CHAPTER-4

PROPOSED MODEL SYLLABUS
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This chapter includes verbal language content and non-verbal language content; grammar and composition; a detailed programme on vocabulary enhancement (language games, usage of the words in real condition, word exercise, palindromes, root words, dramatization, old words reference), case studies on professional ethics & etiquette and methods of evaluation. In addition, it covers decision making, convincing skills, group discussion skills, presentation skills, basics of paragraph formation, reading comprehension, professional letter writing skills, compeering skills, dining table behaviour etc. It also contains all sections of verbal language like listening, speaking, reading and writing and non-verbal language like proxemics and kinesics. It covers a good number of personal interview questions with an appropriate outline of answers.

The proposed model syllabus of Language and Communication skills in Engineering and Technology at the under-graduate program shall be divided mainly into ten units:

Unit-1: Introduction and Orientation Session

Unit-2: Vocabulary Enrichment Techniques and exercises

Unit-3: Reading Comprehension
Unit-4: Group Discussion
Unit-5: Interview Techniques
Unit-6: Presentation Skills
Unit- 7: Corporate Etiquettes (Ethics and Etiquettes)
Unit-8: Novel Reviews
Unit-9: Writing Skills
Unit-10: Case studies and activity based Learning

Unit-1:

Introduction and Orientation Session

This unit consists of motivational and inspirational aspects to drive students towards sensible learning. It would emphasize upon the following points:

- This session includes definitions of communications skills and application of communication skills at various stages in the life of an engineer.
- It would also emphasize upon the role of communication skills in competitive examinations (U.P.S.C, UES, GATE, CAT, GRE, GMAT, TOEFL, and etc), and campus placement.
- It would cover relevance of Technical report writing, Technical proposal writing, Letter writing during education and after graduation also.
4.2.1 Vocabulary Items:

Communication skills are a composition of words. Appropriate usage of words makes expression effective. Unless a learner knows how to use appropriate words, one would not be able to communicate properly. For example, one cannot replace fragrance by aroma, stink cannot be replaced by odour, and stench cannot be replaced by reek. Though fragrance, aroma, stink, odour, stench, and reek are the synonyms of smell.

Every word has its unique application and importance. Unless one develops a rich vocabulary with the sense of application, one won't be able to communicate effectively. Therefore learning vocabulary is a systematic pattern, and few of the patterns are discussed here.

Vocabulary varies as per the subject and the profession. And therefore, one should decide first which type of vocabulary should be taught.

4.2.2. Pictures:

One should prepare interesting pre-reading activities using vocabulary. And one should provide many new opportunities for students to encounter the word. This can be done by showing the word using a picture or a
flashcard. This is incredibly efficient for the reason that it facilitates the process of learning for children. One can teach showing pictures of animals, graphs, images of things to create better teaching-learning process.

4.2.3 Use the Real Objects:

Bring the real objects to the classroom such as postcards, books, pen, schoolbags, vegetables, instruments, equipments etc… and show them to the students and ask them to identify. The teacher can also use the objects that are already lying in the classroom and should use them as models.

4.2.4 Language Games:

Vasundhara and Katyayani put a note about the games in language learning: “language games bring a lot of life and interest into the classroom” (2008: 288). I indubitably accept the statement because by conducting language games in the classroom, we can give some tasks to the students. For example, a good elementary level game is “I am an optimist,” where you describe a word and students have to guess the word. This game can be played in groups, individually or with the entire class. Activities need not be too challenging and should motivate and interest them to learn the language.
4.2.5 Mime and Pantomime:
It may be done with the help of gestures and facial expressions and also through actions sometimes.

4.2.6 Start with Irregular Verbs:
Make students memorize much needed words, starting with irregular verbs then nouns, adjectives and so on. Ask them to learn atleast 3 to 5 words in a day. One should conduct tests and help oneself to remind learnt words.

4.2.7 Dictate the Words:
James F. Baumann and Edward J. Kameenui have pointed that “spelling knowledge provides the basis for explicit awareness and understanding of morphology, which, in turn may guide the systematic growth of vocabulary knowledge” (2004: 7). To bag some words in mind, dictation is also a good activity. Dictate some words to the students and ask them their meaning. For your audio type learners, use more dictation practice activities, while your visual learners could benefit from more picture use, especially when learning the word for the first time.

4.2.8. Words in Real Context:
Use words in a real environment or context. Do not forget to help the students and find helpful strategies to memorize the words. Give them
some appropriate exercises according to their capability of consolidating what they learn. At the same time, try to motivate them and stimulate their interest and after that give them one more exercise using the same words.

4.2.9. Use the Words in Sentences:
A word may mean differently in different contexts, so the teacher should teach the words by using them in suitable sentences. Sentences should be such that the meaning of the word becomes easier to understand.

4.2.10. Teach the Words from the Glossary of the Text book:
A suggestion could be made that the students use the last pages of their notebooks to create their own glossary, using just the words that are interesting to them or the ones that they actually want to include in their everyday vocabulary. It gives them autonomy to choose and to be more active in the process of learning.

4.2.11. Listening Carefully:
Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. “Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions.” (Robert Lado, 1964: 121)
4.2.12. Pronouncing the Word:

Pronouncing the word enables the students to memorize it longer and identify it more readily when they hear or see it. Slow, clear and correct pronunciation without twists will help the students more and more. Breaking the word into parts and building up the whole word will also be helpful.

4.2.13. Assessment:

Prepare assessments that combine both recognition and production-based tasks. Try to give some handouts to the students. By providing assessment, we can attract the attention of the students. When the students gain control over the basic vocabulary, they need to expand their knowledge. This work offers some of the key strategies that are to unfold the information and meanings of a new word to a class.

4.2.14. Definitions:

Definitions in the target language may be very helpful if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and trustworthy dictionaries.
4.2.15. Self-defining Context:

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

4.2.16. Expanding through Word list:

The students are asked to prepare a word list by grouping words around a key-word.

4.2.17. Word Exercises:

A useful device for expanding students' vocabulary is to prepare a variety of word-exercises in which different ideas can be used. A few specimen exercises are given below.

A) Matching the words with opposite meanings.

B) Matching the words with similar meanings.

C) Filling the blanks with (words choosing them from the given list of words).

D) Changing verbs into noun forms.

E) Changing noun into verb forms.

F) Changing nouns into adjective forms.

G) Changing verbs into adverbs.
4.2.18. **Antonyms:**
When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

4.2.19. **Synonyms:**
A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student’s vocabulary bank and provide alternative words instantly.

4.2.20. **Homophones:**
Words which are similar in sound but different in spelling are called Homophones. For example, right-write; son-sun; no-know; meet-meat; hole-whole; week-weak;

4.2.21. **Word Endings:** Suggest the words ending in…
A) ‘ar’ (grammar, circular…)
B) ‘er’ (latter, father , mother…)
C) ‘or’ (collector, director..)
D) ‘tion’ (examination, investigation..)
4.2.22. **Anagrams**: Rearrangement of letters in words.

For example: ERTSIGRAR, SOSPNRIFE

4.2.23. **Palindromes**: Words or sentences which can be read either way.

Ex: madam, noon, re-divider, dad....

4.2.24. **Root Analysis:**

While root analysis is taught clearly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning. The teachers should focus on teaching students the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common words should be shared and examined. The learner should see how the root helps to understand the word’s definition and one should learn how to prepare words with the prefixes and suffixes.

4.2.25. **Dramatization:**

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

Examples:
Stand [Stand on the bench]  
Act [Act like your favorite hero or heroine]  
Close [Close the book]  

4.2.26. Series, Scales, Systems:

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of a well-known series can be made clear by placing them in their natural order in the series.

4.2.27. Descriptive Sentences:

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

4.2.28 Practice from Meaning to Expression:

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, context, and dramatization can be used. Series and systems can also be used.
4.2.29. Old Word Reference:

In case you are unable to find any old word in a word that you have to memorise you can make/assume a similar sounding word to assist and accelerate the process of memorization. This can be explained as follows (the words are as under):

**Ameliorate:** to improve, to make something better.

Old word: Amul rate

Explanation: Amul butter’s Rate and quality is improving day by day.

**Asinine:** Stupid

Old Word: Ass Nine

Explanation: These Nine Asses are doing stupid things.

**Burgeon:** Expand

Old Word: Burger

Explanation: See that you are eating Burger and because of that you are expanding.

**Cajole:** To flatter

Old Word: Kajol (actress)

Explanation: Nowadays Kajol is flattering Shahrukh Khan for getting a role in a forthcoming movie.
**Candid:** Honest
Old word: Candy
Explanation: The shop-keeper unconsciously gave an extra Candy but the child was honest enough to return it.

**Certitude:** A feeling of sureness
Old word: Certitude
Explanation: Certificate gives a feeling of sureness to the employers.

**Circumspect:** Cautiously
Old Word: Sir-come-Specs
Explanation: Our Sir comes and keeps his Specs cautiously since they are very costly.

**Circuitous:** Round About
Old Word: Circus
Explanation: The taxi driver took us to the Circus through a round about route.

**Capacious:** Huge
Old word: Cap
Explanation: See that you are sporting a huge cap.
**Copious**: Plentiful

Old Word: Copy/Photocopy

Explanation: See that you are photo-copying a page and many copies are coming out of the photocopier. Your room is full of photocopies.

**Descant**: Discuss in detail

Old word: Desk ant

Explanation: An ant sitting on the Desk was discussing in detail about her marriage, with her friend.

**Despondency**: Hopeless, sad

Old Word: Pond and sea

Explanation: When she became hopeless and sad she went to a Pond and started crying and the pond turned into a sea.

**Eclectic**: Selective

Meaning: Electric

Explanation: My dad has a very selective nature. He took an hour in selecting the Electric bulbs for our new house.

**Fester**: Produce irritation

Old word: Faster
Explanation: Although the young boy had a lot of stitches on his foot, which were producing irritation, still he ran faster than other boys.

**Flamboyant:** Showy

Old word: Flame-Boy-Ant

Explanation: A very showy boy became frightened like an Ant when the flame burned.

**4.2.30. Words through connectivity:**

Let’s begin with the Preamble of India: There are eight basic rights we get in our Indian constitution: Democratic, Republic, Equality, Secular, Socialist, Sovereign, Fraternity, and Liberty (D.R.E.S.S.F.L)

**Democratic:**

*Dem-* people, cracy-rulled by; meritocracy, gerontocracy (ger-old age).

**Demography** (Graph- writing) writing about people; geography (geo-earth), biography (bio-life), Auto-biography (Auto-self), Geography (geo-earth), geology (logos-study), **Biology** (bio-life), Geocentric (centric- in the center), Heliocentric (Helios- sun); Anthropocentric (Anthrop-mankind), Anthropology (anthrop-mankind); Geology: study about the earth. **Gynecology** (gyne- woman);
**Sovereign:** Autonomy, Dictatorship, Monarchy, Nazis, Fascist, Self-reliant, Autocracy.

**Socialist:**
Socialism: A state, where every citizen is sharing equal power (financial and political)
Capitalism: A state, where every citizen is a part of equal opportunity to grow economically, in short competitive market.
Communism: A state, where government is the ultimate authority. Every citizen needs to follow the policy of the government to create national integrity and uniformity.
Feudalism: A government made by elites of the society or plutocrats of the society or aristocrats of the society.

**Secular:** Believing in all religions equally. Atheism (the-god, a/an- without, ism- way of thinking/philosophy) not believing in god;
Sect: one of any religion (Humanity is only a religion on this earth. There are several sects of humanity: Hindu, Muslims, Sikhs, Christians, etc.)
Cult: If one sect gets divided into several other factions, those factions are considered as cult.
Communism: A state not believing in any religion
Atheist: An individual not believing in any religion or god.
Theist: One who believes in god and religion.
Blasphemy: using absurd/abusive language for religion/god

Theism: study the philosophy of a religion.

Republican: (re-public) re: again Public: people

Meaning: Asking people to vote for him once again.

Equality: Having equal rights to live in.

Liberty: To feel free to enjoy constitutional privileges.

Fraternity: (fraters-bother) brotherhood;

Fratricide (cide-killing) killing one’s own brother, Killing and Killers

Anyone who has looked at the news lately knows that the human species seems to have an inordinate propensity for killing things. Similarly, anyone looking at this list of 85 terms relating to killing will quickly realize that humans also have an inordinate propensity for making up words about killing things. All of these words end in ‘cide’, from Latin caedere, to kill. However, some of them refer exclusively to the act of killing a specific thing (e.g. herbicide) while others can refer alternately to the act itself or to the person performing the act (e.g. homicide). Of all these, though, perhaps the greatest crime of all is verbicide, the brutal slaughter of our language by incompetents and ignoramuses. Will the atrocities never end? Also check out the following list of fighting words:
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>aborticide</td>
<td>killing of a fetus; abortion</td>
</tr>
<tr>
<td>acaricide</td>
<td>killer of mites and ticks</td>
</tr>
<tr>
<td>algicide</td>
<td>killer of algae</td>
</tr>
<tr>
<td>amicide</td>
<td>murder of a friend</td>
</tr>
<tr>
<td>aphicide</td>
<td>killer of aphids</td>
</tr>
<tr>
<td>aphidicide</td>
<td>killer of aphids</td>
</tr>
<tr>
<td>avicide</td>
<td>killing of birds</td>
</tr>
<tr>
<td>bacillicide</td>
<td>killer of bacteria</td>
</tr>
<tr>
<td>bactericide</td>
<td>killer of bacteria</td>
</tr>
<tr>
<td>biocide</td>
<td>killing living material</td>
</tr>
<tr>
<td>bovice</td>
<td>slaughter of cattle; one who kills cattle</td>
</tr>
<tr>
<td>ceticide</td>
<td>killing of whales and other cetaceans</td>
</tr>
<tr>
<td>cimicide</td>
<td>substance used to kill bed-bugs</td>
</tr>
<tr>
<td>deicide</td>
<td>destruction or killing of a god</td>
</tr>
<tr>
<td>ecicide</td>
<td>destruction of the environment</td>
</tr>
<tr>
<td>episcopicide</td>
<td>killing of bishops</td>
</tr>
<tr>
<td>famicide</td>
<td>one who destroys another's reputation; slanderer</td>
</tr>
<tr>
<td>felicide</td>
<td>killing of a cat</td>
</tr>
<tr>
<td>femicide</td>
<td>killing of a woman</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>feticide</td>
<td>killing of a fetus</td>
</tr>
<tr>
<td>filicide</td>
<td>killing of one's own child</td>
</tr>
<tr>
<td>floricide</td>
<td>killing or killer of flowers</td>
</tr>
<tr>
<td>foeticide</td>
<td>killing a fetus</td>
</tr>
<tr>
<td>formicide</td>
<td>substance that kills ants</td>
</tr>
<tr>
<td>fratricide</td>
<td>killing of one's brother</td>
</tr>
<tr>
<td>fungicide</td>
<td>killing of fungus</td>
</tr>
<tr>
<td>genocide</td>
<td>killing of a race or ethnic group</td>
</tr>
<tr>
<td>germicide</td>
<td>substance that kills germs</td>
</tr>
<tr>
<td>giganticide</td>
<td>killing of a giant</td>
</tr>
<tr>
<td>gynaecide</td>
<td>killing of women</td>
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<tr>
<td>herbicide</td>
<td>killing of plants</td>
</tr>
<tr>
<td>hereticide</td>
<td>killing of heretics</td>
</tr>
<tr>
<td>homicide</td>
<td>killing of a human being</td>
</tr>
<tr>
<td>infanticide</td>
<td>killing of an infant</td>
</tr>
<tr>
<td>insecticide</td>
<td>killing of insects</td>
</tr>
<tr>
<td>larvicide</td>
<td>killing of larvae</td>
</tr>
<tr>
<td>liberticide</td>
<td>destruction of liberty</td>
</tr>
<tr>
<td>lupicide</td>
<td>killing of a wolf</td>
</tr>
<tr>
<td>mariticide</td>
<td>killing or killer of one's husband</td>
</tr>
</tbody>
</table>
matricide  killing of one's mother
menticide  reduction of mind by psychological pressure
microbicide  killing or killer of microbes
miticide  agent which kills mites
molluscicide  killing of mollusks
muscicide  substance for killing flies
neonaticide  killing or killer of a newborn infant
ovicide  killing insect eggs
ovicide  sheep-killing
parasiticide  killing of parasites
parasuicide  harmful act appearing to be an attempt at suicide
parenticide  killing or killer of one's parents
parricide  killing of parents or a parent-like close relative
patricide  killing of one's father
perdricide  killer of partridges
pesticide  killing of pests
prolicide  killing of offspring; killing of the human race
pulicide  flea-killer
raticide  substance or person who kills rats
regicide  killing of a monarch
rodenticide  killing of rodents
senicide  killing of old men
serpenticide  killing or killer of a snake
siblicide  killing or killer of a sibling
silvicide  substance that kills trees
sororicide  killing of one's own sister
speciocide  destruction of an entire species
spermicide  killing of sperm
sporicide  killing of spores
suicide  killing of oneself
taeniacide  killing of tapeworms
tauricide  killing or killer of a bull
trypanocide  killing of trypanosomes
tyrannicide  killing or killer of a tyrant
urbicide  destruction of a city
ursicide  killing or killer of a bear
utricide  one who stabs an inflated skin vessel instead of killing
utricide  someone
uxoricide  killing of one's own wife
vaticide  killing or killer of a prophet
verbicide  destroying the meaning of a word
vermicide  killing of worms
vespacide  substance or person who kills wasps
viricide   killing of viruses; killing of men or of husbands
virucide   killing of viruses
vulpicide  killing of a fox
weedicide  something that kills weeds

4.2.31 Analogy: In answering an analogy question, the problem is to determine the exact relationship between the two capitalized words. Before one look at the answer pairs, make up a sentence that illustrates how these capitalized words are related. Then test the possible answers by seeing how well they fit in the sentence.

For example:
4.2.32 TORRENT: DROPLET:

(A) water : eddy
(B) swamp : desert
(C) downpour : puddle
(D) avalanche : pebble
(E) hurricane : wreckage
A torrent (violent downpour or rushing stream) is made up of droplets. An avalanche or sudden fall of rocks, snow or earth is made up of pebbles. Choice D is correct.

PAN: CAMERA:

(A) ban : book
(B) tune : radio
(C) charge : battery
(D) filter : lens
(E) rotate : periscope

Before one answers this question, one has to know the definition of pan; pan here is a verb, not a noun. One can tell because the first word of each answer choice is also a verb. The verb ending –ate at the end of rotate gives that away.

Think how pan relates to camera. When someone pans a camera, what happens? The cameraperson rotates the camera on its axis so that he or she can find a panoramic scene (or a moving person or object). Similarly, a submarine crew member rotates or revolves a periscope on its axis so that he or she can make a panoramic observation. The correct answer is Choice E.

In an analogy one has two capitalized words that relate in a particular way. In creating eye-catchers, the test-makers tempt pairs of words that are
related, but in a grammatically or logically different way. See how eye-catchers work in the following example:

4.2.33 MENTOR: GUIDE:

(A) medium: advise
(B) mediator: disagree
(C) mercenary : demand
(D) mendicant : beg
(E) merchant: consume

Just as there are many possible relationships linking word pairs, there are many possible ways an eye-catcher may attract one’s eye. First, an answer choice may somehow remind one in subject matter of one or both of the ram in the original pair. Thus, Choice A is an eye-catcher, advise reminds of guide; both words feel as if they belong to the same set of words, the same semantic field. Second, the answer choice may masquerade as a clear-cut, precise, dictionary-perfect analogy and yet not be one. Thus, choice C is an eye-catcher; while there can be a clear relationship between the adjective mercenary and the noun demand, there is no such clear relationship between the noun mercenary and the verb demand. See how this works:

Clear analogy:
4.2.34 MERCENARY: DEMAND:: RAVENOUS : APPETITE

A mercenary demand is greedy by definition. A ravenous appetite is greedy by definition as well.

Vague analogy: A mercenary demands.

A mercenary (professional soldier) insists or requires? The sentence makes little sense. Mercenaries are hired; they may or may not make demands. The relationship is vague. Eliminate vague analogies when one find them, their function is to catch one’s eye.

4.2.35 Sentence Completion: Normally these are the instructions one will find in sentence completion. “Each sentence below has one or two blanks, each blank indicates that something has been omitted. Beneath the sentence are five letter words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.”

Sentence completion questions test one’s ability to use one’s vocabulary and recognize logical consistency among the elements in a sentence. One needs to know more than the dictionary definitions of the words involved. One needs to know how the words fit together to make logical and stylistic sense.
Sentence completion questions actually measure one part of reading comprehension. If one can recognize how the different parts of a sentence affect one another, one should do well at choosing the answer that best completes the meaning of the sentence or provides a clear, logical statement of fact. The ability to recognize irony and humour will also stand one in good stead, as will the ability to recognize figurative language and to distinguish between formal and informal levels of speech.

Sentence completion questions may come from any of the different fields—of art, literature, history, philosophy, botany, astronomy, geology, and others. One cannot predict what subject matter the sentences on one’s test will have. However, even if one is unfamiliar with the subject matter of a particular sentence, one should still be able to analyse that sentence and choose the word that best completes its meaning. It is not the subject matter that makes the sentence completion hard but the uses of words makes it complex.

4.2.36 Vocabulary level: sentences contain words like intransigence, nonplussed, harbingers. Answer choices include word like penchant, abeyance, and eclectic. Questions employ unfamiliar secondary meanings of words – brook as a verb, economy with the meaning or restraint. In a sentence completion question with two blanks, read through the entire sentence to get a sense of it as a whole. Then insert the first word of each
answer pair in the sentence’s first blank. Ask yourself whether this particular word makes sense in this blank. If the initial word of an answer pair makes no sense in the sentence, one can eliminate that answer pair.
For example: Critic of the movie version of ‘The Colour Purple’……………….. it’s saccharine, overoptimistic mood as out of keeping with the novel’s more…………………tone.

(A) Applauded…..somber
(B) Condemned………hopeful
(C) Acclaimed…………positive
(D) Denounced……….sanguine
(E) Decried……………acerbic

For a quick, general sense of the opening clause, break it down, what does it say? Critics………………the movie’s sugary sweet mood. How would critics react to something sugary sweet and over-hopeful? They would disapprove. Your first missing word must be a synonym for disapproval.

Now eliminate the misfits. Choices A and C fail to meet the test: applauded and acclaimed signify approval, not disapproval. Choice B, condemned, choice D, denounced, and choice E, decried, however, all express disapprobation; they require a second look.
To decide among Choices B, D and E, consider the second blank. The movie’s sugary, overly hopeful mood is out of keeping with the novel's tone: the two moods disagree. Therefore, the novel’s tone is not hopeful or sickly sweet. It is instead on the bitter or sour side; in a word, acerbic. The correct answer is clearly Choice E.

Remember, in double-blank sentences, the right answer must correctly fill both blanks. A wrong answer choice often includes one correct and one incorrect answer. Always test both words.

4.2.37: Paragraph formation: It may be based on the following:

a. Homonyms and Homophones based alternatives
b. Fill in the blanks (grammar based).
c. Synonyms and antonyms based sentences.

e.g.: Four different sentences from the same paragraph are given. One needs to arrange the right sequence.

a. If yes, how is priority established?
b. Thus, to what extent has an integration of the various approaches taken place?
c. These questions must also form part of the criteria when designing or assessing your own syllabus.
d. It is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher.

e. Does the syllabus specification include all aspects?

   Ans: d b e a c

Here, these type of questions demand witty understanding and analytical skills of sentence construction and knowledge of conjunctions. Knowledge of usage of Conjunctions helps to understand the connectivity of the two sentences. (for e.g: if a sentence begins with and, or like conjunctions, it reflects that there is one more sentence earlier)

To develop interest of the students in sentence formation and sentence construction, one can take some funny paragraphs and misarrange it for students’ exercise. And ask them to write the correct sequence of paragraph formation.

**Unit-3**

**4.3. Reading Comprehension:**

Reading Comprehension questions test one’s ability to understand what one reads-both content and technique. A passage may deal with the sciences (including medicines, botany, zoology, chemistry, physics, geology, astronomy); the humanities (including art, literature, music,
philosophy, folklore); or the social sciences (including history, economics, sociology, governance). Some passages are strictly objective, explaining or describing a phenomenon or process neutrally. Others reflect a particular bias or point of view: the author is trying to convince the reader to share his or her opinion about the subject being discussed.

Some of the reading comprehension questions are factual, asking one about specific details in the passages. Others ask about interpreting the passages, to make judgments about them. Still others ask about recognizing various techniques used by the authors or possible applications of their ideas to other circumstances. Asking you about specific details in the passages, others ask about interpreting the passages, to make judgments about them; to recognize various techniques used by the authors or possible application of their ideas to other circumstances. Some questions include lengthy and complex statements, as lengthy and complex as any sentence in the passage. Read the questions slowly, as closely as you read the text. Be sure, in answering reading comprehensions, that you read all the answer choices before taking a decision which is correct.

The reading comprehension questions following each passage are not arranged in order of difficulty. They are arranged to reflect the way the passage’s content is organized. A question based on information found at
the beginning of the passage generally will come before a question based on information at the passage’s end.

In responding to reading comprehension passages, one generally has to consider more material than can fit conveniently on a single screen. One will confront a split screen similar to the one on the next page. On one half of the screen one will see the question that one must answer; on the other one will see a segment of the passage under consideration. One will have to scroll through the passage in order to read the text in its entirety.

Here are seven categories of reading questions one is likely to face:

1. Main idea: questions, that test one’s ability to find the central thought of a passage or to judge its significance, often takes one of the following forms:

   The main point of the passage is to….

   The passage is primarily concerned with….

   The author’s primary purpose in this passage is to….

   The chief theme of the passage can best be described as….

   Which of the following titles best state the central idea of the passage?

   Which of the following statements best expresses the main idea of the passage?

2. Finding Specific Details: Questions that test your ability to understand what the author states explicitly are often worded:
According to the author....

The author states all of the following EXCEPT....

According to the passage, which of the following is true of the...

The passage supplies information that would answer which of the following questions?

Which of the following statements is (are) best supported by the passage?

Which of the following is NOT cited in the passage as evidences of....

3. Drawing Inferences: Questions that test your ability to go beyond the author’s explicit statements and see what these statements imply may be worded:

   It can be inferred from the passage that....

   The author implies that.....

   The passage suggests that.....

   Which of the following statements about…can be inferred from the passage?

4. Application to other situations: Questions that test your ability to recognize how the author’s ideas might apply to other situations. They are worded as:

   With which of the following statements would the author of the passage be most likely to agree?
With which of the following aphorisms would the author be in strongest agreement?

The author’s argument would be most weakened by the discovery of which of the following?

The author’s contention would be most clearly strengthened if which of the following were found to be true?

Which of the following examples could best be substituted for the author’s example of…?

Which of the following statements would be most likely to begin the paragraph immediately following the passage?

The author is most probably addressing which of the following audiences?

5. Tone/Attitude: Questions that test your ability to sense an author’s emotional state often take the form:

   The author’s attitude toward the problem can best be described as..

   The author regards that idea that…with….

   The author’s tone in the passage is that of a person attempting to…

   Which of the following best describes the author’s tone in the passage?

6. Technique: Questions that test your ability to recognize a passage’s method of organization or technique are often worded as:
Which of the following best describes the development of this passage?

In presenting the argument, the author does all of the following EXCEPT....

The relationship between the second paragraph and the first paragraph can best be described as....

In the passage, the author makes the central point primarily by....

The organization of the passage can best be described as.....

7. Determining the meaning of words from this context: Questions that test your ability to work out the meaning of unfamiliar words from their context are often worded as:

As it is used in the passage, the term.....can best be described as...

The phrase......is used in the passage to mean that...

As used by the author, the term...refers to....

The author uses the phrase....to describe....

Directions: each of the following reading comprehension questions are based on the content of the following passage. Read the passage and then determine the best answer choice for each question. Base your
choice on what this passage states directly or implies, not on any information one may have gained elsewhere.

As such, scientific knowledge is divided into mathematical sciences, natural sciences or sciences dealing with the natural world (physical and biological sciences), and sciences dealing with mankind (psychology, sociology, all the sciences of cultural achievements, every kind of historical knowledge). Apart from these sciences is philosophy. In the first place, all this is pure or theoretical knowledge, sought only for the purpose of understanding, in order to fulfill the need to understand that what is intrinsic and substantial to man. What distinguishes a man from an animal is that he knows and needs to know. If man did not know that the world existed, and the world was of a certain kind, that he was in the world and that he himself was of a certain kind, he wouldn’t be a man. The technical aspects of applications of knowledge are equally necessary for man, because they also contribute to defining him as man and permit him to live a life increasing more truly human.

But even while enjoying the results of technical progress, man must defend the primacy and autonomy of pure knowledge. Knowledge sought directly for its practical applications will have immediate and foreseeable success, but not the kind of important result whose revolutionary scope is in large part unforeseen, except by the imagination of the Utopians. Let
me recall a well-known example. If the Greek mathematicians had not applied themselves to the investigation of conic sections, zealously and without the least suspicion that it might someday be useful, it would not have been possible centuries later to navigate far from shore. The first men to study the nature of electricity could not imagine that their experiments, carried on because of mere intellectual curiosity, would eventually lead to modern electrical technology, without which we can scarcely conceive of contemporary life. Pure knowledge is valuable for its own sake, because the human spirit cannot resign itself to ignorance. But in addition, it is the foundation for practical results that would not have been reached if this knowledge had not been sought disinterestedly:

1. The author points out that the Greeks who studied conic sections:
   (A) invented modern mathematical applications
   (B) were interested in navigation
   (C) were unaware of the value of their studies
   (D) worked with electricity
   (E) were forced to resign themselves to failure

2. The title below that best expresses the ideas of this passage is
   (A) Technical progress
   (B) A little learning is a dangerous thing
   (C) Ma’s distinguishing characteristics
   (D) Learning for its own sake
   (E) The difference between sciences and philosophy
3. It can be inferred from the passage that to the author man’s need to know is chiefly important in that it:

(A) Allows the human race to progress technically

(B) Encompasses both the physical and social sciences

(C) Demonstrates human vulnerability

(D) Defines man’s essential humanity

(E) Has increased as our knowledge of the world has grown

Reading comprehension includes topics like philosophy, sociology, psychology, astronomy, sciences, civics and etc. Hence, to be good in reading comprehension, one needs to be good in almost all area of reading. Because every area has a different set of vocabulary and the meaning of several words change according to the subject.

Unit-4

4.4. Group Discussion

There is no standard definition for Group discussion:

Group Discussion in M.B.A Entrance Tests: A majority of examiners expect creativity, attitude and approach in communication. They expect aggression with learning approach and solution oriented discussion.

Group Discussion in Campus Placement: A majority of examiners divide the entire group into two groups and ask them to speak either in favour of
the topic or against the topic. They expect participation, teamwork, initiative and communicative skills.

**Group Discussion in Defense services:** A majority of examiners look into firmness, decisiveness, ethics and social values. They expect aggression with wit.

Summarily, Group discussion varies from exam to exam. However, participation, decisiveness, analyzing skills and general awareness are the primary skills. Unless we prepare our candidates for actual Group discussion competition with a specific objective, we would not be able to attract attention and interest of the students. Group discussion helps to find out the answer to the following questions:

**Analytical skills:** How to analyse a problem or issue?

**Inter-personal skills:** It helps to check the convincing power and group interaction skills.

**Empathy and Democratic Approach:** It provides scope to check behaviour towards other team mates.

**Acceptability:** One has to have the skills to understand and accept others views.

**Logical argument:** Does one have the skills to present one’s view logically with proper examples.
4.6.1 Group Discussions-General Concepts

What is the normal duration of Group Discussions?
A Group Discussion is generally of 15-20 minutes duration.

How many panel members are there to evaluate?
There are usually 3-4 panel members to evaluate.

Is there time given for preparation after the topic is given and before starting the Group Discussion?
Usually some time (2-5 minutes) is given to collect one's thoughts, but there could be instances when this does not happen, so it is best not to bank on this.

Should I address the panel or the group members?
Don't ever make the mistake of addressing the panel members. The Group Discussion is between you and the other members, not the panel members. You must avoid even looking at the panel members while the Group Discussion is in progress. Just ignore their existence.

What is the seating arrangement like?
It could be semi-circular, or circular, or seating alongside a rectangular table, depending upon the venue. It is best not to bother about trivial issues like this, which you have no control over.
How should I address the other group members?

If you are initiating the discussion, you could do so by collectively addressing the group as "Friends". Subsequently, you could use names (if the group has had a round of self-introduction prior to starting the discussion and you remember the names) or simply use pronouns like "he" or "she".

Suppose I have a lot to say on the topic, should I say all of it?

You would not be looked upon favorably if you kept speaking all the time and did not listen to anyone else. Contrary to the misconception, the person who talks the most is not necessarily the one who is judged the best. The quality and not the quantity of your contribution is the success factor.

Should I encourage others to speak up?

Do not directly put someone who is consistently silent on the spot by asking him/her to speak up. If someone has been trying to speak and has a good point but is cut off constantly, one may encourage him/her to continue with the point as one would like to hear.
Are the group members supposed to keep track of the time or will the panel keep track?

It would be good if one is conscious of the time, but not to the point of getting so distracted one does not contribute to the discussion.

4.4.2 Group Discussion Tips

- Always be the initiator and concluder of the GD than being a participant.
- But if you are a participant always try to be the most vital/key participant.
- Put your points firmly and always try to get the support of others too.
- If you find that the discussion is going off-track then never lose an opportunity to bring it back to stream. This is the best point to score maximum marks.
- Try to keep the latest information on the topic.
- Be very polite and cool, people may try to provoke you to get more points.
- Most important don't wait for your turn to speak when the discussion is on.
- Interrupt politely if you want to put forward your points.
- Last but not the least keep a tab on the time given for discussion.
• Score points by wrapping up the discussion if you feel that the discussion is heating up but the time is going to be over.

• During conclusion, do end with the conclusion note. That shows your quality of leadership.

Unit-5

4.5. Personal Interview:

Interviewers may ask some unexpected complex questions like...

1) Consider yourself as C. E. O., what would you do for the growth of the company?

2) How can you improve employee relationships in the company?

3) What can you do to avoid sexual harassment in the company?

4) You said you are innovative; you are better suited to join a product company rather than our services company.

5) You appear to be weak in communicating skills. Do you still expect to get the job?

6) Take a breath, take your time to think and answer in a positive and optimistic way. Don't leave hope or surrender at any stage. (Companies ask whether you have friends and enjoy their company. This is to test whether you can work in a team. So always say you have pretty good number of friends and you enjoy their company. Never ever agree to work alone.)
All the above mentioned books carry a definition of interview, the purpose of interview, types of interview and so on. But none of them has made it clear that being an engineer when a candidate goes to face either an interview for M.B.A entrance test, or campus placement interview or defense services examination or meeting for business proposal, or visa counseling, what would be the general expectation of the interviewee. It would be of great help if an EL&CS teacher conveys this to his students:

A. M.B.A Entrance Test: Communicative skills, logical thinking, promising personality, general knowledge, business analyzing skills, co-curricular activities makes selection process easier. If a candidate enriches his profile with co-curricular activities, maintains 55% and above in academics and develops communicative skills with apt general knowledge he is considered to be the right candidate for management study.

B. Campus Placement Test: If a candidate is average in communicative skills, but is able to represent his thoughts and technical knowledge in English, he would be able to manage his interview. A candidate should have a rich academic background, sound technical knowledge and average communication skills with managerial and team work ability.
C. **Defense/Civil Services Interview:** Appropriate physique, firmness in thought, General awareness, convincing skills, mental strength, professional ethics, above average communication skills and good academic background is desirable.

In short, engineers are not expected to be exceptionally good in communicative skills; they need to be good at representing themselves and should possess convincing skills. In both the situations knowledge in their subject comes first.

Here, some general interview questions are given with some of the best answers.

**4.5.1 Tell me about yourself.**

TRAPS: Beware; about 80% of all interviews begin with this “innocent” question. Many candidates go for interview unprepared, as a result skewer themselves by rambling, recapping their life story, delving into ancient work, history or personal matters.

BEST ANSWER: Start with the present and tell why you are well qualified for the position. Remember that the key to all successful interviewing is to match one’s qualifications to what the interviewer is looking for. In other words one must sell what the buyer is interested in buying. This is the
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single most important strategy in job hunting. So, before you answer this or any question it's imperative that one tries to uncover the interviewer's greatest need, want, problem or goal. To do so, make sure you take these two steps:

1. Do all the homework you can before the interview to uncover this person's wants and needs (not the generalized needs of the industry or company)

2. As early as you can in the interview, ask for a more complete description of what the position entails. You might say: “I have a number of accomplishments I'd like to tell you about, but I want to make the best use of our time together and talk directly to your needs. To help me do that, could you tell me more about the most important priorities of this position? All I know is what I heard from the recruiter, read in the classified ad, etc.”

Then, ALWAYS follow-up with a second and possibly, third question, to draw out his needs even more. Surprisingly, it's usually this second or third question that unearths what the interviewer is most looking for.

You might ask simply, "And in addition to that..." or, "Is there anything else you see as essential to success in this position?: This process will not feel easy or natural at first, because it is easier simply to answer questions, but only if you uncover the employer's wants and needs will your answers make the most sense. Practice asking these key questions before giving your
answers, the process will feel more natural and you will be light years ahead of the other job candidates you're competing with. After uncovering what the employer is looking for, describe why the needs of this job bear striking parallels to tasks you've succeeded at before. Be sure to illustrate with specific examples of your responsibilities and especially your achievements, all of which are geared to present yourself as a perfect match for the needs he has just described.

4.5.2. What are your greatest strengths?

TRAPS: This question seems like a softball lob, but be prepared. You don't want to come across as egotistical or arrogant. Neither is this a time to be humble.

BEST ANSWER: You know that your key strategy is to first uncover your interviewer's greatest wants and needs before you answer questions. And from Question 1, you know how to do this. Prior to any interview, you should have a list mentally prepared of your greatest strengths. You should also have, a specific example or two, which illustrates strengths, an example chosen from your most recent and most impressive achievements. You should, have this list of your greatest strengths and corresponding examples from your achievements so well committed to memory that you can recite them cold after being shaken awake at 2:30AM. Then, once you uncover your interviewer's greatest wants and
needs, you can choose those achievements from your list that best match up. As a general guideline, the 10 most desirable traits that all employers love to see in their employees are:

1. A proven track record as an achiever...especially if your achievements match up with the employer's greatest wants and needs.
2. Intelligence...management "savvy".
3. Honesty...integrity...a decent human being.
4. Good fit with corporate culture...someone to feel comfortable with...a team player who matches well with interviewer's team.
5. Likeability...positive attitude...sense of humor.
6. Good communication skills.
7. Dedication...willingness to walk the extra mile to achieve excellence.
8. Definiteness of purpose...clears goals.
9. Enthusiasm...high level of motivation.
10. Confident...healthy...a leader.

4.5.3 What are your greatest weaknesses?

TRAPS: Beware - this is an eliminator question, designed to shorten the list of candidates. Any admission of a weakness or fault will earn you an “A” for honesty, but an “F” for the interview. PASSABLE ANSWER: Disguise strength as a weakness. Example: “I sometimes push my people too hard. I like to work with a sense of urgency and everyone is not always on the same wave length.” Drawback: This strategy is better than
admitting a flaw, but it's so widely used; it is transparent to any experienced interviewer.

BEST ANSWER: (and another reason it's so important to get a thorough description of your interviewer's needs before you answer questions): Assure the interviewer that you can think of nothing that would stand in the way of your performing in this position with excellence. Then, quickly review your strongest qualifications.

Example: “Nobody's perfect, but based on what you've told me about this position; I believe I'd make an outstanding match. I know that when I hire people, I look for two things most of all. Do they have the qualifications to do the job well, and the motivation to do it well? Everything in my background shows I have both the qualifications and a strong desire to achieve excellence in whatever I take on. So I can say in all honesty that I see nothing that would cause you even a small concern about my ability or my strong desire to perform this job with excellence.” Instead of confessing a weakness, describe what you like most and like least, making sure that what you like most matches up with the most important qualification for success in the position, and what you like least is not essential. For example: Let's say you're applying for a teaching position. “If given a choice, I like to spend as much time as possible in front of my prospects selling, as opposed to shuffling paperwork back at the office. Of
course, I long ago learned the importance of filing paperwork properly, and I do it conscientiously. But what I really love to do is sell (if your interviewer were a sales manager, this should be music to his ears.).

4.5.4. **Tell me about something you did – or failed to do – that you now feel a little ashamed of.**

TRAPS: There are some questions your interviewer has no business asking, and this is one. But while you may feel like answering, “none of your business,” naturally you can’t. Some interviewers ask this question on the chance you admit to something, but if not, at least they’ll see how you think on your feet. Some unprepared candidates, flustered by this question, unburden themselves of guilt from their personal life or career, perhaps expressing regrets regarding a parent, spouse, child, etc. All such answers can be disastrous.

BEST ANSWER: As with faults and weaknesses, never confess regret. But don’t seem as if you’re stonewalling either. Best strategy: Say you harbour no regrets, then add a principle or habit you practice regularly for healthy human relations. Example: Pause for reflection, as if the question never occurred to you. Then say, “You know, I really can’t think of anything.” (Pause again, and then add): “I would add that as a general management principle, I’ve found that the best way to avoid regrets is to avoid causing them in the first place. I practice one habit that helps me a
great deal in this regard. At the end of each day, I mentally review the
day’s events and conversations to take a second look at the people and
developments I’m involved with and do a double check of what they’re
likely to be feeling. Sometimes I’ll see things that do need more follow-up,
whether a pat on the back, or maybe a five minute chat in someone’s
office to make sure we’re clear on things…whatever.” “I also like to make
each person feel like a member of an elite team, like the Boston Celtics or
LA Lakers in their prime. I’ve found that if you let each team member know
you expect excellence in their performance…if you work hard to set an
example yourself…and if you let people know you appreciate and respect
their feelings, you wind up with a highly motivated group, a team that’s
having fun at work because they’re striving for excellence rather than
brooding over slights or regrets.”

4.5.5. The “Silent Treatment”
TRAPS: Beware – if you are unprepared for this question, you will
probably not handle it right and possibly blow the interview. Thank
goodness most interviewers don’t employ it. It’s normally used by those
determined to see how you respond under stress. Here’s how it works:
You answer an interviewer’s question and then, instead of asking another,
he just stares at you in a deafening silence. You wait, growing a bit
uneasy, and there he sits, silent as Mt. Rushmore, as if he doesn’t believe
what you’ve just said, or perhaps making you feel that you’ve unwittingly
violated some cardinal rule of interview etiquette. When you get this silent
treatment after answering a particularly difficult question, such as “tell me
about your weaknesses”, its intimidating effect can be most disquieting,
even to polished job hunters. Most unprepared candidates rush in to fill
the void of silence, viewing prolonged, uncomfortable silences as an
invitation to clear up the previous answer which has obviously caused
some problem. And that’s what they do – ramble on, sputtering more and
more information, sometimes irrelevant and often damaging, because they
are suddenly playing the role of someone who’s goofed and is now trying
to recoup. But since the candidate doesn’t know where or how he goofed,
he just keeps talking, showing how flustered and confused he is by the
interviewer’s unmovable silence.

BEST ANSWER: Like a primitive tribal mask, the Silent Treatment loses
all its power to frighten you once you refuse to be intimidated. If your
interviewer pulls it, keep quiet yourself for a while and then ask, with
sincere politeness and not a trace of sarcasm, “Is there anything else I can
fill in on that point?” That’s all there is to it. Whatever you do, don’t let the
Silent Treatment intimidate you into talking a blue streak, because you
could easily talk yourself out of the position.
4.5.6. Why should I hire you?

TRAPS: Believe it or not, this is a killer question because so many candidates are unprepared for it. If you stammer or adlib you’ve blown it.

BEST ANSWER: By now you can see how critical it is to apply the overall strategy of uncovering the employer’s needs before you answer questions. If you know the employer’s greatest needs and desires, this question will give you a big leg up over other candidates because you will give him better reasons for hiring you than anyone else is likely to…reasons tied directly to his needs. Whether your interviewer asks you this question explicitly or not, this is the most important question of your interview because he must answer this question favorably in his own mind. So help him out! Walk through each of the position’s requirements as you understand them, and follow each with a reason why you meet that requirement so well.

4.5.7. Where do you see yourself five years from now?

TRAPS: One reason interviewers ask this question is to see if you’re settling for this position, using it merely as a stopover until something better comes along. Or they could be trying to gauge your level of ambition. If you’re too specific, i.e., naming the promotions you someday hope to win, you’ll sound presumptuous. If you’re too vague, you’ll seem rudderless.
BEST ANSWER: Reassure your interviewer that you’re looking to make a long-term commitment…that this position entails exactly what you’re looking to do and what you do extremely well. As for your future, you believe that if you perform each job at hand with excellence, future opportunities will take care of themselves. Example: “I am definitely interested in making a long-term commitment to my next position. Judging by what you’ve told me about this position, it’s exactly what I’m looking for and what I am very well qualified to do. In terms of my future career path, I’m confident that if I do my work with excellence, opportunities will inevitably open up for me. It’s always been that way in my career, and I’m confident I’ll have similar opportunities here.”

4.5.8. Describe your ideal company, location and job.

TRAPS: This is often asked by an experienced interviewer who thinks you may be overqualified, but knows better than to show his hand by posing his objection directly. So he’ll use this question instead, which often gets a candidate to reveal that, indeed, he or she is looking for something other than the position at hand.

BEST ANSWER: The only right answer is to describe what this company is offering, being sure to make your answer believable with specific reasons, stated with sincerity, why each quality represented by this
opportunity is attractive to you. Remember that if you’re coming from a company that’s the leader in its field or from a glamorous or much admired company, industry, city or position, your interviewer and his company may well have an “Avis” complex. That is, they may feel a bit defensive about being “second best” to the place you’re coming from, worried that you may consider them bush league. This anxiety could well be there even though you’ve done nothing to inspire it. You must go out of your way to assuage such anxiety, even if it’s not expressed, by putting their virtues high on the list of exactly what you’re looking for, providing credible reason for wanting these qualities. If you do not express genuine enthusiasm for the firm, its culture, location, industry, etc., you may fail to answer this “Avis” complex objection and, as a result, leave the interviewer suspecting that a hot shot like you, coming from a Fortune 500 company in New York, just wouldn’t be happy at an unknown manufacturer based in Topeka, Kansas.

4.5.9. Why do you want to work at our company?

TRAPS: This question tests whether you’ve done any homework about the firm. If you haven’t, you lose. If you have, you win big.

BEST ANSWER: This question is your opportunity to hit the ball out of the park, thanks to the in-depth research you should do before any interview. Best sources for researching your target company: annual reports, the
corporate newsletter, contacts you know at the company or its suppliers, advertisements, articles about the company in the trade press.

4.5.10. What are your career options right now?
TRAPS: The interviewer is trying to find out, “How desperate are you?”

BEST ANSWER: Prepare for this question by thinking of how you can position yourself as a desired commodity. If you are still working, describe the possibilities at your present firm and why, though you’re greatly appreciated there, you’re looking for something more (challenge, money, responsibility, etc.). Also mention that you’re seriously exploring opportunities with one or two other firms. If you’re not working, you can talk about other employment possibilities you’re actually exploring. But do this with a light touch, speaking only in general terms. You don’t want to seem manipulative or coy.

4.5.11. Tell me honestly about the strong points and weak points of your boss (company, management team, etc.)
TRAPS: Skillful interviewers sometimes make it almost irresistible to open up and air a little dirty laundry from your previous position.

BEST ANSWER: Remember the rule: Never be negative. Stress only the good points, no matter how charmingly you’re invited to be critical. Your interviewer doesn’t care a whit about your previous boss. He wants to find
out how loyal and positive you are, and whether you’ll criticize him behind his back if pressed to do so by someone in this own company. This question is your opportunity to demonstrate your loyalty to those you work with.

4.5.12. What good books have you read lately?
TRAPS: As in all matters of your interview, never fake familiarity you don’t have. Yet you don’t want to seem like a dullard who hasn’t read a book since Tom Sawyer.

BEST ANSWER: Unless you’re up for a position in academia or as book critic for The New York Times, you’re not expected to be a literary lion. But it wouldn’t hurt to have read a handful of the most recent and influential books in your profession and on management. Consider it part of the work of your job search to read up on a few of these leading books. But make sure they are quality books that reflect favorably upon you, nothing that could even remotely be considered superficial. Finally, add a recently published bestselling work of fiction by a world-class author and you’ll pass this question with flying colors.

4.5.13. Tell me about a situation when your work was criticized.
TRAPS: This is a tough question because it’s a more clever and subtle way to get you to admit to a weakness. You can’t dodge it by pretending
you’ve never been criticized. Everybody has been. Yet it can be quite
damaging to start admitting potential faults and failures. This question is
also intended to probe how well you accept criticism and direction.

BEST ANSWERS: Begin by emphasizing the extremely positive feedback
you’ve got throughout your career and (if it’s true) that your performance
reviews have been uniformly excellent. Of course, no one is perfect and
you always welcome suggestions on how to improve your performance.
Then, give an example of a not-too-damaging learning experience from
your career and relate the ways this lesson has since helped you. This
demonstrates that you learned from the experience and the lesson is now
one of the strongest breastplates in your suit of armour.

If you are pressed for a criticism from a recent position, choose something
fairly trivial that is in no way essential to your successful performance. Add
that you’ve learned from this, too, and over the past several years/months,
it’s no longer an area of concern because you now make it a regular
practice to…etc. Another way to answer this question would be to
describe your intention to broaden your mastery of an area of growing
importance in your field. For example, this might be a computer
programme you’ve been meaning to sit down and learn… a new
management technique you’ve read about…or perhaps attending a
seminar on some cutting-edge branch of your profession. Again, the key is
to focus on something not essential to your brilliant performance but which adds yet another dimension to your already impressive knowledge base.

4.5.14. What are your outside interests?

TRAPS: You want to be well-rounded, not a drone. But your potential employer would be even more turned off if he suspects that your heavy extracurricular load will interfere with your commitment to your work duties.

BEST ANSWERS: Try to gauge how this company’s culture would look upon your favorite outside activities and be guided accordingly. You can also use this question to shatter any stereotypes that could limit your chances. If you’re over 50, for example, describe your activities that demonstrate physical stamina. If you’re young, mention an activity that connotes wisdom and institutional trust, such as serving on the board of a popular charity. But above all, remember that your employer is hiring you for what you can do for him, not your family, yourself or outside organizations, no matter how admirable those activities may be.

4.5.15. The “Fatal Flaw” question.

TRAPS: If an interviewer has read your resume carefully, he may try to zero in on a “fatal flaw” of your candidacy, perhaps that you don’t have a college degree...you’ve been out of the job market for some time...you
never earned your CPA, etc. A fatal flaw question can be deadly, but usually only if you respond by being overly defensive.

BEST ANSWERS: As every master salesperson knows, you will encounter objections (whether stated or merely thought) in every sale. They’re part and parcel of the buyer’s anxiety. The key is not to exacerbate the buyer’s anxiety but diminish it. Here’s how... Whenever you come up against a fatal flaw question:

1. Be completely honest, open and straightforward about admitting the shortcoming. (Showing you have nothing to hide diminishes the buyer’s anxiety.)

2. Do not apologize or try to explain it away. You know that this supposed flaw is nothing to be concerned about, and this is the attitude you want your interviewer to adopt as well.

3. Add that as desirable as such a qualification might be, its lack has made you work all the harder throughout your career and has not prevented you from compiling an outstanding track record of achievements. You might even give examples of how, through a relentless commitment to excellence, you have consistently outperformed those who do have this qualification. Of course, the ultimate way to handle “fatal flaw” questions is to prevent them from arising in the first place. You will do that by following the master strategy described in Question 1, i.e., uncovering the employers needs and them matching your qualifications to those
needs. Once you’ve got the employer to start talking about his most urgently-felt wants and goals for the position, and then help him see in step-by-step fashion how perfectly your background and achievements match up with those needs, you’re going to have one very enthusiastic interviewer on your hands, one who is no longer looking for “fatal flaws”.

4.5.16. How do you feel about reporting to a younger person (minority, woman, etc)?

TRAPS: It’s a shame that some interviewers feel the need to ask this question, but many understand the reality that prejudices still exist among some job candidates, and it’s better to try to flush them out beforehand.

The trap here is that in today’s politically sensitized environment, even a well-intentioned answer can result in planting your foot neatly in your mouth. Avoid anything which smacks of a patronizing or an insensitive attitude, such as “I think they make terrific bosses” or “Hey, some of my best friends are…” Of course, since almost anyone with an IQ above room temperature will at least try to steadfastly affirm the right answer here, your interviewer will be judging your sincerity most of all. “Do you really feel that way?” is what he or she will be wondering. So you must make your answer believable and not just automatic. If the firm is wise enough to have promoted people on the basis of ability alone, they’re likely to be
quite proud of it, and would prefer to hire others who will wholeheartedly share their strong sense of fair play.

BEST ANSWER: You greatly admire a company that hires and promotes merit alone and you couldn’t agree more with that philosophy. The age (gender, race, etc.) of the person you report to would certainly make no difference to you. Whoever has that position has obviously earned it and knows his/her job well. Both the person and the position are fully deserving of respect. You believe that all people in a company, from the receptionist to the Chairman, work best when their abilities, efforts and feelings are respected and rewarded fairly, and that includes you. That’s the best type of work environment you can hope to find.

4.5.17. On confidential matters

TRAPS: When an interviewer presses you to reveal confidential information about a present or former employer, you may feel it’s a no-win situation. If you cooperate, you could be judged untrustworthy. If you don’t, you may irritate the interviewer and seem obstinate, uncooperative or overly suspicious.

BEST ANSWER: Your interviewer may press you for this information for two reasons. First, many companies use interviews to research the competition. It’s a perfect set-up. Here in their own lair, is an insider from
the enemy camp who can reveal prized information on the competitor’s plans, research, financial condition, etc.

Second, the company may be testing your integrity to see if you can be cajoled or bullied into revealing confidential data. What to do? The answer here is easy. Never reveal anything truly confidential about a present or former employer. By all means, explain your reticence diplomatically. And certainly you can allude to your finest achievements in specific ways that don’t reveal the combination to the company safe. But be guided by the golden rule. If you were the owner of your present company, would you feel it ethically wrong for the information to be given to your competitors? If so, steadfastly refuse to reveal it. Remember that this question pits your desire to be cooperative against your integrity. Faced with any such choice, always choose integrity. It is a far more valuable commodity than whatever information the company may pry from you. Moreover, once you surrender the information, your stock goes down. They will surely lose respect for you. One President we know always presses candidates unmercifully for confidential information. If he doesn’t get it, he grows visibly annoyed, relentlessly inquisitive, It’s all an act. He couldn’t care less about the information. This is his way of testing the candidate’s moral fiber. Only those who hold fast are hired.
4.5.18. Would you lie for the company?

TRAPS: This another question that pits two values against one another, in this case loyalty against integrity.

BEST ANSWER: Try to avoid choosing between two values, giving a positive statement which covers all bases instead. Example: “I would never do anything to hurt the company..” If aggressively pressed to choose between two competing values, always choose personal integrity. It is the most prized of all values.

4.5.19. Looking back, what would you do differently in your life?

TRAPS: This question is usually asked to uncover any life-influencing mistakes, regrets, disappointments or problems that may continue to affect your personality and performance. You do not want to give the interviewer anything negative to remember you by, such as some great personal or career disappointment, even long ago; that you wish could have been avoided. Nor do you wish to give any answer which may hint that your whole heart and soul will not be in your work.

BEST ANSWER: Indicate that you are a happy, fulfilled, optimistic person and that, in general, you wouldn’t change a thing. Example: “It’s been a good life, rich in learning and experience, and the best it yet to come.”
Every experience in life is a lesson in its own way. I wouldn’t change a thing.”

4.5.20. Can you work under pressure?
TRAPS: An easy question, but you want to make your answer believable.

BEST ANSWER: Absolutely…(then prove it with a vivid example or two of a goal or project accomplished under severe pressure).

4.5. 21. What makes you angry?
TRAPS: You don’t want to come across either as a hothead or a wimp.

BEST ANSWER: Give an answer that’s suited to both your personality and the management style of the firm. Here, the homework you’ve done about the company and its style can help in your choice of words. Examples: If you are a reserved person and/or the corporate culture is coolly professional: “I’m an even-tempered and positive person by nature, and I believe this helps me a great deal in keeping my department running smoothly, harmoniously and with a genuine esprit de corps. I believe in communicating clearly what’s expected, getting people’s commitment to those goals, and then following up continuously to check progress.”
4.5. 22. Who has inspired you in your life and why?

TRAPS: The two traps here are unpreparedness and irrelevance. If you grope for an answer, it seems you’ve never been inspired. If you ramble about your high school basketball coach, you’ve wasted an opportunity to present qualities of great value to the company.

BEST ANSWER: Have a few heroes in mind, from your mental “Board of Directors” – Leaders in your industry, from history or anyone else who has been your mentor. Be prepared to give examples of how their words, actions or teachings have helped inspire your achievements. As always, prepare an answer which highlights qualities that would be highly valuable in the position you are seeking.

4.5. 23. What was the toughest decision you ever had to make?

TRAPS: Giving an unprepared or irrelevant answer.

BEST ANSWER: Be prepared with a good example, explaining why the decision was difficult…the process you followed in reaching it…the courageous or effective way you carried it out…and the beneficial results.
4.5.24. I’m concerned that you don’t have as much experience as we’d like in.

TRAPS: This could be a make-or-break question. The interviewer mostly likes what he sees, but has doubts over one key area. If you can assure him on this point, the job may be yours.

BEST ANSWER: This question is related to “The Fatal Flaw” (Question 18), but here the concern is not that you are totally missing some qualifications, such as CPA certification, but rather that your experience is light in one area. Before going into any interview, try to identify the weakest aspects of your candidacy from this company’s point of view. Then prepare the best answer you possible can to shore up your defenses. To get past this question with flying colors, you are going to rely on your master strategy of uncovering the employer’s greatest wants and needs and then matching them with your strengths. Since you already know how to do this from Question 1, you are in a much stronger position. More specifically, when the interviewer poses an objection like this, you should…

1. Agree on the importance of this qualification.

2. Explain that your strength may be indeed be greater than your resume indicates because...

3. When this strength is added to your other strengths, it’s really your combination of qualifications that’s most important. Then review the areas
of your greatest strengths that match up most favorably with the company’s most urgently-felt wants and needs. This is a powerful way to handle this question for two reasons. First, you’re giving your interviewer more ammunition in the area of his concern. But more importantly, you’re shifting his focus away from this one, isolated area and putting it on the unique combination of strengths you offer, strengths which tie in perfectly with his greatest wants.

4.5. 25. How do you feel about working nights and weekends?

TRAPS: Blurt out “no way, Jose” and you can kiss the job offer goodbye. But what if you have a family and want to work a reasonably normal schedule? Is there a way to get both the job and the schedule you want?

BEST ANSWER: First, if you’re a confirmed workaholic, this question is a softball lob. Whack it out of the park on the first swing by saying this kind of schedule is just your style. Add that your family understands it. Indeed, they’re happy for you, as they know you get your greatest satisfaction from your work. If however, you prefer a more balanced lifestyle, answer this question with another: “What’s the norm for your best people here?” If the hours still sound unrealistic for you, ask, “Do you have any top people who perform exceptionally for you, but who also have families and like to get home in time to see them at night?” Chances are this company does, and this associates you with this other “top-performers-who-leave-not-later-
than-six” group. Depending on the answer, be honest about how you would fit into the picture. If all those extra hours make you uncomfortable, say so, but phrase your response positively. For example: I love my work and do it exceptionally well. I think the results speak for themselves, especially in (mention your two or three qualifications of greater interest to the employer. Remember, this is what he wants most, not a workaholic with weak credentials). Not only would I bring these qualities, but I've built my whole career on working not just hard, but smart. I think you’ll find me one of the most productive people here. I do have a family who likes to see me after work and on weekends. They add balance and richness to my life, which in turn helps me to be happy and productive at work. If I could handle some of the extra work at home in the evenings or on weekends, that would be ideal. You’d be getting a person of exceptional productivity who meets your needs with strong credentials. And I’d be able to handle some of the heavy workload at home where I can be under the same roof as my family. Everybody would win.

4.5.26. Are you willing to relocate or travel?

TRAPS: Answer with a flat “no” and you may slam the door shut on this opportunity. But what if you’d really prefer not to relocate or travel, yet wouldn’t want to lose the job offer over it?
BEST ANSWER: First find out where you may have to relocate and how much travel may be involved. Then respond to the question. If there’s no problem, say so enthusiastically. If you do have a reservation, there are two schools of thought on how to handle it. One advises you to keep your options open and your reservations to yourself, by saying, “no problem”. Your strategy here is to get the best offer you can, then make a judgment whether it’s worth it to you to relocate or travel. Also, by the time the offer comes through, you may have other offers and can make a more informed decision. Why kill this opportunity before it has a chance to blossom into something really special? And if you’re a little more desperate three months from now, you might wish you hadn’t slammed the door on relocating or traveling. The second way to handle this question is to voice a reservation, but assert that you’d be open to relocating (or traveling) for the right opportunity. The answering strategy you choose depends on how eager you are for the job. If you want to take no chances, choose the first approach. If you want to play a little harder-to-get in hopes of generating a more enticing offer, choose the second.

4.5.27. Do you have the stomach to fire people? Have you had experience firing many people?

TRAPS: This “innocent” question could be a trap door which sends you down a chute and lands you in a heap of dust outside the front door. Why? Because it’s real intent is not just to see if you’ve got the stomach to fire,
but also to uncover poor judgment in hiring which has caused you to fire so many. Also, if you fire so often, you could be a tyrant. So don’t rise to the bait by boasting how many you’ve fired, unless you’ve prepared to explain why it was beyond your control, and not the result of your poor hiring procedures or foul temperament.

BEST ANSWER: Describe the rational and sensible management process you follow in both hiring and firing. Example: “My whole management approach is to hire the best people I can find, train them thoroughly and well, get them excited and proud to be part of our team, and then work with them to achieve our goals together. If you do all of that right, especially hiring the right people, I’ve found you don’t have to fire very often. “So with me, firing is a last resort. But when it’s got to be done, it’s got to be done, and the faster and cleaner, the better. A poor employee can wreak terrible damage in undermining the morale of an entire team of good people. When there’s no other way, I’ve found it’s better for all concerned to act decisively in getting rid of offenders who won’t change their ways.”

4.5.28. What do you see as the proper role/mission of... ...a good (job title you’re seeking); ...a good manager; ...an executive in serving the community; ...a leading company in our industry; etc.

TRAPS: These and other “proper role” questions are designed to test your understanding of your place in the bigger picture of your department,
company, community and profession….as well as the proper role each of these entities should play in its bigger picture. The question is most frequently asked by the most thoughtful individuals and companies…or by those concerned that you’re coming from a place with a radically different corporate culture (such as from a big government bureaucracy to an aggressive small company). The most frequent mistake executives make in answering is simply not being prepared (seeming as if they’ve never given any of this thought.)…or in phrasing an answer best suited to their prior organization’s culture instead of the hiring company’s.

BEST ANSWER: Think of the most essential ingredients of success for each category above – your job title, your role as manager, your firm’s role, etc. Identify at least three but no more than six qualities you feel are most important to success in each role. Then commit your response to memory. Here, again, the more information you’ve already drawn out about the greatest wants and needs of the interviewer, and the more homework you’ve done to identify the culture of the firm, the more on-target your answer will be.

4.5.29. What would you say to your boss if he’s crazy about an idea, but you think it stinks?

TRAPS: This is another question that pits two values, in this case loyalty and honesty, against one another.
BEST ANSWER: Remember the rule stated earlier: In any conflict between values, always choose integrity.

Example: I believe that when evaluating anything, it’s important to emphasize the positive. What do I like about this idea?” “Then, if you have reservations, I certainly want to point them out, as specifically, objectively and factually as I can.” “After all, the most important thing I owe my boss is honesty. If he can’t count on me for that, then everything else I may do or say could be questionable in his eyes.” “But I also want to express my thoughts in a constructive way. So my goal in this case would be to see if my boss and I could make his idea even stronger and more appealing, so that it effectively overcomes any initial reservation I or others may have about it.” “Of course, if he overrules me and says, ‘no, let’s do it my way,’ then I owe him my full and enthusiastic support to make it work as best it can.”

4.5.30. How could you have improved your career progress?

TRAPS: This is another variation on the question, “If you could, how would you live your lives over?” Remember, you’re not going to fall for any such invitations to rewrite person history. You can’t win if you do.
BEST ANSWER: You’re generally quite happy with your career progress. Maybe, if you had known something earlier in life (impossible to know at the time, such as the booming growth in a branch in your industry…or the corporate downsizing that would phase out your last job), you might have moved in a certain direction sooner. But all things considered, you take responsibility for where you are, how you’ve gotten there, where you are going…and you harbor no regrets.

4.5.31. What would you do if a fellow executive on your own corporate level wasn’t pulling his/her weight…and this was hurting your department?

TRAPS: This question and other hypothetical ones test your sense of human relations and how you might handle office politics.

BEST ANSWER: Try to gauge the political style of the firm and be guided accordingly. In general, fall back on universal principles of effective human relations – which in the end, embody the way you would like to be treated in a similar circumstance. Example: “Good human relations would call for me to go directly to the person and explain the situation, to try to enlist his help in a constructive, positive solution. If I sensed resistance, I would be as persuasive as I know how to explain the benefits we can all gain from working together, and the problems we, the company and our customers will experience if we don’t.” POSSIBLE FOLLOW-UP QUESTION: And
what would you do if he still did not change his ways? ANSWER: “One thing I wouldn’t do is let the problem slide, because it would only get worse and overlooking it would set a bad precedent. I would try again and again and again, in whatever way I could, to solve the problem, involving wider and wider circles of people, both above and below the offending executive and including my own boss if necessary, so that everyone involved can see the rewards for teamwork and the drawbacks of non-cooperation.” “I might add that I’ve never yet come across a situation that couldn’t be resolved by harnessing others in a determined, constructive effort.”

4.5.32. You’ve been with your firm a long time. Won’t it be hard switching to a new company?

TRAPS: Your interviewer is worried that this old dog will find it hard to learn new tricks.

BEST ANSWER: To overcome this objection, you must point to the many ways you have grown and adapted to changing conditions at your present firm. It has not been a static situation. Highlight the different responsibilities you’ve held, the wide array of new situations you’ve faced and conquered. As a result, you’ve learned to adapt quickly to whatever is thrown at you, and you thrive on the stimulation of new challenges. To further assure the interviewer, describe the similarities between the new
position and your prior one. Explain that you should be quite comfortable working there, since their needs and your skills make a perfect match.

4.5. 33. May I contact your present employer for a reference?
TRAPS: If you’re trying to keep your job search private, this is the last thing you want. But if you don’t cooperate, won’t you seem as if you’re trying to hide something?

BEST ANSWER: Express your concern that you’d like to keep your job search private, but that in time, it will be perfectly okay. Example: “My present employer is not aware of my job search and, for obvious reasons; I’d prefer to keep it that way. I’d be most appreciative if we kept our discussion confidential right now. Of course, when we both agree the time is right, then by all means you should contact them. I’m very proud of my record there.

4.5.34. Give me an example of your creativity (analytical skill...managing ability, etc.)
TRAPS: The worst offense here is simply being unprepared. Your hesitation may seem as if you’re having a hard time remembering the last time you were creative, analytical, etc.
BEST ANSWER: Remember from Question 2 that you should commit to memory a list of your greatest and most recent achievements, ever ready on the tip of your tongue. If you have such a list, it’s easy to present any of your achievements in light of the quality the interviewer is asking about. For example, the smashing success you orchestrated at last year’s trade show could be used as an example of creativity, or analytical ability, or your ability to manage.

4.5. 35. Where could you use some improvement?
TRAPS: Another tricky way to get you to admit weaknesses. Don’t fall for it.
BEST ANSWER: Keep this answer, like all your answers, positive. A good way to answer this question is to identify a cutting-edge branch of your profession (one that’s not essential to your employer’s needs) as an area you’re very excited about and want to explore more fully over the next six months.

4.5. 36. What do you worry about?
TRAPS: Admit to worrying and you could sound like a loser. Saying you never worry doesn’t sound credible.

BEST ANSWER: Redefine the word ‘worry’ so that it does not reflect negatively on you. For example: “I wouldn’t call it worry, but I am a
strongly goal-oriented person. So I keep turning over in my mind anything that seems to be keeping me from achieving those goals, until I find a solution. That’s part of my tenacity, I suppose.”

4.5. 37. How many hours a week does you normally work?

TRAPS: You don’t want to give a specific number. Make it too low, and you may not measure up. Too high, and you'll forever feel guilty about sneaking out of the door at 5:15.

BEST ANSWER: If you are in fact a workaholic and you sense this company would like that: Say you are a confirmed workaholic, that you often work nights and weekends. Your family accepts this because it makes you fulfilled.

If you are not a workaholic: Say you have always worked hard and put in long hours. It goes with the territory. In one sense, it’s hard to keep track of the hours because your work is a labour of love, you enjoy nothing more than solving problems. So you’re almost always thinking about your work, including times when you’re home, while shaving in the morning, while commuting, etc.
4.5. 38. The “Hypothetical Problem”

TRAPS: Sometimes an interviewer will describe a difficult situation and ask, “How would you handle this?” Since it is virtually impossible to have all the facts in front of you from such a short presentation, don’t fall into the trap of trying to solve this problem and giving your verdict on the spot. It will make your decision-making process seem woefully inadequate.

BEST ANSWER: Instead, describe the rational, methodical process you would follow in analyzing this problem, who you would consult with, generating possible solutions, choosing the best course of action, and monitoring the results. Remember, in all such, “What would you do?” questions, always describe your process or working methods, and you’ll never go wrong.

4.5.39. What was the toughest challenge you’ve ever faced?

TRAPS: Being unprepared or citing an example from so early in your life doesn’t score many points for you at this stage of your career.

BEST ANSWER: This is an easy question if you’re prepared. Have a recent example ready that demonstrates either:

1. A quality most important to the job at hand; or
2. A quality that is always in demand, such as leadership, initiative, managerial skill, persuasiveness, courage, persistence, intelligence, etc.
4.5.40. Have you considered starting your own business?

TRAPS: If you say “yes” and elaborate enthusiastically, you could be perceived as loose cannon in a larger company, too entrepreneurial to make a good team player...or someone who had to settle for the corporate life because you couldn’t make a go of your own business. Also too much enthusiasm in answering “yes” could rouse the paranoia of a small company indicating that you may plan to go out on your own soon, perhaps taking some key accounts or trade secrets with you. On the other hand, if you answer “no, never” you could be perceived as a security-minded drone who never dreamt.

BEST ANSWER: Again it’s best to:

1. Gauge this company’s corporate culture before answering and...
2. Be honest (which doesn’t mean you have to vividly share your fantasy of the franchise or bed-and-breakfast you someday plan to open). In general, if the corporate culture is that of a large, formal, military-style structure, minimize any indication that you’d love to have your own business. You might say, “Oh, I may have given it a thought once or twice, but my whole career has been in larger organizations. That’s where I have excelled and where I want to be.” If the corporate culture is closer to the free-wheeling, everybody’s-a-deal-maker variety, then emphasize that in a firm like this, you can virtually get the best of all worlds, the excitement of seeing your own ideas and plans take shape...combined with the
resources and stability of a well-established organization. Sounds like the perfect environment to you. In any case, no matter what the corporate culture, be sure to indicate that any desires about running your own show are part of your past, not your present or future. The last thing you want to project is an image of either a dreamer who failed and is now settling for the corporate cocoon…Always remember: Match what you want with what the position offers. The more information you’ve uncovered about the position, the more believable you can make your case.

4.5.41. What are your goals?

TRAPS: Not having any…or having only vague generalities, not highly specific goals.

BEST ANSWER: Many executives in a position to hire you are strong believers in goal-setting. (It’s one of the reasons they’ve achieved so much). They like to hire in kind. If you’re vague about your career and personal goals, it could be a big turnoff to many people you will encounter in your job search. Be ready to discuss your goals for each major area of your life: career, personal development and learning, family, physical (health), community service and (if your interviewer is clearly a religious person) you could briefly and generally allude to your spiritual goals (showing you are a well-rounded individual with your values in the right order). Be prepared to describe each goal in terms of specific milestones.
you wish to accomplish along the way, time periods you’re allotting for accomplishment, why the goal is important to you, and the specific steps you’re taking to bring it about. But do this concisely, as you never want to talk more than two minutes straight before letting your interviewer back into the conversation.

4.5.42. Sell me this stapler…(this pencil…this clock…or some other object on interviewer’s desk)

TRAPS: Some interviewers, especially business owners and hard-changing executives in marketing-driven companies, feel that good salesmanship is essential for any key position and ask for an instant demonstration of your skill. Be ready.

BEST ANSWER: Of course, you already know the most important secret of all great salesmanship – “find out what people want, then show them how to get it.” If your interviewer picks up his stapler and asks, “sell this to me,” you are going to demonstrate this proven master principle. Here’s how: “Well, a good salesman must know both his product and his prospect before he sells anything. If I were selling this, I’d first get to know everything I could about it, all its features and benefits.” “Then, if my goal were to sell it to you, I would do some research on how you might use a fine stapler like this. The best way to do that is by asking some questions. May I ask you a few questions?” Then ask a few questions such as, “Just
out of curiosity, if you didn’t already have a stapler like this, why would you want one? And in addition to that? Any other reason? Anything else?”

“And would you want such a stapler to be reliable?.Hold a good supply of staples?” (Ask more questions that point to the features this stapler has.) Once you’ve asked these questions, make your presentation citing all the features and benefits of this stapler and why it’s exactly what the interviewer just told you he’s looking for. Then close with, “Just out of curiosity, what would you consider a reasonable price for a quality stapler like this…a stapler you could have right now and would (then repeat all the problems the stapler would solve for him)? Whatever he says, (unless it’s zero), say, “Okay, we’ve got a deal.” NOTE: If your interviewer tests you by fighting every step of the way, denying that he even wants such an item, don’t fight him. Take the product away from him by saying, “Mr. Prospect, I’m delighted you’ve told me right upfront that there’s no way you’d ever want this stapler. As you well know, the first rule of the most productive salespeople in any field is to meet the needs of people who really need and want our products, and it just wastes everyone’s time if we try to force it on those who don’t. And I certainly wouldn’t want to waste your time. But we sell many items. Is there any product on this desk you would very much like to own…just one item?” When he points something out, repeat the process above. If he knows anything about selling, he may give you a standing ovation.
4.5.43. “The Salary Question” – How much money do you want?

TRAPS: There may also be phrases as, “What salary are you worth?”…or, “How much are you making now?” This is your most important negotiation. Handle it wrong and you can blow the job offer or go to work at far less than you might have gotten.

BEST ANSWER: For maximum salary negotiating power, remember these five guidelines:

1. Never bring up salary. Let the interviewer do it first. Good salespeople sell their products thoroughly before talking price. So should you. Make the interviewer want you first, and your bargaining position will be much stronger.

2. If your interviewer raises the salary question too early, before you’ve had a chance to create desire for your qualifications, postpone the question, saying something like, “Money is important to me, but is not my main concern. Opportunity and growth are far more important. What I’d rather do, if you don’t mind, is explore if I’m right for the position, and then talk about money. Would that be okay?”

3. The #1 rule of any negotiation is: the side with more information wins. After you’ve done a thorough job of selling the interviewer and it’s time to talk salary, the secret is to get the employer talking about what he’s willing to pay before you reveal what you’re willing to accept. So, when asked about salary, respond by asking, “I’m sure the company has already established a salary range for this position. Could you tell me what that
is?" Or, “I want an income commensurate with my ability and qualifications. I trust you’ll be fair with me. What does the position pay?” Or, more simply, “What does this position pay?”

4. Know beforehand what you’d accept. To know what’s reasonable, research the job market and this position for any relevant salary information. Remember that most executives look for a 20-25% pay boost when they switch jobs. If you’re grossly underpaid, you may want more.

5. Never lie about what you currently make, but feel free to include the estimated cost of all your fringes, which could well tack on 25-50% more to your present “cash-only” salary.

4.5.44. The Illegal Question

TRAPS: Illegal questions include your age…number and ages of your children or other dependents, marital status, maiden name…religion…political affiliation…ancestry…national origin…birthplace naturalization of your parents, spouse or children …diseases …disabilities … clubs…or spouse’s occupation…You can’t even be asked about arrests, though you can be asked about convictions.

BEST ANSWER: Under the ever-present threat of lawsuits, most interviewers are well aware of these taboos. Yet you may encounter, usually on a second or third interview, a senior executive who doesn’t
interview much and forgets he can’t ask such questions. You can handle an illegal question in several ways. First, you can assert your legal right not to answer. But this will frighten or embarrass your interviewer and destroy any rapport you had. Second, you could swallow your concerns over privacy and answer the question straightforwardly if you feel the answer could help you. For example, your interviewer, a devout Baptist, recognizes you from church and mentions it. Here, you could gain by talking about your church. Third, if you don’t want your privacy invaded, you can diplomatically answer the concern behind the question without answering the question itself. Example: If you are over 50 and are asked, “How old are you?” you can answer with a friendly, smiling question of your own on whether there’s a concern that your age may affect your performance. Follow this up by reassuring the interviewer that there’s nothing in this job you can’t do and, in fact, your age and experience are the most important advantages you offer the employer for the following reasons. Another example: If asked, “Do you plan to have children?” you could answer, “I am wholeheartedly dedicated to my career“, perhaps adding, “I have no plans regarding children.” (You needn’t fear you’ve pledged eternal childlessness. You have every right to change your plans later. Get the job first and then enjoy all your options.) Most importantly, remember that illegal questions arise from fear that you won’t perform well. The best answer of all is to get the job and perform brilliantly. All
concerns and fears will then vanish, replaced by respect and appreciation for your work.

4.5.45. The “Secret” Illegal Question

TRAPS: Much more frequent than the Illegal question (see Question 55) is the secret illegal question. It’s secret because it’s asked only in the interviewer’s mind. Since it’s not even expressed to you, you have no way to respond to it, and it can there be most damaging. Example: You’re physically challenged, or a single mother returning to your professional career, or over 50, or a member of an ethnic minority, or fit any of a dozen other categories that do not strictly conform to the majority in a given company. Your interviewer wonders, “Is this person really able to handle the job?”…“Is he or she a ‘good fit’ at a place like ours?”…“Will the chemistry ever be right with someone like this?” But the interviewer never raises such questions because they’re illegal. So what can you do?

BEST ANSWER: Remember that just because the interviewer doesn’t ask an illegal question doesn’t mean he doesn’t have it. More than likely, he is going to come up with his own answer. So you might as well help him out. How? Well, you obviously can’t respond to an illegal question if he hasn’t even asked. This may well offend him. And there’s always the chance he wasn’t even concerned about the issue until you brought it up, and only then begins to wonder. So you can’t address “secret” illegal questions
head-on. But what you can do is make sure there’s enough counterbalancing information to more than reassure him that there’s no problem in the area he may be doubtful about.

For example, let’s say you’re a sales person who had polio as a child and you need a cane to walk. You know your condition has never impeded your performance, yet you’re concerned that your interviewer may secretly be wondering about your stamina or ability to travel. Well, make sure that you hit these abilities very hard, leaving no doubt about your capacity to handle them well. So, too, if you’re any different from what passes for “normal”, make sure, without in any way seeming defensive about yourself that you mention strengths, accomplishments, preferences and affiliations that strongly counterbalance any unspoken concern your interviewer may have.

4.5.46. How do you define success…and how do you measure up to your own definition?

TRAPS: Seems like an obvious enough question. Yet many executives, unprepared for it, fumble the ball.

BEST ANSWER: Give a well-accepted definition of success that leads right into your own stellar collection of achievements. Example: “The best definition I’ve come across is that success is the progressive realization of
a worthy goal.” “As to how I would measure up to that definition, I would consider myself both successful and fortunate…” (Then summarize your career goals and how your achievements have indeed represented a progressive path toward realization of your goals).

4.5.47. “The Opinion Question” – What do you think about …Abortion…The President…The Death Penalty…(or any other controversial subject)?

TRAPS: Obviously, these and other “opinion” questions should never be asked. Sometimes they come up over a combination dinner/interview when the interviewer has had a drink or two, is feeling relaxed, and is spouting off about something that bugged him in today’s news. If you give your opinion and it’s the opposite of his, you won’t change his opinions, but you could easily lose the job offer.

BEST ANSWER: In all of these instances, just remember the tale about the student and the wise old rabbi. The scene is a seminary, where an overly serious student is pressing the rabbi to answer the ultimate questions of suffering, life and death. But no matter how hard he presses, the wise old rabbi will only answer each difficult question with a question of his own. In exasperation, the seminary student demands, “Why, rabbi, do you always answer a question with another question?” To which the rabbi responds, “And why not?” If you are ever uncomfortable with any
question, asking a question in return is the greatest escape hatch ever invented. It throws the onus back on the other person, sidetracks the discussion from going into an area of risk to you, and gives you time to think of your answer or, even better, your next question! In response to any of the “opinion” questions cited above, merely responding, “Why do you ask?” will usually be enough to dissipate any pressure to give your opinion. But if your interviewer again presses you for an opinion, you can ask another question. Or you could assert a generality that almost everyone would agree with. For example, if your interviewer is complaining about politicians then suddenly turns to you and asks if you’re a Republican or Democrat, you could respond by saying, “Actually, I’m finding it hard to find any politicians I like these days.” (Of course, your best question of all may be whether you want to work for someone opinionated).

4.5.48. If you won $10 million lottery, would you still work?

TRAPS: Your totally honest response might be, “Hell, no, are you serious?” That might be so, but any answer which shows you as fleeing work if given the chance could make you seem lazy. On the other hand, if you answer, “Oh, I’d want to keep doing exactly what I am doing, only doing it for your firm,” you could easily inspire your interviewer to silently mutter to himself, “Yeah, sure. Give me a break.”
BEST ANSWER: This type of question is aimed at getting at your bedrock attitude about work and how you feel about what you do. Your best answer will focus on your positive feelings. Example: “After I floated down from cloud nine, I think I would still hold my basic belief that achievement and purposeful work are essential to a happy, productive life. After all, if money alone bought happiness, then all rich people would be happy, and that’s not true. “I love the work I do, and I think I’d always want to be involved in my career in some fashion. Winning the lottery would make it more fun because it would mean having more flexibility, more options...who knows?” “Of course, since I can’t count on winning, I’d just as soon create my own destiny by sticking with what’s worked for me, meaning good old reliable hard work and a desire to achieve. I think those qualities have built many more fortunes that all the lotteries put together”.

4.5.49. Why should I hire you from the outside when I could promote someone from within?

TRAPS: This question isn’t as aggressive as it sounds. It represents the interviewer’s own dilemma over this common problem. He’s probably leaning toward you already and for reassurance, wants to hear what you have to say on the matter.

BEST ANSWER: Help him see the qualifications that only you can offer. Example: “In general, I think it’s a good policy to hire from within – to look
outside probably means you’re not completely comfortable choosing someone from inside. “Naturally, you want this department to be as strong as it possibly can be, so you want the strongest candidate. I feel that I can fill that bill because (then recap your strongest qualifications that match up with his greatest needs)”.

4.5.50. **Tell me something negative you’ve heard about our company...**

TRAPS: This is a common fishing expedition to see what the industry grapevine may be saying about the company. But it’s also a trap because as an outsider, you never want to be the bearer of unflattering news or gossip about the firm. It can only hurt your chances and sidetrack the interviewer from getting sold on you.

BEST ANSWER: Just remember the rule – never be negative – and you’ll handle this one just fine.

4.5.51. **On a scale of one to ten, rate me as an interviewer.**

TRAPS: Give a perfect “10,” and you’ll seem too easy to please. Give anything less than a perfect 10, and he could press you as to where you’re being critical, and that road leads downhill for you.
BEST ANSWER: Once again, never be negative. The interviewer will only resent criticism coming from you. This is the time to show your positivism. However, don’t give a numerical rating. Simply praise whatever interview style he’s been using. If he’s been tough, say “You have been thorough and tough-minded, the very qualities needed to conduct a good interview.” If he’s been methodical, say, “You have been very methodical and analytical, and I’m sure that approach results in excellent hires for your firm.” In other words, pay him a sincere compliment that he can believe because it’s anchored in the behavior you’ve just seen.

4.5.52. Why do you want to work in a software company?

When I took the seat in mechanical I didn't know about software. But afterwards I thought, I better could have taken computer science branch because software is the fastest growing industry where one can build his career faster. Moreover I am flexible and efficient which make me suitable for learning the changing technologies faster and give my best. [For mechanical or electronics companies]

Sir, I wanted to study some core, solid field of engineering, and therefore I chose the evergreen branch, Mechanical. After studying the technical concepts for 4 years, now I want to see how these subjects are applied in the industry. So I want to work in the field that I have studied and give my best to the company I am working in.
Here, these questions and one of the appropriate answers may help teachers and students to understand the general expectations of the interviewer. Accordingly one can prepare oneself for the learners for interview skills.

**Unit 6**

**4.6 Presentation skills:**

The process of developing a presentation is like preparing for a mountain-trekking program. You must plan ahead, review your goal, and plan for emergencies. When you are fully prepared with the materials you need, open your backpack, and remove between half to one-thirds of its contents. Now you have less weight, more freedom of movement, and it will be easier to recover if you stumble!

The primary purpose of a presentation is to provide information which the audience will then remember at a later date. Detailed referencing of material or extensive review of data won’t be remembered—and may put the audience to sleep!

Instead of modeling your presentation after formats associated with scientific papers or history texts consider using formats more often associated with mystery novels. This approach allows you to dramatize
the logic and insights which lead to successive steps in a more realistic manner, and it will be easier for the audience to become involved in the presentation. A word of caution-don’t let your enthusiasm for telling a story obscure the material forming the basis for your presentation!

A question at this stage is “Is this enough material for the presentation?” Actually, you’ll probably find that you have far too much material. It is important to develop a realistic view of how much material is appropriate, and the ability to be ruthless in eliminating non-essential material.

Pre-determining the content in relation to length is always a problem. The magnitude of the task will become more obvious as you begin to practice. Remember that when you make allowances for a new setting and being interrupted by questions, the practice talk will be about 20% faster than the real presentation.

Two ways people try to reduce the length of a presentation are to speak more quickly and to reduce the number of words used. Both produce a false economy- the practice talk will fit in your time frame, but the final product won’t. In fact, one good strategy is to be very selective about what you need to say, and then say only that-and say it clearly with slightly longer pauses between words than normal.
4.6.1 Initial planning:

Before you begin preparing the presentation, you’ll need to determine:

1. The type of presentation you will be expected to give:
   - Will this be an informal chat, a seminar discussion, or a more formal presentation?
   - Different talks have different purposes; when in doubt, ask for guidance from your host.

2. The composition of the audience:
   - Will you be speaking to a general audience or specialists?
   - How many people are expected to attend?
   - Is this to be a friendly audience? An interactive audience?

3. The time allotted for the presentation:
   - The longer the presentation, the more freedom you will have to explore the topic
   - A short presentation needs to be very clear and to address the topic directly.
   - Is question time included?

4. Expectations for information content:
   - Is there a specific purpose for giving a presentation? Clarify the expectations beforehand and plan to address them during the presentation.
   - Will you be presenting novel concepts to this audience, or building upon their prior knowledge? Either way, make sure you cover the
basics clearly, and early in the talk, to avoid losing the audience.

4.6.2 Preparation: A conversation consists of repetitions and clarification’s based on questions and immediate feedback, while a written paper allows a reader to puzzle through its contents as often as necessary. A presentation is a one-shot attempt to make a point. Once you have a general idea of what you want to say, you’ll have to decide how to say it. It is essential that your presentation be well-constructed and tidy, and your points be presented to the audience both in a logical sequence and unambiguously. All this takes a fair amount of preparation. Start early!

Here are a few pointers to get you started:

1. Start preparing far in advance by thinking through what needs to be said. Collect material which may relate to the topic from unusual sources, and sleep on these ideas. The final product will be more fully-developed and interesting.
2. Next, identify the issues you plan to address (brainstorm, then trim back).
3. Arrange these issues in a logical sequence (which may change as you develop the talk). This process is easier if you use index cards to organize your talk, with one idea per card.
4. Retention of information by the audience is reduced as a talk
proceeds. So if you do want to make a series of points, organize them from the most to the least important. That way, the audience is more likely to remember the important points later. You may even find that the less important points become irrelevant to the focus of the talk as you practice.

5. Avoid using lists (first..., second...); you may confuse listing systems (first..., Point B..., and another thing...), or you may discover later in the talk that you’ve missed a point entirely, and then you’ll be forced to backtrack. Both of these problems tend to distract your audience away from the points you are trying to make, and both give the appearance of poor organizational skills.

6. Determine transition elements which will help your audience to follow the link from one issue to the next. These should be logical, and may be presented by posing a question.

7. Use short sentences with simple constructions. The concept will be made much clearer, and the sentence structure is more similar to conversational styles.


9. Don’t assume the audience will be familiar with basic concepts that form the foundation of your talk. Outline these concepts briefly but clearly in the talk to avoid confusion.

10. Attempt to identify problems or questions the audience may have, and
address them in the talk, before the audience has a chance to think of these things themselves.

11. Remember, the shorter the talk, the more difficult it will be to cover the material clearly and completely. Be strict about including only what is essential information for the presentation, and removing all the non-essential tidbit.

12. The most important preparation factor is to REHEARSE! Do so in private at first. Then for a real acid test, videotape yourself and watch the results with a critical eye. It’s often a painful and humbling experience, but the results will be worth it.

13. Computer-based presentation programs (power point, persuasion, etc.) can be wonderful time-savers.

14. Determine which elements would benefit by being presented with visual aids. Spend time working out the best way to present the material.

15. When in doubt about which presentation medium to use (transparencies, slides, videos, multimedia, etc.), choose the format which is the least complex. Keep in mind that the more technology you use, the more things there will be which can go wrong. These technological difficulties may develop into a gruesome presentation experience, particularly if you are giving the talk in an unfamiliar setting!
Unit-7

4.7: Corporate Etiquettes

Corporate life and etiquettes start from first impression. And first impression begins with dressing sense. But on the crucial day while you go for an important meeting or interview and there is nothing more discouraging than to open your closet door to find that you have nothing to wear. Therefore, a planned outfit is a must when you are looking for a meeting or a job. It is important to have one well fitting and coordinated “corporate outfit” because you never know when an opportunity to interview for a job will come your way.

Do find out about the company you’re interviewing with. Call the Personnel Department and find out the dress requirements and dress appropriately. Call the organization where you are applying for a job. Ask about the dress code and recommended clothing to wear. You could say, “I have an interview with ................. in the ................. department for a position as an .................. . Could you please tell me what would be the appropriate dress for this interview?

It will be easier and quicker to get the items you need if you plan ahead. The less you have to spend, the more important it is to plan. If you have a limited budget, borrow something from a relative or a friend. Looking good does not have to cost a fortune.
4.7.1 Grooming Checklist for the Interview Day

Bath or shower on the morning of the interview.

Brush and floss your teeth. Use mouth wash.

Your outfit should be clean and pressed. Your undergarments and other accessories should be ready.

Shoes should be polished. Checks to make certain the heels are not run-over.

Does jewelry match? Is it conservative and tasteful?

Are nails and hands clean and neat?

Wear cologne, but wear it very lightly.

Hair done and neat. Bring a comb with you just in case.

For women: Apply makeup lightly. Bring powder and or lipstick to freshen up before the interview.

4.7.2 For men: Be freshly shaven.

Take a wristwatch with you to keep track of the time, even if it is an inexpensive one.

Being on time for the interview is of utmost importance.

First Impressions

You only have one chance to make a good first impression! A person will size you up in a matter of 15 seconds as you walk into the room! What you
wear says a whole lot about who you are, or at least who you are presenting yourself to be. Whether you like it or not, the first impression that you make is visual. This means paying attention to every little detail - from head to toe - is important.

Appearance can make the difference in getting or not getting a job. Correct appearance can be your competitive advantage over someone else. With first impressions, there is no erase button so make certain that the first impression is a positive one. Potential employers size you up based on how you look and how you carry yourself.

So, pick the package that says what you want the employer to think: “This person cares about how they look. This person is serious about finding a job.”

Do you know how a person evaluates you?

A person evaluates an interviewee on the following basis: 55% body language and appearance, 38% verbal tone, 7% verbal content.

4.7.3 Clothing Styles

Formal Business: A clean, pressed suit is the best way to go. If this is not available, a suit jacket with coordinated slacks to match is the second choice. Tie with white, blue, beige or other light colored shirt that compliments the suit. Dress shoes, black or brown only. Dark socks.
Informal Business: A sport coat with coordinating slacks is the first choice. If this is not available, slacks with shirt and tie are the next choice.

Casual wear: Clean and pressed khakis are recommended. Try to avoid wearing jeans for the job interview. A shirt with a collar is recommended, maybe knit. Complementary shoes, such as bucks can be worn. It is not recommended to wear sports shoes.

4.7.4 Clothing Do’s and Don’ts

The following are general guidelines for successful interview dressing:

Do wear clean, ironed clothes.

Do empty pockets – beware of bulging keys and tinkling change.

Don’t wear loud, bright colors such as greens, reds or purples. These colors can be used sparingly as accents or accessories.

Don’t wear jeans or t-shirts

Don’t wear ripped jeans.

Do wear buttoned shirts, leaving only one or two buttons open at most, not showing chest.

Don’t wear sports clothes with emblems. Avoid clothing with large designer labels.

Do wear a tie if possible. Make certain that it is knotted firmly, not loosely around the shirt collar.

Do wear traditional daytime fabrics. Avoid wearing satins or leather.
4.7.5 Accessories Do’s and Don’ts

Do wear clean, conservative, and polished shoes.

Don’t wear more than two rings.

Don’t wear any body piercing paraphernalia (earrings, nose rings, or eyebrow rings)

Don’t wear baseball caps or sunglasses.

Don’t wear athletic shoes, no matter how clean and new. They are considered inappropriate for an interview.

Don’t wear earrings. If you normally wear one, take it out.

Don’t wear chains or necklaces.

Do shine your shoes.

Do wear complimentary and stylish ties. This is one piece of garment that can be eye-catching.

Don’t wear sandals.

4.7.6 How to Tie a Tie?

Do you know how to tie a tie? Make certain that you practice before the day of the interview or have someone help you.

CORPORATE GROOMING DO’S AND DON’TS FOR MEN

Do wear your hair clean and styled neatly.

Do use deodorant.

Do not use a lot of cologne.
Do not have dirty fingernails no matter what. Trim nails and scrub hands if necessary.

Do cover tattoos wherever possible.

Do not smoke, chew gum or spit tobacco.

Do shave your facial hair. If you wear a beard, it should be neatly trimmed. Moustache should also be trimmed.

Maintain good oral hygiene. Brush twice a day, and use a good mouthwash. For the office, carry a small bottle of mouthwash to be used after lunch, snacks etc.

After having coffee/tea, wait for a while and then rinse mouth well with water to remove the sugar after-effects on the teeth.

Smoking, tobacco, and guthka spoil breath and teeth. Avoid totally.

Keep at least 4 pairs of socks to use throughout the week. Change your socks every day, and wash the used one, especially in summer.

Socks and shoes smell, and smell bad. Keep at least two pairs of shoes, and air them out daily before wearing them. Use powder on the feet to avoid smells.

**FOR WOMEN:**

4.7.7 **Hygiene and Skin Care**

Hygiene is an ongoing task.

Bath or shower daily. Rinse or wash your face at least two times a day.
Brush and floss daily. Use mouthwash or rinse with diluted baking soda if mouthwash is not available.

Drink plenty of water to keep your insides clean. This will also help to keep your skin fresh on the outside.

Remove underarm and leg hair regularly. Also, remove any facial hairs as they appear. A depilatory or a bleaching cream may be needed if you have heavy facial growth.

Wear very little or no perfume. Mild deodorants or cologne is ok if you tend to perspire.

Cover tattoos during working hours.

4.7.8 Hands and Feet

Your hands talk for you! They should be clean and smooth. Keep a small bottle of lotion to keep your hands moisturized to avoid dryness and flakiness.

Keep your nails clean and trimmed, especially long nails.

Nail colour should either match clothes or be neutral. If partly chipped off, remove it totally.

If hands tend to sweat, keep hanky or tissue handy especially if you have to shake hands.

Wear comfortable well-fitting shoes. Otherwise the shoes will pinch not only your feet but also your face!
Have more than one pair of shoes so that airing can be done to remove any smells.

In summer, dry feet thoroughly, especially between toes, and use talcun powder to prevent any smells.

Give yourself a manicure from time to time.

Footwear is best matched with the colour of the handbag; otherwise with salwar, churidar, or trousers. It is good to have one hand bag and footwear of matching neutral colours.

With western formals, wear closed shoes or sandals.

With Indian wear, wear good slippers or strapped sandals.

4.7.9 Make-Up

The reason for cosmetics is to make you look prettier and highlight your best features.

Do learn how to apply makeup properly. It may take practice. Ask a friend to help you or go to a cosmetic counter in a department store for advice.

Here are some guidelines:

Match foundation to skin tone for a natural look. Blend into neck area so that there is no visible line. Foundation should be applied lightly.

Face powder can also be worn with foundation or worn alone. It smoothes the skin and eliminates facial shine.

Eye makeup applied to the natural brow line is the most attractive.
If you do wear eye makeup, match or blend with your natural color. Light kajal and eyeliner is okay.

Avoid elaborate make-up and dark rouge.

Avoid shiny and elaborate bindis. If using kumkum, ensure that it doesn’t spread where not required.

Wear lipstick to compliment the color of your outfit. Use neutral shades like light brown or light maroon. But do stay away from extremely dark or bright colors or bright reds and fluorescent colors.

4.7.10 Accessories

Ear rings, chains, bangles, rings etc, should be well harmonized with the clothes.

Avoid very large ear-rings and bangles that make a lot of noise.

Avoid wearing glass bangles and bindis with western formals.

4.7.11 Hair

Your hair should complement your face and complexion. Wear a conservative yet attractive style for the interview.

Wash hair once a week with mild soap or shampoo. Dry it well to avoid smells.

Part your hair so that it is away and out of your face.
Hair color should not be more than one or two shades darker or lighter than your natural hair color. Unnatural colors (burgundy, green, etc.) must be avoided.

If hair is long, tie up in plait or pony-tail while working, so as to avoid knotting and coming in the way. Loose hair is okay for social functions.

No flowers at any time during working hours.

Use very little hair oil, if at all. Perfumed oil is a no-no.

4.7.12 CORPORATE DRESSING

Your clothes are talking about you! What you wear expresses how you feel about yourself. What your clothes say about you is within your control. Looking your best always demands careful attention to personal grooming and the clothing that you wear.

The first and foremost rule is that you must be the center of attention, not your clothes.

4.7.13 Dress Codes

Dress codes are legal guidelines that an organization uses for their employees. They are needed for the following reasons:

Safety and hygiene- Protective clothing such as steel-toed boots, helmet, hairnets, clean nails, non-flammable uniforms.

Health- Prevent harm from bacteria and germs.

Identification- For service and assistance, identifiable.
For the first few days on the job, watch how your peers and your boss dress. You will then have a sense of the right type of clothing to wear. Dressing like the boss is usually the best idea. It shows your desire to be a part of the organization.

If you are still in doubt ask for an employee manual. Most companies have written guidelines that include dress codes. Reading the manual will not only give you a sense of what to wear, but will also give you clues on what is expected of you as an employee.

How you look represents the company. To customers, you are the company. Also, your appearance can directly affect your relationship with others on the job and the work environment. Therefore you should consider your appearance for work, not for yourself.

4.7.14 Career Dressing for Men: (Western Formals and Casuals)

Non-white long-sleeved shirt and dark coloured trousers.

Tie should be matching the socks.

Tie may have geometrical designs; it should not be flashy.

Tie should come to the middle of the belt.
Socks may be any colour other than white and black (Grey, dark brown etc).

Never wear white socks on black shoes.

During day time wear any colour shoes other than white, suede, and sports shoes; after dark only black.

The colour of the belt should match that of the shoes.

If you wear a coat, the last button should always be open.

When you are standing and addressing an audience, only the last button should be open; the first or first two buttons should be closed.

When addressing anybody, never have your hands in your pockets.

In the West, cuff-links and tie-pins are completely out-dated.

In cold countries, always remove head cover and overcoat after entering the office.

For casual wear, avoid black and brown shoes, and don’t wear a neck-tie.

Many companies have relaxed their dress codes. Casual dress may be appropriate on Fridays or formal dress may only be required for meetings with staff management or customers.

The number one rule for casual dress is to observe what everybody else is wearing, especially the bosses. “Casual” standards may be different for each company.

Always remember good taste and good grooming are always the standard.
4.7.15 Career Dressing for Women (Western and Indian)

Western suit – either coat and trousers or skirt and trousers, with matching shirt or blouse. Avoid frilly blouses.

Stockings, if worn, may be of neutral colours like beige, or match the trousers/skirt.

Shoes and handbag should match; alternatively, shoes may match trousers or skirt.

Indian dress – salwar kameez or churidar kameez or sari.

Sari should drape well, with matching blouse having a suitable pattern.

When wearing sleeveless outfits, ensure removal of underarm hair.

Arms should lend themselves to the outfit. Avoid all armlets for work.

Transparent fabrics are a strict no-no, especially with very long slits.

Figure hugging kameezes are better avoided; use dupattas in any case.

Design of the sari blouse to be modest. Avoid strappy, backless, or off-shoulder blouses.

Avoid very large prints and loud or gaudy colours.

Certain kinds of stripes can be painful to the eye of the beholder.

Wear colours that suit your complexion.

Silk and synthetic fabrics are better suited for winter. For summer, cotton is the best.

Lighter colours are more suited for the summer.
4.7.16 Office Party Wear

An elaborate/fancy salwar/churidar kameez, or a grand sari is fine.
Fancy accessories are okay, as are flowers
If wearing western, trousers, smart jeans, and shirts are okay. In some places, T-shirts are also accepted.
A little more liberty could be taken with make-up.
An office party is sometimes an extension of the office itself, in spite of the easygoing atmosphere of the top brass. Be daring, but not too daring in dress and makeup.
Too many drinks at the party is a strict no-no.

4.7.17 When taking a Client to a Lunch/Dinner

For lunch, you will be going straight from the office, so that's no problem.
For dinner, either wear sari or western formals.
Make-up could be slightly elaborate for dinner.

4.7.18 Final advice about grooming: You are not dressed for what you are, but what you want to be!

4.7.19 Basic Table Manners

Table manners play an important part in making a favorable impression. They are visible signals of the state of our manners and therefore are essential to professional success.
Regardless of whether we are having lunch with a prospective employer or dinner with a business associate, our manners can speak volumes about us as professionals.

4.7.20 DEALING WITH PEOPLE

Etiquette does not mean merely knowing which fork or spoon to use. People are a key factor in your own and your business’ success. Many potentially worthwhile and profitable alliances have been lost because of an unintentional breach of manners.

Most behavior that is perceived as disrespectful, discourteous or abrasive is unintentional, and could have been avoided by practicing good manners or etiquette. It has been found that most negative experiences with someone were unintentional and easily repaired by keeping an open mind and maintaining open, honest communication.

Basic knowledge and practice of etiquette is a valuable advantage, because in a lot of situations, a second chance may not be possible or practical.

There are many written and unwritten rules and guidelines for etiquette, and it is certainly necessary for a business person to learn them. The caveat is that there is no possible way to know all of them!
These guidelines have some difficult-to-navigate nuances, depending on the company, the local culture, and the requirements of the situation. Possibilities to commit a mistake are limitless, and chances are, sooner or later, you’ll make a mistake. But you can minimize them, recover quickly, and avoid causing a bad impression by being generally considerate and attentive to the concerns of others, and by adhering to the basic rules of etiquette. When in doubt, stick to the basics, which are:

The most important thing to remember is to be courteous and thoughtful to the people around you, regardless of the situation. Considering other people’s feelings, stick to your convictions as diplomatically as possible. Address conflict as situation-related, rather than person-related.

Apologize when you step on toes. This sounds simplistic, but these are the very traits we work so hard to inculcate in our children. Avoid raising your voice, using harsh or derogatory language towards anyone (present or absent), or interrupting. You may not get as much “airtime” in meetings at first, but what you do say will be much more effective because it carries the weight of credibility and respectability.

Talk and visit with people. Don’t differentiate by position or standing within the company. Secretaries and janitorial staff actually have tremendous
power to help or hinder your career. Next time you need a document prepared or a conference room arranged for a presentation, watch how many people are involved with that process, and make it a point to meet them and show your appreciation.

Make it a point to arrive ten or fifteen minutes early and visit people that work with you. When you’re visiting another site, linger over a cup of coffee and introduce yourself to people nearby.

If you arrive early for a meeting, introduce yourself to the other participants. At social occasions, use the circumstances of the event itself as an icebreaker. After introducing yourself, talk a little about yourself; just enough to get people to open up and get to know you as a person.

Keep notes on people. Create a “people database” with names, addresses, phone numbers, birthdays, spouse and children’s’ names; whatever depth of information is appropriate for your situation.

It’s a good idea to remember what you can about people; and to be thoughtful. Send cards or letters for birthdays or congratulations of promotions or other events; send flowers for engagements, weddings or in condolence for the death of a loved one or family member. People will remember your kindness, probably much longer than you will!
4.7.21 Peers and Subordinates

It is an established fact that 40% of new management hires fail in their first jobs. The key reason for their failure is their inability to build good relationships with peers and subordinates.

People tend to feel uneasy until they've seen an “organizational chart” or figured out who reports to whom. They feel that it is more important to show respect and practice etiquette around superiors than around peers or subordinates.

In these days of rapid advancement through technology, it is very possible that a salesman who was a nuisance becomes an important client, or an administrative assistant becomes a manager. Mergers and acquisitions can cause a former competitor to become a co-worker.

This can make things awkward if you treat people differently depending on their “corporate standing.” If you show respect and courtesy to everyone, regardless of position or company, you avoid discomfort or damaging your chances in any unexpected turn of events.
Having a consistent demeanor improves your credibility. Even the people at the top will begin to suspect your motives if you treat VIPs with impeccable courtesy and snap at counter clerks.

**4.7.22 Bosses and Superiors**

The only thing you owe your boss, above and beyond what you owe peers and subordinates, is more information. Very quietly, be sure he or she knows what you’re doing; is alerted as early as possible to issues that may arise, and is aware of outcomes and milestones. Your boss should never be surprised.

It goes without saying that you should speak well of him or her within and outside the company, and give him or her benefit of doubt. (Which you would do for anyone, of course!)

**4.7.23 International Business**

It is important to note that etiquette in other cultures requires a bit of adaptation and flexibility. If you’re traveling on business to a foreign destination, or have visitors here, it is a good idea to learn as much as you can about the culture they are coming from and make appropriate allowances.

Items to consider:
Language (learn theirs if possible, but don’t pretend to be fluent unless you have many years of study.)

Time zones, Working schedules and Holidays

Food customs (table manners, use of implements, etc.)

Generally speaking, as long as you are trying to be considerate and express an interest in learning, you should be fine. If in doubt, err on the conservative, formal side.

**4.7.24 Meetings**

If a subject is important enough to call a meeting, be considerate about the participants' time and ensure that it is well prepared. Communicate the objective beforehand. Communicate the expected duration (Be sure to observe the ending time scrupulously, unless everyone agrees to continue.) Communicate the list of Items expected to be discussed. Often overlooked—be sure to THANK meeting members for their time and participation, and demonstrate (in the minutes or written record, at least) how their contributions helped meet the objective of the meeting. Participants are frequently left wondering if they’ve been heard or if their attendance and contributions were noticed.

Distribute minutes or some written record (no matter how simple the meeting) to all attendees and absentees, with concise but complete descriptions of decisions made. Never assign an action item to a person
who is not present to negotiate it, unless you absolutely have to. Note in
the minutes that the person hasn’t been notified, and will be contacted for
a final disposition of the item.

COMMUNICATION MEDIA ETIQUETTE

4.7.25 The Telephone

Always return calls. Even if you don’t yet have an answer to the caller’s
question, call and explain what you’re doing to get the requested
information, or direct them to the appropriate place to get it.

If you’re going to be out, have someone pick up your calls or at a
minimum, have your answering system tell the caller when you’ll be back
in the office and when they can expect a call back.

When you initiate a call and get a receptionist or secretary, identify
yourself and tell them about the basic nature of your call. That way, you’ll
be sure you’re getting the right person or department and the person
you’re trying to reach will be able to get the appropriate information and
help you more efficiently.

When you receive a phone call, identify yourself and your department, if it
is an in-house call, and your name and the company if it is an outside call.
Answer the phone with some enthusiasm or at least warmth, even if you ARE being interrupted, the person on the other end doesn’t know that! Make sure your voice mail system is working properly and doesn’t tell the caller that the mailbox is full, transfer them to nowhere, or ring indefinitely. Address technical and system problems- a rude machine or system is as unacceptable as a rude person.

You don’t have to reply to tele-advertisements. If someone is calling to sell you something, you can indicate that you are not interested and hang up without losing too much time on it.

However, you do need to be careful. You may be receiving a call from an insurance or long distance company that wants to hire you as a consultant! Be sure you know the nature of the call before you (politely, of course) excuse yourself.

Personalize the conversation. Many people act in electronic media (including phone, phone mail, and e-mail) the way they act in their cars. They feel since they’re not face-to-face with a person, it is perfectly acceptable to be abrupt, crass, or rude. We need to ensure that we make best use of the advantages of these media without falling headfirst into the disadvantages.
Don’t put a person on hold without asking him if he would mind holding.

When you take a message for someone, do so on a large sheet of paper in some detail. Do not edit the message. Add the date and time, and your signature before leaving it on the absentee’s table.

Don’t make funny noises on the phone. Drinking water while answering the phone, or eating chips, or blowing your nose, is unacceptable.

4.7.26 E-mail

While addressing the mail, in the ‘TO’ column, put the i.d.’s of the person(s) who is to take action in the matter; in the ‘CC’ column, the id's of those who are in the loop only; the ‘BCC’ column should better be left unused as many companies consider it unethical to use that column. Make the subject line specific and short. Don’t leave the subject blank, and don’t use a generic subject line, “Hi” or “Just for you.” Don’t also have a long subject line.

Use different mails for different subjects; do not club three or more different subjects under a general subject. Only one subject, and its connected data, should be in one mail. Follow correspondence rules. Do not type everything in caps or in lower case; follow grammar rules, and don’t commit mistakes.
Punctuation marks should be correctly used, and not overused, showing intense excitement etc. Use soft and neutral words, and cut out harsh or emotional content. A business letter should be business-like, not a drama script.

Your mails should normally fit into one page without the reader having to scroll down. Don’t forward messages with three pages of mail information before they get to the content. In the message you forward, delete the extraneous information such as all the “Memo to,” subject, addresses, and date lines.

When replying to a mail, don’t automatically hit the ‘Reply All’ button. Sometimes very embarrassing internal mail goes to an external customer, with disastrous results. When replying to a question, copy only the question into your e-mail, then provide your response.

Address and sign your e-mails. Although this is included in the To and From sections, remember that you’re communicating with a person, not a computer. Use your company id only for business mail, and your personal id for your friends etc.

All mails sent through the company computer are scanned by the company. Be careful regarding what you send. If you have visited an X
site, then you are in deep hot water. Be careful what you write in your mails. They are a record, and can be used against you in the future, when you least expect it.

UNIT-10: PROFESSIONAL ETHICS

4.10. Professional Ethics:

Business ethics are a hot topic these days. But along with this new focus comes a lot of “gray area”. Many times, managers are forced to decide on issues where there are arguments on both sides - a problem that makes ethical decision-making very difficult. So what is Business Ethics?

Let's first start with “What is ethics?”

Simply put, ethics involves learning what is right or wrong, and then doing the right thing, but “the right thing” is not nearly as straightforward as conveyed in a great deal of business ethics literature. Most ethical dilemmas in the workplace are not simply a matter of “Should Bob steal from Jack?” or “Should Jack lie to his boss?” before we go on to ethical dilemmas, let us first consider simple ethics.

4.10.1 EXERCISE ON ETHICAL DILEMMAS

Perhaps too often, business ethics is portrayed as a matter of resolving conflicts in which one option appears to be the clear choice. For example, case studies are often presented in which an employee is faced with
whether or not to lie, steal, cheat, abuse another, break terms of a contract, etc. However, ethical dilemmas faced by managers are often more real-to-life and highly complex with no clear guidelines, whether in law or often in religion.

One knows when they have a significant ethical conflict when there is presence of significant value conflicts among differing interests, real alternatives that are equally justifiable, and significant consequences on “stakeholders” in the situation. An ethical dilemma exists when one is faced with having to make a choice among these alternatives.

**Unit-8**

**4.11 Novel Review:**

To motivate young engineers, collection of autobiographies, biographies, short stories about the contemporary successful engineers can be prescribed in the syllabus of EL&CS. For example “Dr. Vargese Kurien (founder of AMUL), Mr. Narayana Murthy (founder of INFOSYS), Mr. Nitish Kumar (A politician, Chief Minister of Bihar, Ex Union Railway Minister of India), Mr. R.Madhavan (A super star of Tamil movies as well Bollywood), Mr. Anil Kumble (A well known Cricketer, Ex Captain of Team India), Mr. S.Shrikanth (A well known cricketer and chief selector for team India), Er. A.M.Naik (The first chairman of Larsen & Toubro) may create a positive mindset around.
Dr. Vargese Kurien did graduation in Metallurgy Engineering and Post graduate in Dairy Technology. Despite a lack of interest in Dairy Technology, he started working for the benefit of society and common man under the guidance of Tribhuvandas Patel at ANAND, GUJARAT. And he could bring about white revolution (flood Revolution) in India. He proved himself as one of the greatest personas of management to develop rural area in the real sense. Mr. Narayan Murthy graduated in Computer Engineering from IIT, proved himself one of the greatest entrepreneurs of the nation.

Mr. Nitishkumar, a Mechanical Engineer has shown a new horizon to the Indian politics. As a Union Railway Minister of India, he brought about a remarkable revolution and converted a loss making organization to a profit making organization. As a chief Minister of Bihar, he has shown a new direction to the politics of India.

R.Madhavan, a successful superstar in Bollywood and Tellywood graduated in Engineering.

Anil Kumble, the most successful bowler in the history of Indian Cricket is graduated in Computer Engineering.
Er. A.M.Naik, a graduate in Mechanical Engineering has won Padam Shree for his remarkable work in the field of Engineering. He has been serving as a Chief Managing Director of Larsen and Toubro.

Mrs. Kiran Bedi, graduated from IIT and a retired lady IPS, has created history in the women empowerment process. She is a well known social activist.

Mr. Arvind Kejariwal, a retired IRS, graduated from IIT, has become a youth icon to make a corrupt free nation. He is known as the brain behind “India against Corruption”.

There is a long list of successful and remarkable personalities, who graduated in the field of engineering. The autobiography or biography of these people may provide a direction to think and motivate students in the positive direction.

**Unit-9**

**4.9 Writing skills**

Writing skills requires fluency, organization, and a command of technical English. To be an effective writer one should learn how to get command over fluency of thoughts, organizing the ideas in the appropriate order and command over language to choose apt words and tone.
4.9.1: Fluency:

Fluency is smoothness and ease in communicating. In this case, it is your ability to set down a given number of words on paper within a limited period of time. If you freeze during examinations, writing only a sentence or two when whole paragraphs are called for, then you need to practice letting your words and ideas flow.

Literary fluency, however, involves more than just the number of words you write. The readers tend to award their highest grades to writers who use language well; those who employ a variety of sentence types and demonstrate a command of vocabulary. If you invariably use short, simple sentences, you need to practice constructing more complex ones.

4.9.2 Organisation:

Organisation is coherent arrangement. In this case, it is your ability to arrange your thoughts in order, following a clear game plan. In the Elements of Style, William Strunk describes certain elementary principles of composition. The paragraph is the basic unit of composition; the beginning of each new paragraph serves to alert readers that they are coming to a new step in the development of the subject. One paragraph leads to the next, drawing readers on to the essay’s conclusion.
Organisation involves your ability to reason and to marshal evidence to support your viewpoint. If you jump from subject to subject within a single paragraph; if you leave out critical elements, if you disorder your points and never manage to state exactly what you mean, then you need to practice outlining your position briefly before you express it in essay from.

4.9.3 Technical English:
Technical English is an attempt to write technical description and instruction of products in correct English succinctly. Hence, Technical English includes basic grammar, technical jargons, and rich vocabulary. If your English compositions come back to you with the abbreviations “grag” or “agr” or “sp” scribbled all over the margins, then you need to practice reading your papers to catch any technical mistakes.

There are literally hundreds of handbooks available that will help you handle the mechanics of writing essays. Strunk and White’s manual, the Elements of Style, provides clear, concise advice, as does William Zinsser’s on writing well. Other good reference tools are The Harbrace College Handbook, Edward Johnson’s Handbook of Good English, and, for the complete grammar-probe, Patricia O’Conner’s aptly named “Who am I”.
Normally, an undergraduate engineering student needs to write technical reports, technical articles, Essays, Letters, Technical Proposals etc.

All the above topics can be written with the help of the following steps:

**The 5 Step Approach to develop effective writing skills:**

**Step-1: Begin with Brainstorming:** You do not lack ideas. What you may lack is a direct means of getting in touch with the ideas you already have. One useful technique to “prime the pump” and encourage the fluency is clustering. Clustering is a method of brainstorming in which you start with a key word or short phrase and let that word or phrase act as a stimulus, triggering all sorts of associations that you jot down. In just a minute or two, you can come up with dozens of associations, some of which you may later incorporate into your essay.

**Step-2 Organize your Outline:**

According to the British rhetorical theorist and philosopher Stephen Toulmin, a sound argument requires three elements: CLAIM, GROUNDS (or data), and WARRANT. Your claim is your thesis; it is an overall statement of the argument you hope to prove. The grounds for your argument are your evidence. Grounds for an argument can include statistics, examples, and even anecdotes. The warrant is the connection
between the claim and the grounds. It is an explanation of how the grounds justify the claim.

Claim (Thesis): Historians and other social scientists are as useful to society as are biochemists and engineers because society’s ills cannot be cured by technological progress alone. Once you have settled on your claim, look to your brainstorming for the arguments that support it. Each of these arguments requires its own claim, grounds, and warrant.

**Step-3: Write the body of your essay:**

You already know your general line of reasoning- the direction you want your argument to take. You need to spend the bulk of your time writing the body of your essay. As rapidly as you can, type up your points, writing two to three sentences to put forward each reason or example in your outline. Do not worry if pressure of time does not allow you to deal with every point you have decided to project. Start with a reason or example that you can easily put into words, preferably your best, most compelling reason or example.

**Step-4: Now write your opening and summary paragraph:**

It may seem strange to write your introductory paragraph after you have written the body of your essay, but it is a useful technique. Many writers launch into writing the introduction, only to find, once they have finished
the essay, that their conclusion is unrelated to, or even contradicts, what they had written in the introduction. By writing the introduction after you have composed the bulk of the essay, you will avoid having to rewrite the introduction to support the conclusion that you actually reached, rather than the conclusion that you expected to reach. Your conclusion should, however, be longer than one sentence.

**Step-5 Reread and Revise:**

Expert writers often test their work by reading it aloud. In the exam room, you cannot read out loud. However, when you read our essay silently, take your time and listen with your inner ear to how it sounds. Read to get a sense of your essay’s logic and rhythm. Does one sentence flow smoothly into the next? Would they flow more smoothly, if you were to add a transition word or phrase (therefore, however, nevertheless, in contrast, similarly)? Do the sentence follow a logical order? Is any key idea or example missing? Does any sentence seem out of place? How would things sound if you cut out that awkward sentence or inserted that transition word?

Letter writing:

Letter writing can be divided into two major groups:

1. Action Letter writing
2. Reaction letter writing
1. Action letter writing: whenever a writer initiates letter writing it is called action letter writing. For example: Enquiry letter, Demand letter, Permission letter and so on.

   In this category of letter writing steps can be as follows:
   a. Introduction
   b. Body of the text (thesis statement/ reason of letter writing)
   c. Supportive logic/arguments/justification/logic/reasons
   d. Summary

2. Reaction letter writing: Generally, whenever one writes letter in response to or with reference to the steps would as follows:

   a. Reference (introduction)
   b. Body of the text (thesis statement)
   c. Supportive logic/arguments/justification/logic/reasons
   d. Summary

Letter writing can be divided into mainly two types:

**A. Initiative letter:** When a letter is written for the first time (for example: an enquiry letter, complain letter, Demand letter, Request letter), one has to keep certain points in the mind. These letters are not invited by the reader, it is an initiative taken by the sender. Hence, an impressive and
succinct introduction may create favourable condition between the sender and receiver.

These Pair can make learners better understanding to write a professional letter:

1. Sir/Madam: Truly/regards
2. Dear Sir/Madam: Yours truly/sincerely/with regards
3. Respected Sir/Madam: Yours faithfully
4. Dear Mr.Sinha: Yours Sincerely/truly yours/with regards
5. Colonel/Major General/Police Inspector: Yours dutifully

**B. Response Letter:** Whenever a letter is written in reference to or in response to or with respect to this format may be used. This format would be useful in the application letter writing, business correspondence and responding letters against any enquiry letter, demand letter or complain letter. This format will make letter writing an easy task to learners.
<table>
<thead>
<tr>
<th>Format: Initiative Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Head/Sender’s Address</strong></td>
</tr>
<tr>
<td><strong>Dated</strong></td>
</tr>
<tr>
<td><strong>Inside Address</strong></td>
</tr>
<tr>
<td><strong>Salutation</strong></td>
</tr>
<tr>
<td><strong>Subject:</strong></td>
</tr>
<tr>
<td><strong>First paragraph</strong></td>
</tr>
<tr>
<td>A brief Introduction of the organization/person, who is writing the letter.</td>
</tr>
<tr>
<td>Purpose of writing the letter.</td>
</tr>
<tr>
<td><strong>Second Paragraph</strong></td>
</tr>
<tr>
<td>What the letter reader can offer? Why she/he should accept your demand (justification)?</td>
</tr>
<tr>
<td><strong>Third paragraph</strong></td>
</tr>
<tr>
<td>What is your expectation in brief?</td>
</tr>
<tr>
<td>Concluding sentence</td>
</tr>
<tr>
<td><strong>Thanking you</strong></td>
</tr>
<tr>
<td><em>As per the salutation</em></td>
</tr>
<tr>
<td><strong>Copy to:</strong></td>
</tr>
<tr>
<td><strong>Encl:</strong></td>
</tr>
</tbody>
</table>
These formats would make letter writing an easy and interesting task and majority of the learners would be able to develop efficiency in letter writing skills.
Unit-10

4.10 CASE STUDIES AND ACTIVITY BASED LEARNING

Cartoons as an entertaining source of learning English (L2) for the young learners (YL):

With the recent development of EFL/ESL studies, researchers are using diverse directions to analyze the language acquisition of the young learners (YL) and are examining more day-to-day issues. What is widely accepted in this regard is watching cartoons which is indeed a ‘happy experience’ for the students and is the basis for ‘an attractive and enjoyable learning environment’. Due to this entertaining appeal and their wide availability, cartoons have become one important resource from which today’s learners take a great amount of English language input and try to use that to communicate with people around them. The present work overviews the content of some famous cartoons, delivers several case studies of some young kids and then shows how cartoon-watching has accelerated these youngsters’ English learning, and how it has influenced their language development in general. In addition, there is an attempt to demonstrate how the enthusiasm or high motivation, tender age, positive attitude and willingness for acculturation bridge between first language the gap learner and second language learning/acquisition.
Although in the last few decades a number of insights have been achieved through research on L2 learning/acquisition it is generally felt that change. ‘Watching cartoons as a dynamic source of learning English for the young learners’ can act as a trigger for exploring new, exciting areas of L2 learning/acquisition. Youngsters like cartoons and they are highly motivated to pick up the language exposed before them through cartoons. Generally, language is an integral part of growing up and is necessary to communicate and participate in one’s environment. And ostensibly, watching cartoons is the basis for ‘an attractive and enjoyable learning environment and here ‘language learning is a happy experience’ as it supports a relaxed atmosphere.

Why cartoons rather than formal instruction:

Here, the researcher would like to identify two contexts, namely formal instruction within the classroom and unstructured language acquisition in a natural setting. What is missing in the formal setting is that sometimes it is boring and strictly structured. On the contrary, being innovative, young learners are basically prone to learn new ideas from what they enjoy and experience from the environment. Therefore, with a teacher-centered approach (Rogers, 2004), students usually sit, listen, recite and hopefully learn as they are at times less enthusiastic and devoid of enjoyment. However, language learning is a ‘happy experience’. Children tend to learn best through direct experience, where they can see and relate an object
Within its environment. By providing youngsters with exposure to foreign language conversation in an enjoyable manner, and by familiarizing them with foreign cultures and ways of living, they are found to communicate in the target language more positively.

Watching cartoons promotes YL’s conversational practice to such a degree that their parents feel satisfied.

**Tom and Jerry:**

Here, among all the cartoon series that have ever been made Tom and Jerry is the most loved and most successful. Children love the never ending chase and the comedy in these serials. In spite of putting so much effort, Tom is never able to catch Jerry, who is too clever and cunning. And the situations are very comical. Some of these cartoons are nearly sixty years old, the first ones were made in the 1940’s. They were created by William Hanna and Joseph Barbera. Today Tom & Jerry is being made by the Warner Brothers who own the rights to Tom and Jerry.

**Ben 10:**

Ben 10 Animation Series: Ben Tennyson is an ordinary ten year old boy who is going to spend his summer on the road with his grandfather and cousin Gwen. On this trip he discovers a strange, alien device that attaches itself to his arm allowing him to transform into any one of ten
aliens. Later more are obtained. This device allows Ben to become a hero but also attracts unwanted attention from alien baddies seeking the power of the device known as the Omnitrix.

Ben 10 Alien Force: Ben 10 Alien Force is the sequel to the hit Cartoon Network series, Ben 10. The series takes place five years later after the original. Ben no longer wears the Omnitrix, and his cousin, Gwen, has honed her skills in magic. But when an alien invasion of the DNALIENS strike Earth and Grandpa Max goes missing, Ben decides that it’s hero time once again. He’s not alone, as he is joined by Gwen, and even his old archenemy, Kevin Levin comes along for the ride. Now it’s time once again for Ben to begin his quest to find his grandfather and stop the invasion from the evil.

**Observation:**
In these cartoons the dialogues are sparse so the stories can be easily followed. The language contains clearly spoken common words with obvious visual reinforcements. Moreover, the animal characters with their facial expressions and gestures can communicate messages that are not culturally specific. Reigeluth (1999) also emphasizes the importance of developing ‘content familiarity’ to enhance the formation of “stable cognitive scheme to which more complex capabilities and understandings can be assimilated”. Thus, these characters, which are clever, funny, strong, sweet and easy to understand, in cartoon based stories that
contain elements of suspense and remarkable action, closely mirror youngsters’ expectations.

**Research Scope**

This work attempts to focus upon the idea that watching cartoons could help learners to pick up new language and communicate skills in English in everyday life.

*Competition 1.*

In groups of four, the students will be asked to write their own situations on cards; the number of situations will vary according to time available and size of the class. Human nature being what it is, each group will try to make their situations as tricky as possible. Then a spokesperson from each group will read one situation for which the other groups will try to provide the right answer within a given time limit. If no right answer is provided, the group that came up with the situation will have to justify the answer they think is right. The winner will be the group that scores the highest number of correct answers.

*Role-play.* The last activity is a role-play between a Customs Officer and a passenger (so we go back to pair work here). All the situations written by the different groups that require payment of duties will be collected (the
teacher should have some more up his/her sleeve in case there are not enough of them), and each pair will get two cards.

At this stage, and as a preparatory activity for the role play, you can have a brainstorming session, with the teacher eliciting from the students and writing on the blackboard exponents for the main language functions require for such a dialogue (as, for instance, persuading, appealing, disagreeing, compromising, arguing, apologizing, etc.). The tone of the dialogue, especially the degree of politeness adequate to the situation, will also be discussed and agreed upon.

The students will then be asked to role play the dialogue. As passengers all over the world resent being asked to pay import duties, I am sure that the student playing the passenger will try his/her best to get away without having to pay anything. The pair will change roles for the second dialogue. To avoid having the whole activity become repetitive and tiresome, you can distribute cue cards to each student with hints at their reactions, such as slightly annoyed or furious for the passenger, or polite but firm or understanding for the Customs Officers.

Comment

These activities are but suggestions to improve what is considered to be a good example of potentially good but not fully exploited materials. Although it has been said that materials do not necessarily have to be
related to the students’ specialty, and even that their use can be counterproductive, our Communication skills students do appreciate dealing with practical aspects of customs procedures (like going through Customs at an airport). This fact seems to be disregarded in the content of other subjects in the curriculum.

As to the activities themselves, an effort is made to devise tasks that hopefully will involve the students more actively. By providing opportunities for them to actually use the language will be a challenging, engaging way. Special attention was paid to the speaking skill (in the third stage of the lesson, the role-play) to cater to the students’ wants as far as the speaking skill is concerned, although the other skills (listening, writing, and reading) were not neglected. It remains to be seen, of course, whether these activities will work in the ever-changing, unpredictable scenario of the classroom.

Finally, Running the risk of overlooking one of the most passionate issues in ESP, this work suggests that the question does not so much lie in the content of the materials (i.e., whether they are subject-specific or not), but rather in what you do with them in the classroom. Furthermore, it is not enough for materials to be interesting or up-to-date: they should above all be linguistically and communicatively relevant to the learning situation; they should foster students’ interest and promote learning. Thus, not only
the nature of the materials but the methodological exploitation of them, including tasks and activities, need careful attention.

**Activity based learning:**

Active participation of the students is essential to develop effective communication skills. Activity based learning develops symbiotic learning approach which continues after classroom teaching even. Hence, some activities are written below to offer a glimpse of the same.

**Activity: 1:** Word Power antaxary (scrabble) is one of the very successful method to develop vocabulary and application of word power.

Students can be divided into the group of 6. Personal Pronoun will not be used. Every group need to decide to spokesperson, four resource team.

Step.1: Group will be asked to select 3/4/5/6/7. Suppose Group A selected number 4. It means they can use only four letter words.

Step.2: Group will be asked to opt 3/5/6/7. Suppose Group B selected number 5. It means they can use only five letter words.

Step.3: Suppose Group A threw first word: ROAM.

Step.4: Group Need to form one sentence with ROAM. For example: I am going to roam round the world.

Step.5: Now Group B will give a word starts with RaoM (M). Money.

Step.6: Now Group A need to form a sentence with Money and after that will give a word which start by Y.
Activity.2: Conduct Debate and Elocution competition and first four winners will choose two candidates and will prepare them for next debate or elocution competition. It will work in vertical interaction method.

Activity.3: Workshops on anchoring or compeering. Select four or five good students. And ask them to train other students for compeering. Arrange competitions on compeering; give awards on most innovative performance. Promote students for innovative steps rather stereotype archaic models of compeering.

Activities based learning Promotes peer group learning. It develops leadership skills among students. They learn language with fun. It motivates students to adopt new methods for language learning. Hence, during EL&CS teaching-learning process, one should keep attempting new methods to improve activity based learning.

Technical communication is always purposeful, and all technical compositions and presentations are organized and logically structured. For the technical communicator, it is the cohesive element that brings his/her perspective, knowledge, and ideas into focus for the audience. Many technical writers and presenters ignore the fact that the organization, structure, order, or pattern that they use in their writing or speech will determine the effectiveness of their message.
Organization in technical communication refers to the process of arranging information logically. Unlike general communication, technical communication follows a linear logical pattern to organize the information that one presents in a systematic way.

**Technical Communication:**
There are several characteristics features of technical communication that make it different from general communication. When you write a letter to your friend, you try to be personal and subjective. On the other hand, you are impersonal, objective, and direct when you write your project report. Similarly, when you write to a friend, you use informal language and casual style. In contrast, you use formal language when you make an oral presentation. The reason is obvious. You may like to express your feelings, emotions and sentiments through a letter or an informal casual conversation, but you are only concerned with facts when you are writing a technical report or making an oral presentation. This difference of attitude and approach determines the characteristics features of “general style” and ‘technical style’.

Since “style” is a major consideration in technical communication, we need to look more closely at the concept of style in technical communication. What is style? Style refers to the way something is said rather than what is
said. For our purposes, style is the distinctive mode or manner of expressing ideas in language. But what is this distinctive mode or manner of expression? This distinctive manner may refer to the process of choosing appropriate words, tone and logic.

Words and phrases (formal, informal, technical, and so on); Sentence structure (simple, complex, compound, mixed, and so on); Rhetorical devices or discourse writing techniques (description, narration, explanation, comparison, and contrast, and so on); and Effective logical structure and organization.

Style in communication depends on several factors. It largely depends on:
- The audience-for example, the same message when addressed to a superior is expressed more diplomatically and tactfully, but when addressed to subordinates it is more direct and forceful.
- The communicative context- for example, conveying routine information and making requests, communicating good or bad news, conveying goodwill or trying to persuade someone.
- The purpose- for example, the way one conveys good news is not the same as conveying bad news. Style could be very formal, as in a technical report or a professional presentation, or very informal, as in a personal
letter or casual conversation. The most effective style is the one that accurately encodes the thought content of the message into appropriate language. It is important to adopt and use an appropriate style in order to be effective.

Thus, style in technical communication may refer to the way a person puts words together into sentences, arranges sentences into paragraphs, and organizes paragraphs to frame a piece of writing or an appropriate oral discourse to convey technical information clearly and accurately. In short, it is the way one speaks or writes when one deals with a technical or scientific subject.

Therefore, improving writing skills is essential as far as technical English is concerned. How to improve writing skills among engineering graduates. Unless a teacher know the weaknesses of students in writing skills, it would be very difficult to guide them in correct direction. Hence, students should be asked to go for following activities:

**Activity 1:** Ask learners to write their autobiography. It includes only his/her professional details and professional objective of the life.

In this activity, copying from somebody is very difficult. Every student will learn usage of Past tense, Present Tense and Future Tense along with
expression skills.

**Activity 2:** Ask students to write an article in approximately 100 words:

1. 15 years down the line where do you see yourself?
2. Why did you opt Engineering education?
3. The most memorable moment of your life.
4. Your college.
5. Your dream Hostel.

These activities help to develop creative writing and develop confidence level among students. Analyzing language efficiency, problem in tenses, preposition, noun and pronoun becomes easier from these write ups.

This work proposes teaching and learning of English language and Communication skills should be student-teacher participation based. Major focus during the teaching this subject should be motivating students to learn word power, interview skills and effective writing skills. Because whenever a learner plan to start reading novel, magazine, newspaper, the biggest problem she/he face in the form of word power. Learners are unable to express their ideas and thoughts in writing English, and unable to score much in the written examination. Therefore, teaching EL&CS should be very much objective oriented. To make this objective successful, activity based learning, case studies based teaching will be
the most effective. Hence this work has proposed sample activities to develop good number of activities to do this exercise effectively. Into this process role of computer based learning will work as an effective source of information and confidence build up instrument.

This work emphasizes upon case studies and activities on interview skills, grooming, hygiene, professional ethics and etiquettes will make them employable. This activity will convert an engineer into professional engineer. Hence, teaching all necessary topics in the first year of engineering is essential.