of a situation or problem, as well as resulting different possibilities for action.
  
- Flexible thinking gives us greater choice and so a greater sense of control, contributing to an increased sense of psychological well-being. Our thoughts thus inspire our behavior and reaction towards a situation.

### **Tolerance and Self-Belief**

- **Tolerance** helps employees build bridges and capitalize on the differences present in the workplace, such as those related to diverse cultural backgrounds. For a small business, tolerance is an essential part of working toward goals and developing creative solutions to a wide range of workplace issues and difficulties.
  - Tolerance means to accept everyone's opinions without fighting. Being tolerant is very necessary for a peaceful and loving environment. Those people who do not have the ability of tolerance often get angry on conflicting issues and destroys the tranquility of the place.
  
  - Demonstrating tolerance in the workplace requires a concerted effort to develop an understanding of other's background, experiences and beliefs.
  
  - **Self-belief** is confidence in your own abilities or judgment. When you believe in a person, it's because they believe in themselves and their motivation. A confident individual is an inspiring individual who leads by example. Your self-belief can bring out the best in others and help them

perform because they've seen first-hand the potential it unlocks.

### **Team-Work and Communication:**

A **team** is a group of people who work together toward a common goal.

**Teamwork skills** are the qualities and abilities that allow you to work well with others during conversations, projects, meetings or other collaborations. Having teamwork skills is dependent on your ability to communicate well, actively listen and be responsible and honest.

Here are some of the **essential Teamwork Skills** required in academic and professional field.

- 1. Communication:** Allows you to interact
- 2. Time Management:** Allows you to manage time
- 3. Problem Solving:** Allows you to find the best possible means of solution.
- 4. Listening:** Listen to others for different vision
- 5. Critical Thinking:** Allows you to think critically to take better decision
- 6. Collaboration:** Getting the help of other to do a work jointly.
- 7. Leadership:** Lead the people with their mindset but achieved by your procedures.

**Without communication we can't expect a Team to work together to achieve a common tasks.**

Here are some of the roles of communication in Team work:

- 1. Communication helps to make a Team.**
- 2. Communication helps to connect the team members.**
- 3. Communication helps to share ideas and suggestions with each other.**
- 4. Communication helps them to know their common goal.**

- 5. Communication helps to come up with the best solution to achieve team's vision.**
- 6. Communication built trust among team members.**
- 7. Communication shares feedback which lead the members of the team into the right direction.**
- 8. Communication is the way to solve problems of a team and resolve disputes among them.**
- 9. Communication gives the freedom to every individual to say and express.**
- 10. Effective communication reduces the chances of conflicts among the team members.**
- 11. Communication is a way to extract the best from the team members.**
- 12. Communication gives the equal importance to the team members.**

### **Compassion in Leadership:**

- Compassion is the quality of having positive intentions and real concern for others.
- The listening process involves four stages: receiving, understanding, evaluating, and responding. Completion of all these stages successfully is necessary.

- Good listening skills make workers more productive. The ability to listen carefully allows workers to better understand assignments they are given. They are able to understand what is expected of them by their management.
- **Responding** adds action to the listening process. Oftentimes, the speaker looks for verbal and nonverbal responses from the listener to determine if and how their message is being understood and/or considered.

Role of Responding in Listening:

- 1. Responding is a way to add action to the process of listening.**
- 2. Listening with responding creates a bond between sender and receiver.**
- 3. Responding in any of the medium (verbal or non verbal) makes the speaker aware to continue with sharing.**
- 4. In a way, responding properly while listening completes the process of communication.**
- 5. Responses make the speaker feel comfortable.**
- 6. Listening is a receptive act, responding while doing this turns Passive Listening into Active Listening.**

**Speaking Skills:**

- **Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.**
- **Speaking skills not only defines accurate delivery of words but delivery of message with correct expression and emotion. This helps in**

easy understanding of any message.

- ● The four elements of speaking skills:
  1. Vocabulary
  2. Grammar
  3. Pronunciation
  4. Fluency
- ● The ability to communicate with your peers, superiors, and colleagues is the need of the hour in every work-place. It allows us to form connections, influence decisions, and motivate change. Without communication skills, the ability to progress in the working world and in life, itself, would be nearly impossible.
- ● It is said that message can be expressed accurately if sender has good speaking skills.

Compassion in leadership creates stronger connections between people. It improves collaboration, raises levels of trust, and enhances loyalty.

Importance of Compassion in Leadership: Compassion attracts agreement. Compassion create trust.

Compassion makes people responsible for duties. Compassion attracts better relationship. Compassion connects people with emotions. Compassion keeps people positive and optimistic. Compassion gives a feel to be noticed.

### **Communication Skills:**

- Workplace communication is important to your growth and success. It allows everyone to share their inputs and feel that their ideas are being valued.
  - ● Effective communication skills in the workplace reduce office conflicts, lower the risk of projects going sideways, and make work more enjoyable.
  - ● Communication in the workplace is one of the signs of a high-performance culture.

- - Exchanging information and ideas within an organization is called workplace communication. However, effective communication occurs when a message is sent and received accurately.

Requirement of Communication Skills:

1. Be a Active Listener
2. Command Over a language
3. Command Over a Subject
4. Understanding to give sequence to the ideas
5. Understanding of Logical Explanation
6. Well Presenter

**Few communication skills required at workplace:-**

1. Showing respect
2. Active listening
3. Displaying positive body language
4. Be willing to ask questions
5. Understanding email etiquette
6. Remaining open minded
7. A willingness to give feedback

**Listening and Responding:**

- **Listening** is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

**Positive Thinking: Controlling Mind**

- - **Positive thinking**, or an optimistic attitude, is the practice of focusing on the good in any given situation. It can have a big impact on your physical and mental health specially at workplace. That doesn't mean you ignore reality or make light of problems. It just describes a positive approach to deal with in every situation.
- - Controlling one's mindset to look at things with a positive point of view is advantageous for a workplace and contributes in healthy

environment at work.

- ● It impacts the way you think about your work and the way your colleagues and customers see you. These are just a few of the advantages of maintaining a positive mindset at work:
  1. Positive thinking relieves stress
  2. Positive thinking boosts productivity
  3. Positive thinking improves problem-solving
  4. Positive thinking helps decision-making
  5. Positive thinking helps increase pain tolerance
  6. Positive thinking improves our relationship
  7. Positive thinking reduces your blood pressure
  8. Positive thinkers take better care of themselves
  9. Positive thinking helps you age gracefully
  10. Positive thinking is good for your heart and head
  
- ● **Benefits of mind Control:**
  1. Develop Self-Esteem
  2. Cure Fears
  3. Quit Bad Habits
  4. Becomes Spontaneous and Social
  5. Fight Depression
  6. Overcome painful situations
  7. Become more intuitive
  8. Add colours to your character
  9. Change your reactions
  10. Makes you more reflexive

